



2023-2024 Phase Two: The Needs Assessment for Schools_09292023_18:59

2023-2024 Phase Two: The Needs Assessment for Schools

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Table of Contents

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

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.

Christel Hoskins- Assistant Principal

Lea Fultz- Primary Teacher

Hope Carroll Primary Teacher

Tasha Barnett-Intermediate Teacher

Eva Brock-Middle Teacher

Amber Hinkle-Special Needs Teacher

Alexis Phelps-GEAR UP College Career Navigator

Madison Saylor-Parent

Mandy Creech-Guidance Counselor

Amanda Reed-Attendance Clerk

Tiffany Soper-Family Resource Youth Service Center

The CSIP Planning Team consists of 7 certified staff, 1 parent, 2 classified staff and 2 administrators. Stakeholders were selected based on a variety of reasons. First, at least one teacher from each grade band was selected (K-1, 2-3, 4-6, 7-8), a special education teacher and a GEAR UP staff member in order to provide each hallway with a voice on the planning team. We also included our School Guidance Counselor and our Attendance Clerk to give added opinion on behavior and attendance. We also added our Family Resource Youth Service Center Coordinator to add opinion on Home to School Connections. Second, three are former SBDM members, which provide our planning team with information on current school policies as well as other school issues. Third, two of our members are also members of the PBIS team and can offer ideas to support school culture. Finally, our parent can offer ideas from a parent perspective. The assistant principal also serves on the team as the chair. The planning team has a regularly set monthly meeting. Special called meetings are also held on an as-needed basis. There is a standing agenda item on each monthly SBDM agenda for review, updates and approval of the CSIP. This will allow for monthly progress monitoring. Meetings are documented through agendas, sign-in sheets and through the minutes of the SBDM meetings. The CSIP Planning Team meetings dates are also listed in the Google Calendar to allow all staff members the opportunity to attend and provide input at any meeting.

Data is collected, reviewed and analyzed in various ways. Teachers collect, review and analyze academic data from MAP, KSA, STAR Reading, SFA Reading, Member Center, Corrective Reading, Reading Mastery, STC assessments, Xtra Math, IXL, MAP Accelerator, Prodigy, Google Classroom, Simple Solutions, Easy CBM, Actively Learn, Edulastic, Brigance, HMH Math, TCTs, DBQs and classroom assessments. Teachers and administrators also review and analyze non-academic data from PBIS, office referrals, Impact Survey (Teacher), KSA Survey (Student), Attendance, Homelessness, G/T, SWD, School Report Card. Administrators meet with teachers to discuss these pieces of data as well as for the school overall. This is displayed in the Conference Room and is accessed during PLC meetings. Administrators also gather and analyze the data through EXCEL spreadsheets for the school overall as well as individual classrooms. This data is used to determine trends across content areas, grade levels and types of assessments. Administrators have regular meetings with the District and Elgin Coach to assist in feedback on the data analysis to determine instructional decisions for the school. During PLCs and faculty meetings, teachers meet in grade level and content area teams to analyze data in multiple ways and culminates in determining celebration of positive points and development of teacher and school action plans to address any concerns that arise as a result of the data analysis. Various outside visitors (SFA Reading, Elgin, District Curriculum Specialists, District SFA Facilitators, STC) observe classrooms and provide feedback to teachers based

on classroom observational data as well as coaching plans that are developed with classroom data in mind.

Data is also collected in various ways in addition to the regular classroom. SFA Reading teachers input reading data into Member Center and this data is used to re-group reading students every 9 weeks. Math teachers submit chapter assessment data to the assistant principal and this data is used in district math leadership team meetings to make district decisions based on teacher and school need.

Five years ago, we added a supplemental program, Simple Solutions, to our RtI block. This was provided by private grant funds, which also requires that data be maintained and analyzed to determine if the grant was successful. We continue to revise this program to best serve our student needs.

Data is documented in various ways including: CSIP Planning Team meeting agendas, sign in sheets, PLCs, data walls in the conference room, Google Calendar, Faculty Meetings and SBDM 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?

