

Strategic Plan Pillars	Connected CDIP Goals
<p align="center">Student Achievement</p> <p>Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.</p>	<p align="center">State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies, and Writing Achievement Gap English Learner Progress</p>
<p align="center">Safety & Wellness</p> <p>Prioritize a safe and protected environment with clearly communicated expectations that foster healthy relationships.</p>	<p align="center">Quality of School Climate and Safety</p>
<p align="center">Family & Community</p> <p>Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.</p>	<p align="center">Achievement Gap English Learner Progress Quality of School Climate and Safety Postsecondary Readiness Graduation Rate</p>
<p align="center">Finance/Operations</p>	<p align="center">Finance/Operations *</p>

* Not Submitted with CDIP

Warren County Public Schools
Comprehensive School Improvement Plan Goals
Mr. Scott Jones, Principal

State Assessment Results in Reading and Mathematics

Goal 1: By the year 2029, Briarwood Elementary will increase the percent of students scoring Proficient and Distinguished in reading from 46% to 83.8% and math from 48% to 77.7% as measured by Kentucky Summative Assessment.

State Assessment Results in Science, Social Studies and Writing

Goal 2: By the year 2029, Briarwood Elementary will increase the percent of students scoring Proficient or Distinguished in Science from 41% to 72.1%, in Writing from 28% to 82.3%, and in Social Studies from 36% to

Achievement Gap

Goal 3: Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

English Learner Progress

Goal 4: By the year 2029, Briarwood Elementary will increase the percent of English Language Learners that are EL proficient from 50.3% to 61.1%.

Quality of School Climate and Safety

Goal 5: By year 2029, Briarwood Elementary will increase from 77.6 to 85.0 in the Quality of School Climate and Safety Indicator Rating.

Finance/Operations

Goal 6: Warren County Public Schools will work to meet the following goals by 2025:

- Reduce the amount of energy consumption, measured in kilowatt hours, from 16.97 million to 15.5 million by June 30, 2025.
- Increase district revenue per pupil.
- Increase transparency and understanding of financial decisions as measured by item #11 on the EE survey from 4.00 to 4.05 and the top box to 35% by June 2025.
- Monitor the district's standing with regards to regionally competitive pay for certified and classified staff. Gradually and consistently increases placing WCPS in the top third of regional districts.

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Economically Disadvantaged students had 31% scoring Novice in Reading, while 38% scored Distinguished/Proficient.
Students of Hispanic origin scored 43% Novice in Reading, while only 30% of Hispanic students scored Distinguished/Proficient.
Additionally, we will focus our instruction strategies to assist student gains to proficiency with all learners in reading and math.

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

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

- Implement co-teaching with our special education instruction
- Assessment given to students are researched based and norm referenced. Teachers review assessment data and identify students that need alternative instruction or enrichment activities.

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	66.8 - green	3.9 / green
State Assessment Results in science, social studies and writing	69.1 - green	8.7 / green
English Learner Progress	59.0 - green	0.7 / green
Quality of School Climate and Safety	79.1 - green	1.5 / green
Postsecondary Readiness (high schools and districts only)	n/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

State Assessment Results in Reading and Mathematics

Goal 1: By the year 2029, Briarwood Elementary will increase the percent of students scoring Proficient and Distinguished in reading from 46% to 83.8% and math from 48% to 77.7% as measured by Kentucky Summative Assessment.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding	
Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1: During the 2024-25 school year, Briarwood Elementary will increase the percentage of students scoring proficient/distinguished in reading from 51% to 70% as measured by Kentucky Summative Assessment.	KCWP 4: Review, Analyze, and Apply Data - data driven decisions. "How do teachers use these different types of assessments to ensure a balanced approach?"	Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction	i-Ready reports (MyPath) - growth from BOY to EOY	August/December/May by ECC & Administrators Progress Monitoring in i-Ready is completed by classroom teachers, ESL teachers, and interventionists.	ECC, Board Funded - \$54,391	
			Continue implementation of Into Reading curriculum to align grade levels vertically.	Into Reading unit growth from pre-test to post-test	Monthly/Quarterly end of unit assessments by classroom teachers	No funds needed	
		KCWP 2: Design and Deliver Instruction - Professional Development "How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind?" "What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?"	Provide refreshers and coaching to increase student engagement (Kagan Structures)	Documented meeting agendas and notes	Each semester and completion of PD by staff	Title II - \$6600	
			Aligned curriculum was purchased by the district: Structured Literacy K-5 Into Reading 6th Into Literacy	i-Ready reports (MyPath) and KSA Reading scores for 2023-2024	August/December/May by ECC & Administrators	No funds needed	
		KCWP 5: Design, Align, Deliver Support Processes - District Instructional Coaches & ECCs	Modeling and PLC work with curriculum coordinator and curriculum coach including co-planning to meet varying needs of students including the differentiation of instruction.	Scheduled visits and implementation.	Weekly PLC meetings by ECC & Administrators	No funds needed	
	Objective 2: During the 2024-25 school year, Briarwood Elementary will increase the percent of students scoring proficient/distinguished in math from 47% to 70% as measured by Kentucky Summative Assessment.	KCWP 4: Review, Analyze, and Apply Data - data driven decisions. "How do teachers use these different types of assessments to ensure a balanced approach?"		Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction	i-Ready reports (MyPath) - growth from BOY to EOY	August/December/May by ECC & Administrators Progress Monitoring in i-Ready is completed by classroom teachers, ESL teachers, and interventionists.	ECC, Board Funded - \$54,391
				Curriculum- Into Math to align grade levels vertically.	Into Math common unit assessments	Monthly/Quarterly end of unit assessments by classroom teachers	No funds needed
		KCWP 2: Design and Deliver Instruction - Professional Development "How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind?" "What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?"		PD opportunities to increase student engagement (LIM, Kagan Structures, Get Your Teach On)	Documented meeting agendas and notes	Each semester and completion of PD by staff	Title II - \$12,600
				Aligned curriculum was purchased for Math (K-6) HMH Into Math.	i-Ready reports (MyPath) and KSA Math scores for 2023-2024	August/December/May by ECC & Administrators	No funds needed
			KCWP 5: Design, Align, Deliver Support Processes - District Instructional Coaches & ECCs	Modeling and PLC work with both the curriculum coordinator and curriculum coach to ensure alignment of program to standards and pacing guide along with co-planning to meet varying needs of students including the differentiation of instruction.	Scheduled visits and implementation.	Weekly PLC meetings by ECC & Administrators	No funds needed

