

# Northern Elementary's Comprehensive School Improvement Plan 2022-25

[Year 1 Focus Areas](#)

[Year 2 Focus Areas](#)

[Year 3 Focus Areas](#)

## 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-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

### State Assessment Results in Reading

- By 2025, Northern Elementary School will increase Reading proficient and distinguished level to 66% as measured by KSA. Current level is 35%

### State Assessment Results in Math

- By 2025, Northern Elementary School will increase Math proficient and distinguished level to 60% as measured by KSA. Current level is 28%.

### State Assessment Results in Science

- By 2025, Northern Elementary School will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 13%.

State Assessment Results in Social Studies

- By 2025, Northern Elementary School will increase Social Studies proficient and distinguished level to 65% as measured by KSA. Current level is 26%.

State Assessment Results in Combined Writing

- By 2025, Northern Elementary School will increase Combined Writing proficient and distinguished level to 65% as measured by KSA. Current level is 41%.

English Learner Progress

- By 2025, Northern Elementary School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 103.4.

Quality of School Climate and Safety

- By 2025, Northern Elementary School will increase the quality of school climate and safety index to 100% as measured by KSA. Current level is 78.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Northern Elementary School will increase P/D in Reading to 39%. In 2022, the level was 26%.  By 2023, Northern Elementary School will increase P/D in Math to 29%. In 2022, the level was 14%.	By 2024, Northern Elementary School will increase P/D in Reading to 52%. Current level is 36%.  By 2024, Northern Elementary School will increase P/D in Math to 44%. Current level is 28%.	By 2025, Northern Elementary School will increase P/D in Reading to 66%.  By 2025, Northern Elementary School will increase P/D in Math to 60%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Northern Elementary School will increase P/D in Science to 25%. In 2022, the level was 13%.</p> <p>By 2023, Northern Elementary School will increase P/D in Social Studies to 31%. The level was 14%.</p> <p>By 2023, Northern Elementary School will increase P/D in Combined Writing to 37%. The level was 23%.</p>	<p>By 2024, Northern Elementary School will increase P/D in Science to 37%. Current level is 13%.</p> <p>By 2024, Northern Elementary School will increase P/D in Social Studies to 48%. Current level is 26%.</p> <p>By 2024, Northern Elementary School will increase P/D in Combined Writing to 41%.</p>	<p>By 2025, Northern Elementary School will increase P/D in Science to 50%.</p> <p>By 2025, Northern Elementary School will increase P/D in Social Studies to 65%.</p> <p>By 2025, Northern Elementary School will increase P/D in Combined Writing to 65%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Northern Elementary School will decrease novice in Reading to 36%. In 2022, the level was 46%.</p> <p>By 2023, Northern Elementary School will decrease novice in Math to 41%. In 2022, the level was 54%.</p>	<p>By 2024, Northern Elementary School will decrease novice in Reading to 25%. The current level is 36%.</p> <p>By 2024, Northern Elementary School will decrease novice in Math to 28%. The current level is 41%.</p>	<p>By 2025, Northern Elementary School will decrease novice in Reading to 15%.</p> <p>By 2025, Northern Elementary School will decrease novice in Math to 15%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Northern Elementary School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 48%. In 2022, the level was 55.</p>	<p>By 2024, Northern Elementary School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. The current level is 103.4.</p>	<p>By 2025, Northern Elementary School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>

2022-2023

[Special Considerations for Targeted School and Improvement \(TSI\)](#)

### Year 1 Focus Areas

PLCs: All grade-levels will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math Goal KCWP 4	Make Data Monitoring Forms, Make student data notebooks, Data forms for PLC's- Map Data, Guided Reading Data	Data Monitoring for all students	Principal, Assistant Principal, SBIS, and all teachers Monitor All data forms for up to date data.	Sec. 6 for any materials needed
English Language Learners Goal All content area goals KCWP 1,2, and 5	Make schedule to support push in regular classroom for instruction	Push in for EL students and Special Education students.	Make a Master Schedule to support ELL and Special Education students push in time. Monitor ELL teacher and Special education teacher push in schedule materials needed for ELL students. Monitoring by Principal, Assistant Principal	Title 1 for materials, ELL staffing and Special Education staffing allocations from District

