

# Ashland Elementary

## Comprehensive School Improvement Plan 2022-25

### Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

#### State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

### Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

#### State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

#### MAP (K-9)

- 100% growth in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math

#### State Assessment Results in Reading

- By 2025, Ashland Elementary will increase Reading proficient and distinguished level to >60% as measured by KSA. Current level is 68%.

#### State Assessment Results in Math

- By 2025, Ashland Elementary will increase Math proficient and distinguished level to >60% as measured by KSA. Current level is 64%.

#### State Assessment Results in Science

- By 2025, Ashland Elementary will increase Science proficient and distinguished level to >60% as measured by KSA. Current level is 62%.

#### State Assessment Results in Social Studies

- By 2025, Ashland Elementary will increase Social Studies proficient and distinguished level to >60% as measured by KSA. Current level is 73%.

#### State Assessment Results in Combined Writing

- By 2025, Ashland Elementary will increase Combined Writing proficient and distinguished level to >60% as measured by KSA. Current level is

68%.

English Learner Progress

- By 2025, Ashland Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, Ashland Elementary will increase the quality of school climate and safety index to 90 as measured by KSA. Current level is 81.6.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Ashland Elementary will increase P/D in Reading to >60%. In 2022, the level was 69%.  By 2023, Ashland Elementary will increase P/D in Math to >60%. In 2022, the level was 62%.	By 2024, Ashland Elementary will increase P/D in Reading to >60%. Current level is 68%.  By 2024, Ashland Elementary will increase P/D in Math to >60%. Current level is 64%.	By 2025, Ashland Elementary will increase P/D in Reading to >60%.  By 2025, Ashland Elementary will increase P/D in Math to >60%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Ashland Elementary will increase P/D in Science to >60%. In 2022, the level was 70%.  By 2023, Ashland Elementary will increase P/D in Social Studies to >60%. In 2022, the level was 60%.  By 2023, Ashland Elementary will increase P/D in Combined Writing to >60%. In 2022, the level was 49%.	By 2024, Ashland Elementary will increase P/D in Science to >60%. Current level is 62%.  By 2024, Ashland Elementary will increase P/D in Social Studies to >60%. Current level is 73%.  By 2024, Ashland Elementary will increase P/D in Combined Writing to >60%. Current level is 68%	By 2025, Ashland Elementary will increase P/D in Science to >60%.  By 2025, Ashland Elementary will increase P/D in Social Studies to >60%.  By 2025, Ashland Elementary will increase P/D in Combined Writing to >60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Ashland Elementary will decrease novice in Reading to 20%. In 2022, the level was 19%.</p> <p>By 2023, Ashland Elementary will decrease novice in Math to 25%. In 2022, the level was 23%.</p>	<p>By 2024, Ashland Elementary will decrease novice in Reading to 15%. Current level is 14%.</p> <p>By 2024, Ashland Elementary will decrease novice in Math to 15%. Current level is 19%.</p>	<p>By 2025, Ashland Elementary will decrease novice in Reading to &lt;10%.</p> <p>By 2025, Ashland Elementary will decrease novice in Math to &lt;10%.</p>

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

Quality of School Climate and Culture Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Ashland Elementary will increase the Quality of School Climate and Safety index to 75. In 2022, the level was 78.8.</p>	<p>By 2024, Ashland Elementary will increase the Quality of School Climate and Safety index to 82. Current indicator score is 81.6.</p>	<ul style="list-style-type: none"> <li>By 2025, Ashland Elementary will increase the Quality of School Climate and Safety index to 90 as measured by KSA.</li> </ul>