-Several of our Reading Goals, Objectives and Activities were successful such as:

-Utilizing our SFA Reading Facilitator, Focusing on teaching reading program to fidelity, common curriculum maps, content related PD, utilizing supplemental reading programs for students scoring below 25th percentile, implementing coaching feedback, regular classroom walkthroughs, use of Google Classroom and NTI packets to prevent loss of instructional time during weather events, access to 1:1 technology, and use of MAP data to inform instruction.

Several of our Math Goals, Objectives and Activities were successful such as:

-Utilizing our Deeper Learning Coaches for new teachers, Focusing on teaching math standards to fidelity, common curriculum maps, content related PD, utilizing supplemental math programs for students to provide practice and intervention, implementing coaching feedback, regular classroom walkthroughs, use of Google Classroom and NTI packets to prevent loss of instructional time during weather events, access to 1:1 technology, and use of MAP data to inform instruction.

Several of our Science Goals, Objectives and Activities were successful such as:

- Content specific science PD, Use of District Science Curriculum Specialist, regular classroom walkthroughs, use of Google Classroom and NTI packets to prevent loss of instructional time during weather events, access to 1:1 technology, use of Edulastic district common assessments, student projects and clubs, and increased use of Through Course Tasks.

Several of our Social Studies Goals, Objectives and Activities were successful such as:

- Content specific social studies PD, Use of District Social Studies Curriculum Specialist, regular classroom walkthroughs, use of Google Classroom and NTI packets to prevent loss of instructional time during weather events, access to 1:1 technology, use of Actively Learn and Edulastic district common assessments, and increased use of Document Based Questions.

-Several of our Writing Goals, Objectives and Activities were successful such as:

Content specific writing PD, implementation of successful resources and strategies from ongoing writing professional development, use of District Writing Curriculum Specialist, regular classroom walkthroughs, use of Google Classroom and NTI packets to prevent loss of instructional time during weather events, access to 1:1 technology, use of Edulastic district common assessments, student writing projects/ events.

-Several of our Achievement Gap Goals, Objectives and Activities were successful such as:

- Use of supplemental reading and math programs have increased student achievement in lower performing students, use of cooperative learning strategies, and improved implementation of RtI.

-Several of our Quality of School Climate and Safety Goals, Objectives and Activities were successful such:

- Progress Reporting to parents, social media communication with parents, implementation of PBIS positive behavior supports, PBIS professional development and district support meetings, and student acknowledgement and recognition system.

These activities have been successful and our team plans to continue to implement these activities and build upon them to support and improve the activities that were not as successful.

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.

MAP Data

-Prior to the pandemic, MAP assessment scores overall had plateaued over the past years and were not meeting our expectations. (Approximately 52% on grade level in reading, approximately 47% on grade level in math in Fall 19/20. In fact, we continued to see a decline in overall reading with 47% on grade level in the Fall of 21/22, but started to improve again with 50% overall in Fall of 23/24. Also, in math, the decline was also lowest in 21/22 with 37% overall on grade level in math. -Scores overall had a major decline overall during the COVID-19 Pandemic, especially in reading (-15%) and math (-8%) from Fall 19/20 to Spring 20/21.

Post Pandemic, all content areas are trending back on the rise:

- Reading scores have improved +8% from Fall 21/22 to Fall 23/24
- Math scores have improved +3% from Fall 21/22 to Fall 23/24
- Language scores have improved +17% from Fall 21/22 to Fall 23/24
- Science scores have improved +13% from Fall 21/22 to Fall 23/24

KSA Data

-Prior to the pandemic, state assessment scores overall have plateaued over the past few years and are not meeting our expectations

-Scores overall had a major decline overall during the COVID-19 Pandemic, especially in reading and math.

-In 20/21 Elementary Novice in Reading (3rd-57.1%, 4th-39.4%, 5th-35.0%)

-In 21/22 Elementary Novice in Reading Improved (3rd-45%, 4th-22%, 5th-22%)

-In 20/21 Elementary Novice in Math (3rd-33.3%, 4th-33.3%, 5th-38.3%)

-In 21/22 Elementary Novice in Math Improved (4th-31%, 5th-24%)

-High percentage of students scoring Apprentice over several years in all content areas

-Through the years, low percent of students scoring Proficient/Distinguished on KSA, especially in Elem/Middle math and Middle science.