			and Teachers	
Reading Math, Science, Social Studies, Writing, ELL, and Gap Goals KCWP 1,2,3, and 5	Implement Planning and PLC's Professional Learning	Strength standards based instruction and high yield strategies	Principal, Assistant Principal, SBIS, Teachers participate, monitor and evaluate strategies implemented and the impact on student learning.	Title 1 allocation for materials needed. District Staff to support teachers in teaching and learning for all content areas
Reading Goals KCWP 2,3,4,and 5	Continue Professional Learning for Jan Richardson Guided Reading Plan	All students receive guided reading instruction. Students who need it will receive intervention Tier 2 and Tier 3 services	Principal, Assistant Principal, SBIS, and District teaching and learning staff support to observe, monitor, evaluate all teachers instruction and student learning using guided reading.	Title 1 allocation for any guided reading resources. Staffing allocations from district and Title 1 to support cost of intervention teachers
All content area goals, gap goal, KCWP 1,2,3,4, 5, 6	Provide Professional Learning Release days	Sub release days with content specialists and SBIS	Principal, Assistant Principal, SBIS, District teaching and learning staff to participate and support planning for deploy of standards with all teachers	Sec. 6 allocation and Title 1 allocations for substitutes
All content area goals KCWP 1,2	Provide PLC time, planning time and staff meeting time to implement, and monitor Teacher Clarity strategies	Implement Teacher Clarity work	Principal, Assistant Principal, SBIS, and District staff knowledgeable of Teacher Clarity, provide all teachers next steps for completing teaching clarity work.	Title 1 Allocations for any Teacher Clarity materials.
All content areas	Design and	Implement student data notebooks and goal	Principal, Assistant	Sec. 6 money to

KWCP 3,4, and 6	make each student their own student data notebook	setting	Principal, SBIS, Teachers develop, implement, and ensure student use and understanding of their data books	allocate for printing of student data books.
Math goals KCWP 1,2, and 5	Implement small group math instruction and foundational math instruction	All students receive small group math instruction. Students who need it will receive Tier 2 and Tier 3 services.	Principal, Assistant Principal, SBIS, and District teaching and learning staff support to observe, monitor, evaluate all teachers instruction and student learning using foundational math and small group math instruction	Title 1 allocation for any foundational math and small group math materials. Staffing allocations from district and Title 1 to support cost of intervention teacher
All content area goals KCWP 4	Plan each PLC agenda to support reviewing, analyzing data to determine next steps for instruction	Weekly PLC's follows monthly set schedule for Reading Data, Math Data, Assessments, and Move Up Guided Reading	Principal, Assistant Principal, SBIS, Teachers, District teaching and learning staff to support the needs of the students by analyzing school data, grade level data, classroom data, and individual student data.	Sec 6 and Title 1 allocations for any materials
All content area goals. KCWP 1,2,3,4,5,6	Plan educational and informative parent conferences and events at the school to support learning at home.	Provide resources to parents to support learning at home.	Principal, Assistant Principal, SBIS, Title 1 Teacher Representative, FRC Coordinator plan parent events for the school year.	FRC allocations, Title 1 Parent Night allocations.

## Year 2 Focus Areas

<b>PLCs: All grade-levels will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading Math, Science, Social Studies, Writing, ELL, and Gap KCWP 1,2,3, and 5	Continue Planning and PLC's Professional Learning with all teachers	Continue standards based instruction and high yield strategies	Principal, Assistant Principal, SBIS, Teachers participate, monitor and evaluate strategies implemented and the impact on student learning.	Title 1 allocation for materials needed. District Staff to support teachers in teaching and learning for all content areas
English Language Learners Goal All content area goals KCWP 1,2, and 5	Make schedule to support push in regular classroom for instruction	Co Teach and Push in for Special Education and ELL English Language Learner Students.	Continue to make the Master Schedule to support ELL and Special Education students push in time. Monitor ELL teacher and Special education teacher push in schedule materials needed for ELL students. Monitoring by Principal, Assistant Principal and Teachers	Title 1 for materials, ELL staffing and Special Education staffing allocations from District
All content areas, Gap areas, all goals, KCWP 1,2,5, and 6	Implement Culturally Responsive Teaching and Learning Strategies	Culturally Responsive Teaching and Learning professional learning opportunities, implementation of strategies to use with students, monitoring of strategies, and next steps for instruction	Principal, Assistant Principal, SBIS, to schedule training with district staff. Ensure teachers implement strategies from training, monitor implementation and	Title 1 allocations for any materials needed for professional learning.

			evaluate for next steps for instruction	
--	--	--	---	--

**Year 3 Focus Areas**

<b>PLCs: All grade-levels will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
All content area goals, all gap area goals KWCP 1,2,3,4,5,6	Move from teacher heavy training and support of teachers to more independent teacher driven activities to support student learning.	Teachers create deeper learning opportunities for students that are created and led.	Principal, Assistant Principal, SBIS, teachers tweak plans, instruction, and activities and structures to have more time to gather materials and make activities that are high yield producing high achievement activities.	Sec. 6 Title 1 for any materials.
<b><u>Progress Monitoring</u></b>				
Progress Monitoring for Year 1,2, and 3 focus will occur in April, September, and December. New strategies and focus will be updated by December 31 for the following year focus.				