## Year 2 Focus Areas

PLC's				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Objective 1</p> <p>By 2024, Ashland Elementary will increase P/D in Math to &gt;60%</p>	<p>KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment measures</p>	<ul style="list-style-type: none"> <li>Develop a practice to ensure student-friendly learning targets and success criteria are constructed during PLC planning process</li> <li>Develop common understanding of Prerequisite skills during the PLC process.</li> <li>Walkthroughs by administration, PLC and professional development in assessment analysis</li> </ul>	<p>Weekly Teacher Clarity Walkthroughs conducted by Administration</p> <p>Development of learning walks with teachers and staff</p>	<p>\$0</p>
<p>By 2024, Ashland Elementary will increase P/D in Writing to &gt;60%</p>	<p>KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.</p>	<ul style="list-style-type: none"> <li>Enhance our practice to ensure that students understand the success criteria and learning intentions by reviewing at the beginning, multiple times throughout, and at the end of Tier I instruction.</li> </ul>	<p>Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.</p>	<p>0</p>
<p>By 2024, Ashland Elementary will increase P/D in Reading to &gt;60%</p>	<p>KCKP 1: Establish a process to ensure</p>	<ul style="list-style-type: none"> <li>Construct student friendly learning targets during the planning process</li> <li>Work with other teams to vertically align standards.</li> </ul>	<p>Development of learning walks with teachers and staff</p>	<p>0</p>

	curricular alignment reviews are an ongoing action of the PLC planning process.			
<b><u>Progress Monitoring</u></b>				

<b>Acceleration</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
<ul style="list-style-type: none"> <li>By 2024, Ashland Elementary will increase the quality of school climate and safety index to 90 as measured by KSA. Current level is 81.6</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to improve our MTSS process in both academic and social emotional supports.</li> <li>Students will be included by developing leadership organizations such as BETA club and student council</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Student council meeting with the principal.</li> <li>Give students the opportunity to express themselves, and provide a safe space for them to discuss problems or difficulties</li> <li>Create opportunities to discuss topics addressed on the climate survey.</li> <li>PD in trauma informed instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Notes/Minutes of meeting.</li> <li>Changes in teacher behavior</li> <li>Pre/Post understanding of trauma informed instruction.</li> </ul>	0
<ul style="list-style-type: none"> <li><b>By May 2024</b>, increase the percent of Economically</li> </ul>	KCWP 1: Establish a process to ensure	Establish a practice to ensure formative assessment practices allow students to	Weekly PLC meetings	0

Disadvantaged students scoring proficiency from 42% to 50% in Mathematics	curricular delivery and assessment measures provide for all pertinent information needs for students.	understand where they are going, where they currently are, and how they can close the gap.	rooted in the development of Teacher Clarity and Clarity for Learning work	
	KCWP 2: Establish a process to develop a clearly defined RtI school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal	Develop our practice to ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during and after)	Weekly learning walks and walkthroughs by teachers and administration. Informal interviews with students to determine their learning intention and success criteria	0
<b><u>Progress Monitoring</u></b>				

### Year 3 Focus Areas

Plc's				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<p>Objective 1</p> <p>By 2025, Ashland Elementary will increase P/D in Math to &gt;60%</p>	<p>KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment measures</p>	<ul style="list-style-type: none"> <li>• Develop a practice to ensure student-friendly learning targets and success criteria are constructed during PLC planning process</li> <li>• Develop common understanding of Prerequisite skills during the PLC process.</li> <li>• Walkthroughs by administration, PLC and professional development in assessment analysis</li> </ul>	<p>Weekly Teacher Clarity Walkthroughs conducted by Administration</p> <p>Development of learning walks with teachers and staff</p>	<p>\$0</p>
<p>By 2025, Ashland Elementary will increase P/D in Writing to &gt;60%</p>	<p>KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.</p>	<ul style="list-style-type: none"> <li>• Enhance our practice to ensure that students understand the success criteria and learning intentions by reviewing at the beginning, multiple times throughout, and at the end of Tier I instruction.</li> </ul>	<p>Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.</p>	<p>\$0</p>
<p>By 2025, Ashland Elementary will increase P/D in Reading to &gt;60%</p>	<p>KCKP 1: Establish a process to ensure curricular alignment reviews are an ongoing action of the PLC planning process.</p>	<ul style="list-style-type: none"> <li>• Construct student friendly learning targets during the planning process</li> <li>• Work with other teams to vertically align standards.</li> </ul>	<p>Development of learning walks with teachers and staff</p>	<p>\$0</p>