-In 20/21, Elementary Proficient/Distinguished in Math (3rd-22% P/D, 4th-19.7% P/D, 5th-35% P/D)

-In 21/22, Elementary Proficient/Distinguished in Math (3rd-16% P/D, 4th-24% P/D, 5th-35% P/D)

-Writing scores have been consistently above state average at both Elem/Middle levels for the past several years.

-In 20/21, Elementary Writing Overall Index of 69.5

-In 21/22, Middle Writing Overall Index of 81.5

-Science scores have continued to be higher at the Elementary Level and lower at the Middle School Level

-In 20/21-Only 13.6% Novice in Science at the Elementary level

-In 21/22-Only 2% Novice in Science at the Elementary level

-In 20/21-39.6% Novice in Science at the Middle level

-In 21/22-32.1% Novice in Science at the Middle level

-Social Studies scores have been more difficult to analyze due to the Field Test in 20/21.

-In 21/22-30% Novice in Social Studies at the Elementary level

-In 21/22-40% Novice in Social Studies at the Middle level

Our team will continue to analyze and revise our plan as our current year KSA data becomes available to the public.

Non-Academic Trends:

Attendance

-High percentage of students that are either absent or considered chronically absent, especially during virtual instruction and upon the return of in-person learning. Over 200 students were considered chronically absent in 22/23.

Behavior

-Incidents(Events) decreased from 205 events in 17/18 to 160 events in 18/19 to 52 events in 19/20 to 38 events in 20/21. We have seen an increase in behavior events post pandemic, which we believe result from trauma experienced during that time period. Behavior events increased to 120 events in 21/22 and 151 events in 22/23.

-Number of students involved in behavior-related incidents (events) decreased from 104 students in 17/18 to 95 students in 18/19 to 28 students in 19/20 to 27 students in 20/21. The number of students involved in behavior-related events also increased post pandemic to 76 students in 21/22 and 83 students in 22/23. Again, we believe that this increase is related to the trauma experienced during that time period.

-Huge decrease in number of behavior incidents/events in 2017-18 (205) to 2019/20 due to PBIS Implementation year and in 2020-21 (38) and number of students with behavior incidents due to virtual instruction, with fewer in-person students. The increase in behavior incidents in 21/22 and 22/23 are related to Tier 2 behavior students. In

Student Attendance-Infinite Campus: Student attendance increased from 92.8% in 16/17 to 93.2% in 18/19. The participation rate for virtual students for 20/21 was 91.11%. Our attendance rate has started to increase slightly to 91.5% for 22/23. Our chronic absenteeism has increased to 33.5% post pandemic. When examining chronic absenteeism, the data reveals that the issue is across all grade levels, not specifically confined to any particular age group.

Free/Reduced Lunch Percentage-School Report Card: Free/ Reduced Lunch Percentage has increased from 88.6% in 17/18 to 89.2% in 19/20 and to 89.9% in 20/21, but has decreased to 83.1 for 22/23.

Homeless Percentage-School Report Card: The Homeless Percentage has decreased from 16.6% in 17/18 to 12.8% in 19/20 and 11.6% in 20/21 to 12% in 21/22 and to 8.5% in 22/23.

G/T Percentage-School Report Card: The Gifted & Talented Percentage has increased from 3.5% in 17/18 to 16.6% in 19/20, but decreased to 11.6% in 20/21. It further decreased to 7.8% in 21/22, but is back on the rise to 8.6% in 22/23.

Students With Disabilities-School Report Card: The Students With Disabilities Percentage has decreased from 19.8% in 17/18 to 17.4% in 19/20, but increased to 18.9% in 20/21. SWD has increased to 22.6% in 22/23.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.

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

Example of Non-Academic Current State:

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

Current Academic State:

MAP Data:

-Reading-Increased 3% overall from Fall 21/22 to Fall 22/23; Five grade levels were above the 50th Percentile in Fall 22/23 and in Fall 23/24; Increased 3% overall from Fall 21/22 to Fall 22/23, but remained the same (0% change) from Fall 21/22 to Fall 23/24; Five grade levels increased but 4 grade levels were below the 50th Percentile in Fall 22/23 and also in Fall of 23/24.