2023-2024 Phase One: Executive Summary for  
Schools\_10012023\_08:36

2023-2024 Phase One: Executive Summary for Schools

**Northern Elementary School**  
**Geniene Piche**

340 Rookwood Ext'd  
Lexington, Kentucky, 40505  
United States of America

## 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?

Northern Elementary is a school of approximately 480 students in grades Early Start to 5th grade. We are located in an urban environment close to a major thoroughfare in Lexington, KY that is primarily retail shops, restaurants, and neighborhood. Northern students collectively represent around 20 countries around the world. Many students from these countries are classified as refugees. Of our student population 33% of students are African American, 38% of students are Hispanic, and 21% are Caucasian. Almost 50% of our students are English Language Learners. There are many challenges our school faces along with our community. Around 87% of our students qualify for free or reduced lunch prices. Because of this we are partnering with many community resources to provide support for families with shelter, food, and transportation. We work intentionally to increase parent communication and involvement so that all of our families are aware of what their children are learning and participating in at school.

### School Stakeholders

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

School administration, SBDM, teacher leaders and content specialists make up the stakeholder group. Northern will ensure that all voices are represented in the school improvement planning and implementation process.

### School's Purpose

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

Our school's purpose is broken into three categories, mission, vision, and core values.

They are as follows.

Our Mission, We exist to guarantee: 1.A safe, positive, learning environment. 2.Use of a data driven, continuous improvement model. 3.A collaborative commitment and positive work culture.

Our Vision ALL STUDENTS: 1.Will achieve proficiency in Reading/Writing/Math by the end of 2nd grade. 2.Will demonstrate safe, respectful, responsible behavior. 3.Will master grade level standards each year.

Our Core Values: High Expectations for ALL students and staff Support for ALL students and staff Safe, and a positive environment for ALL students and staff

#### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In 2019-2020 we reached Gold Status PBIS school which represents the highest level of fidelity and have maintained that ranking ever since. We have also implemented before school Professional Development that supports focus and targeted support for identified students with varying learning needs. Northern Elementary staff works with a district support staff to help strengthen instruction and ensure academic and behavioral growth in students.

#### Additional Information

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

All of Northern Elementary Staff, PTA, and Parents are committed to Northern Elementary being a high performing school.



2023-2024 Phase Two: The Needs Assessment for  
Schools\_11222023\_16:53

2023-2024 Phase Two: The Needs Assessment for Schools

**Northern Elementary School**  
**Geniene Piche**

340 Rookwood Ext'd  
Lexington, Kentucky, 40505  
United States of America

## **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.

The process for reviewing, analyzing, and applying data results to determine needs for this year were gathered from the MTSS committee, PLC committees, SBDM council, and individual teacher reflections. KSA data, MAP data, Unit Assessments, and formative assessments are collected, analyzed, and monitored by each teacher and intervention teacher through data monitoring sheets for each student.

#### **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?

The current CSIP was developed during the 2022-2023 school year. While the objectives were appropriate for the time, monitoring has been difficult due to remote learning. The school is behind with teaching and learning.

Overall, 76% of the students scored novice and apprentice in reading. In Math, 85% of the students scored novice and apprentice. The subgroup of African American student showed an 80% scoring Novice and Apprentice in reading and 93% novice and apprentice in Math. Hispanic students scored higher than other groups with 20% scoring proficient and distinguished.

KCWP 5: Design, Align and Deliver Support is an area of strength. All other KCWP are implemented and monitored but not consistent in all areas.

## 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, students have demonstrated a significant increase in reading and math.

- Reading Proficient and Distinguished is 36% in 2022 versus 26%.
- Math Proficient and Distinguished is 28% in 2022 versus 14%.

According to ACCESS, English Learners demonstrated very high progress.

- 103.4 in 2023 versus 79.2 in 2022.

## Current State

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

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
  - According to Winter MAP, 35% of students are scoring below the 20th percentile in Math; 37% of student are scoring below the 20th percentile in reading.
  - According to KSA Science, 13% of students are scoring Proficient or Distinguished; KSA Social Studies 26% are scoring Proficient or Distinguished.
  - Northern increased from 75.5 to 78 on the Quality of School Climate and Safety survey.