<b><u>Progress Monitoring</u></b>				

<b>Acceleration</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
<ul style="list-style-type: none"> <li>By 2024, Ashland Elementary will increase the quality of school climate and safety index to 90 as measured by KSA. Current level is 81.6</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to improve our MTSS process in both academic and social emotional supports.</li> <li>Students will be included by developing leadership organizations such as BETA club and student council</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Student council meeting with the principal.</li> <li>Give students the opportunity to express themselves, and provide a safe space for them to discuss problems or difficulties</li> <li>Create opportunities do discuss topics addressed on the climate survey.</li> <li>PD in trauma informed instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Notes/Minutes of meeting.</li> <li>Changes in teacher behavior</li> <li>Pre/Post understanding of trauma informed instruction.</li> </ul>	
<ul style="list-style-type: none"> <li><b>By May 2024</b>, increase the percent of Economically Disadvantaged students scoring proficiency from 42% to 50% in Mathematics</li> </ul>	KCWP 1: Establish a process to ensure curricular delivery and assessment measures	Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Weekly PLC meetings  rooted in the development of Teacher Clarity and Clarity for Learning work	



	provide for all pertinent information needs for students.			
	KCWP 2: Establish a process to develop a clearly defined RtI school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal	Develop our practice to ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during and after)	Weekly learning walks and walkthroughs by teachers and administration. Informal interviews with students to determine their learning intention and success criteria	
<b><u>Progress Monitoring</u></b>				



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

**Ashland Elementary School**  
**John Moore**  
195 N Ashland Ave  
Lexington, Kentucky, 40502  
United States of America

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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?

Ashland Elementary School is located near downtown Lexington on North Ashland Avenue. A school with a strong focus on student achievement through stakeholder collaboration, the Ashland community seeks to find ways to ensure that all students thrive and experience success. The downtown location of our school makes walking field trips convenient, and the school partners with local businesses and stakeholders to engage the community. We hosted our Grown-Up Day, Block Party and annual Jog-A-thon during the month of September 2022 where families were able to come together and fellowship. The "Block Party" was a collaboration with Maxwell elementary at Woodland Park that focused on mental health and, "Putting the Blocks Together To Build Support." Another event in the Spring included our collaboration with businesses in the "warehouse district," where we hosted a "Gallery Hop" through multiple businesses that included Art displays, a talent show and other demonstrations in the areas of the ARTS. Walking field trips include the Henry Clay Estate, the Lexington Fayette Urban County Government Center offices, the Lexington Public Library-Main Campus, Christ Church Cathedral, the Living Arts and Science Center, the Lyric Theater, Woodland Park, Kenwick Community Center and more.

With an intentional focus on the ARTS, Ashland identifies students based on interest and skill in the areas of the Visual Arts, Dance/Drama, and Performing Arts.

Stakeholders collaborated with our Specials teachers to present two productions at Norsworthy Auditorium where all scholars were able to participate. This production included Music, dance, drama and Art throughout the production and was published on the internet and viewed by family members across the country.

### School Stakeholders

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

Ashland has a collaborative community that works together to ensure scholar success! The PTA hosts an Annual Jog-A-Thon each year to raise funds that support family night events like the Fall Festival, and Gallery Hop.

### 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.

Ashland's mission is ensure a culture that educates, empowers and encourages success (3Es). We build the foundation of this community through meaningful relationships, intentional and engaging learning, clear communication, and a collaborative commitment to coaching students to be valuable contributing members of the global community. Ashland's vision is to be a school where ALL students are critically thinking problem solvers who demonstrate perseverance, independence, responsibility, and strong moral character. While ensuring that students feel safe, loved, and excited about school and learning. Ashland teachers partner with students and families to close achievement gaps. There are school-wide structures at Ashland Elementary to encourage students to be responsible for their learning. Expectations are clearly set for students to enter school ready to learn, as outlined in our school handbook. Safety is our number one priority. Students have a dress code and adhere to a schoolwide PBIS behavior system. Students receive character education from our Guidance Counselor and Mental Health Specialist, who also meet with small groups of students to meet their needs. During August of 2022 Ashland opened a BeWell room that focuses on mindfulness and self-regulation.