-Math-Increased 7% overall from Fall 21/22 to Fall 22/23; Seven grade levels improved from Fall to Spring in 21/22; Increased 5% overall from Fall 21/22 to Spring 21/22; Only 2 grade levels levels were above the 50th Percentile in Spring 21/22 and in Fall 22/23, but 6 grade levels increased in Fall 22/23. Only 4 grade levels increased from Fall 22/23 to Fall 23/24. Five grade levels remain below the 50th Percentile in math in Fall 23/24.

-Language-Increased 13% overall from Fall 20/21 to Fall 21/22; Increased 10% overall from Fall 20/21 to Spring 20/21; Four grade levels were above the 50th Percentile in Spring 21/22 and in Fall 22/23. Five grade levels increased fro Fall 22/23 to Fall 23/24, with 4 out of 7 grade levels above 50th Percentile.

-Science-Increased 3% overall from Fall 21/22 to Spring 21/22; Two out of five grade levels above 50th Percentile in Science, but all 3 middle grade levels decreased in Spring 21/22. We did not administer the MAP for Science in Fall 22/23. Last year, we used a new platform, Edulastic, to determine Science progress monitoring for science performance. We have returned to using MAP for Science for Fall 23

Our team will continue to analyze and revise our plan as our current year KSA data becomes available to the public.

Current NonAcademic State:

Behavior-Infinite Campus:

-Huge increase in number of behavior incidents/events (120) in 2020-22 with return of virtual students and inconsistent PBIS implementation. This number also increased to 157 events in 22/23.

Cultural

-High percentage (20.7%) of population of Students with Disabilities;

-increased percentage (8.6%) of population of Gifted and Talented; Increase of +0.8%

-High percentage (83.1%) of Free and Reduced Lunch;

-High percentage (10.9%) of students considered Homeless

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.

MAP Data OVERALL Priorities/Concerns:

-Lower scores at 2nd grade in all content areas (Reading-29% and Math-36%), especially in the fall, due to transition of MAP procedures and curriculum programs.

-Lower scores at 8th grade in all content areas, but especially in math at 34% on grade level Fall 23/24.

-Concern in primary grades due to virtual instruction during pandemic, resulting in loss of face-to-face reading and math instruction (particularly at grades 3rd-5th)

-Concern in math at all grades with low percentages of number of students on grade level in general, but especially at 4th and 7th grades in Fall 22/23 and remains those groups as 5th and 8th grades in Fall 23/24.

-Reading-50% of all students on grade levels in Fall 22/23 and in Fall 23/24; Four grade levels (1st, 2nd, 3rd and 8th) out of 9 were BELOW 50% on grade level in Fall 23/24 (Longitudinal: Decrease of -1% from Spring 16/17 to Fall 23/24)

-Math- 44% of all students on grade levels in Fall 22/23; Seven grade levels (1st, 2nd, 3rd, 4th, 5th, 6th, 7th) out of 9 were BELOW 50% on grade level in Fall 22/23. (Longitudinal: Decrease of -10% from Spring 16/17 to Spring 21/22). 45% of students on grade level in Fall 23/24. Five grade levels (2nd, 3rd, 4th, 5th and 8th) were BELOW 50% on grade level.

-Language- 48% of all students on grade levels in Fall 22/23; Three grade levels (2nd, 3rd, 7th) out of 7 grade levels were BELOW 50% in Fall 22/23. (Longitudinal: Decrease of -18% from Spring 16/17 to Spring 21/22). Increase of 4% to 52% on grade level in Fall 23/24.

-Science- 52% of all students on grade level in Spring 21/22; Three grade levels (6th, 7th, 8th) out of 5 grade levels were BELOW 50% in Spring 21/22. (Longitudinal: Decrease of -7% from Spring 16/17 to Spring 21/22). 62% of 4th/7th students on grade level in Fall 23/24.