### 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.

- Continue to work on Tier 1 instruction
- Focus on PLCs
- Support MTSS with implementation of diagnostic benchmark platform
- Support of new co-teaching continuum with EL team and classroom teachers

### 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.

Northern has surpassed the cut scores from being a TSI school with all student groups.

### 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**

---



School Key Elements

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

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

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

KCWP 5: Design, Align and Deliver Support is an area of strength. All other KCWP are implemented and monitored but not consistent in all areas.





2023-2024 Phase Two: School Assurances\_11142023\_16:18

2023-2024 Phase Two: School Assurances

**Northern Elementary School**  
**Geniene Piche**

340 Rookwood Ext'd  
Lexington, Kentucky, 40505  
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: Northern Elementary

PD Representative: Betsy Rutherford (Principal), Lauren Turner (Staff PD Rep)

	<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>
PD Day #1 8/7/23	School-Based Professional Learning	7.5	N/A	Guided Reading and Best Practices in Literacy Strategies	This aligns to our goal for Proficiency, Gap Closure, and Growth
PD Day #2 8/8/23	School-Based Professional Learning	7.5	N/A	Best Practices in Math Strategies	This aligns to our goal for Proficiency, Gap Closure, and Growth
PD Day #3 8/9/23	District-Based Professional Learning	7.5	FCPS Provided	District-Provided Professional Learning for Staff	This aligns to our goal for Proficiency, Gap Closure, and Growth
PD Day #4 8/10/23	District-Based Professional Learning	7.5	FCPS Provided	District-Provided Professional Learning for Staff	This aligns to our goal for Proficiency, Gap Closure, and Growth
PD Day #5 8/15/23	School-Based Professional Learning 8/14/23	7.5	N/A	Co-Teaching and Planning Modules with Classroom Teachers and Support Staff-Review of Module 1	This aligns to our goal for Proficiency, Gap Closure, and Growth
PD Day #6 1/3/24	School-Based Professional Learning	7.5	N/A	Data Review and Goal-Setting	This aligns to our goal for Proficiency, Gap Closure, and Growth
	Monthly PBIS Training Aug/Sept/Oct/Nov 2023	4	N/A	Once a month staff will participate in an hour of training regarding effective Tier 1 Trauma-Informed strategies. Staff will also look at discipline data and problem solve in a continuous improvement model.	This aligns to our goal for Proficiency, Gap Closure, and Growth
	Monthly PBIS Training Jan/Feb/Mar/Apr 2024	4	N/A	Once a month staff will participate in an hour of training regarding effective Tier 1 Trauma-Informed strategies. Staff will also look at discipline data and problem solve in a continuous improvement model.	This aligns to our goal for Proficiency, Gap Closure, and Growth
	Fall Assessment and Accommodations Training	3	N/A	Staff will participate in Assessment and Accommodations Training (in person and require KDE video modules) to ensure the effective implementation of procedures, protocols, and student accommodations during testing	This aligns to our goal for Proficiency, Gap Closure, and Growth
	Spring Assessment and Accommodations Training	1	N/A	Staff will participate in Assessment and Accommodations Training to ensure the effective implementation of procedures, protocols, and student accommodations during testing	This aligns to our goal for Proficiency, Gap Closure, and Growth
Alternative PD Plans	Getting to Know the KAS for for Reading and Writing Module	7	N/A	Per the KDE Website, <i>“The goals of the Getting to Know the KAS for Reading</i>	This aligns to our goal for Proficiency, Gap Closure, and Growth

	(RTA Required Professional Learning)		<p><i>and Writing Module are for districts and schools to:</i></p> <ul style="list-style-type: none"> <li>• <i>Build a shared understanding of the KAS for Reading and Writing document.</i></li> <li>• <i>Strengthen the connection between the components of the KAS for Reading and Writing and the way those components can support teachers in the process of designing standards-aligned instruction and grade-level assignments.</i></li> <li>• <i>Experience how the changes in the KAS for Reading and Writing can and will be reflected in student experiences within Kentucky classrooms.</i></li> <li>• <i>Identify and prioritize areas where future professional learning opportunities will be needed in the implementation process with the new KAS for Reading and Writing and discuss plans to address those areas.”</i></li> </ul>	
--	--------------------------------------	--	---	--

\*NF = Non-Flexible PD day

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

Date Approved by SBDM Council: \_\_\_\_\_  
*Date*