#### 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.

2014-15 KPREP results designated Ashland as a distinguished, progressing, high performing school with a score of 75.4, and in the 94%ile. 2015-16 KPREP results designation Ashland as a proficient school with a score of 69.5. 2016-17 KPREP results showed Ashland students with 91.4 in achievement points, 75.2 in gap points, and 75.3 in growth points. 2017-2018 KPREP results demonstrated Ashland students were above the average of both district and state in all academic and separate academic indicators. 2018-2019 KPREP results demonstrate Ashland students score 64.1% P/D in reading and 63.5% P/D in math. A focus area at our school for the next three years is closing the achievement gap. Ashland has developed a plan to address the achievement gap including intentional small group and Rtl instruction as well as monthly grade level team meetings with administration and MTSS Coordinator/interventionist to discuss student progress towards goals.

#### Additional Information

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

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: The Needs Assessment for  
Schools\_11032023\_08:14

2023-2024 Phase Two: The Needs Assessment for Schools

**Ashland Elementary School**  
**John Moore**  
195 N Ashland Ave  
Lexington, Kentucky, 40502  
United States of America

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## **2023-24 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

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

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

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

#### **Protocol**

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

Data was collected throughout the first quarter of the year with surveys given to all stakeholders. The primary representatives working on developing and analyzing the Needs Assessment was conducted by our certified staff during a faculty meeting.

The needs assessment was conducted and received consultation from members of the SBDM who meet monthly. The meeting minutes for both the Instructional Leadership team and the SBDM are documented through recorded and archived agenda items and meeting minutes.

#### **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?

In the previous year we looked to enhance our ability to monitor student success through assessment and reflection. This was achieved by establishing school-wide protocols for the PLC process and methods for analyzing data.

### 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.

Behavioral Referrals remained at minimal levels with more than 95% of students receiving 0-1 behavioral referral.

### 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: 84% of incoming Kindergarten students are ready for Kindergarten, up from 64% in the previous year. 65.% of African American students scored below proficiency in KPREP reading down from 67% in previous years. 63% of student scored below proficiency in math down from 72% in previous years. 70% of students in the free and reduced lunch group scored below proficiency in reading and 71.9% of students in the free/reduced lunch category scored below proficiency in math

### 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.

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### 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.

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### 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 Element



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.

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Element		• 7
 Key Elements		•



2023-2024 Phase Two: School Assurances\_11032023\_08:17

2023-2024 Phase Two: School Assurances

**Ashland Elementary School**  
**John Moore**

195 N Ashland Ave  
Lexington, Kentucky, 40502  
United States of America

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## 2023-24 Phase Two: School Assurances

### Introduction

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

#### Federal Programs

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

Yes

No

N/A

#### **COMMENTS**

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

Yes

No

N/A

#### **COMMENTS**

#### Title I Programs

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



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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

A. timely information about programs under Title I;

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

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

- No
- N/A

**COMMENTS**

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

- Yes
- No
- N/A

**COMMENTS**

## Title I Schoolwide Programs

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

- Yes
- No
- N/A

**COMMENTS**

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

- Yes
- No
- N/A

**COMMENTS**

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

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS****Title I Targeted Assistance School Programs**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

- No
- N/A

**COMMENTS**

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

- Yes
- No
- N/A

**COMMENTS**

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

- Yes
- No
- N/A

**COMMENTS**

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

- Yes
- No
- N/A

**COMMENTS**

### Schools Identified for Targeted Support and Improvement

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



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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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**Annual School 24 Hour Professional Development Plan & Supporting Budget Allocations  
2023-24**