KSA Data OVERALL General Priorities/Concerns:

-High percentage of students scoring Apprentice over several years in all content areas, and now a high percentage of students are also scoring Novice, except Elem/Middle Writing and Elem Science

-Increase in Novice levels: In 2020/21, more than 30% of students scored Novice in reading and math at both the Elementary and Middle levels and in science at the Middle level. In 2021/22, 23-31% of students scored Novice at Elem/Middle in reading and 39-41% of students scored Novice at Elem/Middle in math.

21/22 KSA Data

-Reading: Below 50% of students scored Proficient/Distinguished in Reading at Elementary (42%)

-Math: Below 50% of students scored Proficient/Distinguished in Math at Elementary (24%) & Middle (27%) levels;

-Math: Very High percent of students scored Novice/Apprentice at both Elementary (76%) & Middle levels (73%).

-Math-Increase in students scoring Novice at Elementary (41%) & Middle (39%) levels.

-Combined Reading Math Indicator for Elementary (Low/Orange) and for Middle (Medium/Yellow)

-Social Studies-Very High percent of students scored Novice/Apprentice at both Elementary (61%) & Middle levels (72%).

-Writing-High percent of students scored Novice/Apprentice at Middle level (54%)

-Science-High percent of students scored Apprentice at Elementary (56%) and Novice/Apprentice at Middle level (79%)

21/22 KSA Data Reading:

-Elementary Reading: Overall Novice Reduction, 31% scored Novice Overall (High)

-Elementary Reading (% Novice): 3rd grade (45%), 4th Grade (22%), 5th Grade (22%)

-Elementary Reading: (% Proficient/Distinguished): 42% Overall (Low)

-Elementary Reading: (% Proficient/Distinguished): 3rd grade (31%)

-Middle Reading: Overall Novice Reduction, 23% scored students Novice Overall (High)

-Middle Reading: (% Novice): 7th grade (25%), 8th (38%)

-Middle Reading: (% Proficient/Distinguished): 53% (Average)

-Middle Reading: (% Proficient/Distinguished): 7th grade (49%), 8th grade (46%)

21/22 KSA Data Math:

-Elementary Math: Overall Novice Increase, 41% Novice Overall (High)

-Elementary Math (% Novice)-3rd Grade: (60.5%), 4th Grade: (29.8%), 5th Grade: (22.2%)

-Elementary Math: (% Proficient/Distinguished): 24% Overall (Low)

-Elementary Math (% Proficient/Distinguished): 3rd grade: (16%), 4th Grade: (24%), 5th Grade: (35%)

-Middle Math: Overall Novice Increase, 39% Novice Overall (High)

-Middle Math (% Novice)-6th Grade: 31%, 7th Grade: 33%, 8th Grade: 54%

-Middle Math: (% Proficient/Distinguished): 27% Overall (Low)

-Middle Math (% Proficient/Distinguished)-6th grade-(29%), 7th Grade (31%), 8th Grade (22%) -Middle Math: (% Distinguished): 6th Grade (6%), 7th Grade (4%) 8th Grade (0%)

21/22 KSA Data Social Studies:

Elementary Social Studies: 30% Novice, 28% Apprentice, (13% Distinguished)

Middle Social Studies: 40% Novice, 32% Apprentice, 24% Proficient, 4% Distinguished

21/22 KSA Data Combined Writing:

Elementary Writing: 11% Novice, 20% Apprentice

Middle Writing: 16% Novice, 38% Apprentice, (20% Distinguished)

21/22 KSA Data Science:

Elementary Science: 47% Apprentice, (Only 4.5% Distinguished)

Middle Science: 32% Novice, 47% Apprentice, (Only 2% Distinguished)

Non-Academic Priorities/Concerns:

-PBIS Implementation with fidelity after high percent of students on virtual learning last year and the addition of new staff that are not experienced with PBIS.

-Attendance-Improving in person attendance and virtual student participation percentages.

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.

Academic Strengths:

-Prior to COVID, our reading at the elementary and middle grades levels were on track to meet our goals, outsourcing the state average for several years, demonstrating sound reading instruction at both levels. Teaching our SFA Reading Program with fidelity will help to recoup the scores that resulted during the pandemic. In 18/19, K-PREP-Elementary Grades Reading-55.8% scored Proficient/Distinguished (state average-54.6%). K-PREP-Middle Grades Reading -70.7% scored Proficient/Distinguished (state average-59.6%).