School: Ashland Elementary School

PD Representative: Colette Myers

	<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 August 2023 NF (8 hours)</b>	<b>August 2023  Creating an Engaging Climate and Culture</b>	<b>8</b>	<b>\$0</b>	<b>All staff will participate in this opening PD by reviewing and revising vision and mission, school- wide expectations, and instructional practices.  Teachers will become familiar with the master schedule, updates with the technology, child find procedures and protocols.</b>	<b>Increase student achievement and narrow existing achievement gaps.  Teachers will be prepared to ensure students have proper guidance on the first day of school and ensure that procedures and protocols are aligned throughout the building.</b>
<b>PD Day # 2 August 2023 NF (4 hours)</b>	<b>August 2023  Assessment Needs and platforms</b>	<b>4</b>	<b>\$0</b>	<b>Introduction to the Edu-lastic platform for assessment.</b>	<b>Increase student achievement and narrow existing achievement gaps.  Teachers will learn to provide standard based assessment with an online platform that resembles the features presented on KSA.</b>
<b>PD Day # 4 August 2023 NF* (2 hour)</b>	<b>August 2023</b>	<b>2</b>	<b>\$0</b>	<b>Staff Handbook/Dismissal Procedures/Emergency Plans TPGES Domain 4 F Showing Professionalism  Administrators will go over explicitly the important information regarding procedures and practices as well as key emergency plans and procedures too.</b>	<b>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>

<b>PD Day # 5 NF* (8 hours)</b>	<b>September 2023 (Ongoing)</b>	<b>8</b>	<b>\$1000</b>	<b>KAGAN Strategies and collaborative group work (Ongoing)</b>  <b>Certified staff will receive training in Kagan strategies to increase engagement</b>	This Professional Development will allow teachers to incorporate engagement activities that also assess student understanding of concepts.  Teachers will be provided resources and materials to enhance learning
<b>PD Day TBA Flex (1 hour)</b>	<b>Monthly Faculty Meeting</b>	<b>1</b>	<b>0</b>	<b>Lesson Planning and Instruction with Teacher Clarity</b>  <b>Simple Solutions (During PLC)</b>	Teachers will focus on aligning instruction and assessment to standards. This will ultimately provide data to inform instruction.
<b>PD Day Faculty Meeting Flex (1 hour)</b>	<b>Fall 2023</b>	<b>1</b>	<b>\$0</b>	Culturally Responsive Teaching and Learning – Eastern Kentucky	Narrow existing achievement gaps by being responsive to the need of all scholars.
<b>PD Day Faculty Meeting *NF (1 hour)</b>	<b>Winter 2023-2024 (December/Jan)</b>	<b>1</b>	<b>\$0</b>	Trauma Informed Care	<b>Certified Teachers will receive training to develop understanding around the impact of Trauma, and support efforts to provide an informed response.</b>
<b>Alternative PD Plans EOY Date TBD (3 hours)</b>	Fall 2024	1	\$0	Teachers will participate in on-going professional development for assessment development and implementation as related to standards and teacher clarity.	Ongoing PD for assessment development to inform instruction.
<b>Alternative PD Plans Oct, Jan, Mar</b>	<b>Quarterly</b>	<b>1</b>	<b>\$0</b>	<b>Certified teachers will receive a formal follow-up training to continually improve in the area of Tiered supports, services and policies.</b>	Providing and promoting a united way of teaching and designing appropriate instruction for students as well as unified and timely assessment implementation.

Alternative PD Plans	October 2023-May 2024 Continuous refresher trainings		\$0	<b>Technology PD</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.	Providing and promoting a united way of teaching and designing appropriate instruction for students as well as unified and timely assessment implementation.
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\*NF = Non-Flexible PD day

Principal Approval: \_\_\_\_\_ SBDM Council Approval \_\_\_\_\_  
*Signature John Moore* *Date 08/30/2023* *Signature John Moore* *Date 08/30/2023*