21/22 KSA Data:

Above KSA State Average in percent of students scoring Proficient/Distinguished in 6 areas:

-Elementary Combined Writing-61% (state average-37%)-Ranked 80th in State

-Elementary Science-42% (state average-29%)-Ranked 76th in State

-Elementary Social Studies-39% (state average-37%)

-Middle Reading-53% (state average-43%)

-Middle Combined Writing-71% (state average-39%)-Ranked 75th in State

-Middle Social Studies-45% (state average-36%)

Our team will continue to analyze our 22/23 KSA Data upon Public Release

Academic Leverages that will improve the Priorities/Concern areas include Implementation of Grant Resources, High Quality Professional Development, Reading and Math Interventions, Summer School and Implementing Programs with Fidelity:

-Implementation of Grant Resources: Save the Children (Daytime/After-school Programming), GEAR UP, Charge

-High Quality Professional Development Opportunities: SFA Reading, Reading Mastery, Corrective Reading, Math in Focus, Kagan, Charge, Google, Google, MAP Accelerator, Edulastic, Actively Learn, Total Participation Techniques, PIMSER Science, Through Course Tasks, Effective use of Formative Assessment, Growth Mindset, PBIS, Insights to Behavior, Rtl, NWEA MAP, Student Engagement, Standard Deconstruction, Document Based Questions (DBQ)

-Implementation of Deeper Learning Coaching to target specific content areas and grade levels with teachers new to the profession or to the content area.

-Implementation of interventions for low-performing students-Summer School, Reading Mastery, Corrective Reading, MAP Accelerator, IXL, After-School Tutoring, Rtl/WIN period

-Improved implementation of SFA Reading with fidelity with the use of updated SFA Reading curriculum and school level SFA Facilitators

-School level focused librarians devoted to promotion of reading within the school

Non-Academic Strengths:

-Non-Academic Leverages that will improve the Priorities/Concern areas include Implementation of Grant Resources, PBIS Implementation, and Student Participation in after school activities. We implemented PBIS on 18/19 to meet the needs of reducing behavior events and improving school culture. We re-established our PBIS system in 22/23 to focus on student behavior.

-Student attendance-Increase in students attending In Person classes rather than remaining Virtual.

-High percentage of students participate in after school activities with success at both the local and regional levels.

-Increased level of support at the district level for PBIS Implementation

-Implementation of behavior screening & behavior plan programming tools (Insights to Behavior, Terrace Metrics)

-Implementation of Grant Resources: GEAR UP College & Career Navigators, Check and Connect Mentoring Program, Partners for Rural Impact Family Liaison, Too Good for Drugs

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



23-24 Yellow Creek 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.

KCWP1: Design and Deploy Standards:

- The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The

Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student

Process:

- Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks.
- Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.
- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- Utilize resources to assist teachers with readjusting the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)

Practice:

- Collaborate with teachers to determine the best course of action when readjusting the curriculum and monitoring pacing to meet student needs including pacing guides, time strategies and coaching visits.
- Construct student-friendly learning targets

Condition:

Ensure that effective communication guides instructional planning, student grouping, etc.

KCWP 2: Design and Deliver Instruction:

- Ensure their instructional program is intentional and of the highest quality. Tier I should be highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based

curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. Improve RtI process and classroom assessment data analysis through PLCs.

Process:

- Develop a clearly defined RTI school/district wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.

- Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.

Practice:

- Develop assignments and activities reflect the learning targets students have had the opportunity to learn.

Condition:

- Ensure that all users of assessment data use information to benefit student learning.

KCWP 3: Design and Deliver Assessment Literacy:

- Improve student achievement

Process:

- Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.

Practice:

- Use classroom assessments to inform teacher's instructional decisions.

- Evaluate the quality of test items, test tasks, and scoring rubrics.

Condition:

-Ensure that all users of assessment data use information to benefit student learning.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 23-24 Yellow Creek School Key Elements		• 7