State Assessment Results in Science, Social Studies and Writing

Goal 2: By the year 2029, Briarwood Elementary will increase the percent of students scoring Proficient or Distinguished in Science from 41% to 72.1%, in Writing from 28% to 82.3%, and in Social Studies from 36% to 83.9% as measured by state assessments.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1: During the 2024-25 school year, Briarwood Elementary will increase the percentage of students scoring P/D for Science from 37% to 55% as measured by KSA.	Design and deploy an aligned and rigorous science curriculum with fidelity to ensure strategies and programs are implemented in classrooms and measure their effectiveness on student achievement.	Science teachers follow the district pacing guides for the Amplify Science curriculum and give formative and summative unit assessments that includes constructed responses as well as TCTs. Teachers analyze student data which aids in making instructional decisions. They scaffold lessons, make connections to real world situations and reteach science standards to ensure rigor.	KSA Data, Observations	Quarterly PLC discussion of formative assessment science data with ECC, Principal & science teachers	No funds needed
			Teachers will utilize a variety of resources to engage students in science instruction such as: Amplify, Simple Solutions Science, Picture Perfect Science, Science Assessment Probes, Project Lead the Way Units, STEMS hands on activities, Mystery Science activities and hands on experiments. C-E-R (Claim, Evidence, Reasoning); multiple select questions, extended responses.	KSA Data, Weekly formative Simple Solutions Science Assessments, Observations	Quarterly PLC discussion of formative assessment science data with ECC, Principal & science teachers	No funds needed
	Objective 2: During the 2024-25 school year, Briarwood Elementary will increase the percentage of students scoring P/D for Writing from 60% to 70% as measured by KSA.	Design and deploy an aligned and rigorous social studies curriculum based on the C3 Framework and taught with fidelity to ensure strategies and programs are implemented in classrooms and measure their effectiveness on student achievement.	Social studies teachers follow the district/school pacing guides and give formative and summative unit assessments that includes constructed responses & DBQs. Teachers analyze student data which aids in making instructional decisions. They scaffold lessons, make connections to real world situations and reteach social studies standards to ensure rigor.	KSA Scores, observations	Quarterly PLC discussion of formative assessment social studies data with ECC, Principal & SS teachers	No funds needed
			Teachers will utilize a variety of resources to engage students in daily social studies instruction, such as: TCM, Into Social Studies, History Alive, CNN Student News, IXL Social Studies, inquiry based document lessons, field trip to state capitol, hands on projects, Entrepreneur Fair, International Arts Festival, and inquiry-based lessons	KSA Social Studies Data, observations	Quarterly PLC discussion of formative assessment social studies data with ECC, Principal & SS teachers	No funds needed
	Objective 3: During the 2024-25 school year, Briarwood Elementary will increase the percentage of students scoring P/D for Social Studies from 43% to 70% as measured by KSA.	Design and deploy an aligned and rigorous English/ language arts curriculum taught with fidelity to ensure strategies and programs are implemented in classrooms and measure their effectiveness on student achievement.	Writing/ELA teachers follow the district pacing guides and give formative and summative unit assessments that includes constructed responses. Teachers analyze student writing and give feedback which aids in making instructional decisions.	KSA Writing Scores, District Writing Portfolios, observations	Quarterly PLC discussion of formative assessment writing data with ECC, Principal & writing teachers	No funds needed
			Teachers will participate in on going PLC writing professional development as well as give a universal writing screener twice a year. Teachers will analyze student and grade level data to inform instruction, ensure student growth, identify student gaps, and form RTI writing Tier 2 and Tier 3 groups.	Writing Universal Screening Data (Winter & Spring)	Quarterly with ECC, Principal, classroom teachers meet after each writing window to review screening data and determine student growth	Title II - \$3,000
			Teachers will utilize the Writing resources provided by HMH to provide engaging writing activities to improve writing instruction and student engagement at Briarwood and thus students' writing scores.	KSA Writing Scores, Writing Universal Screening Data	Daily with classroom teachers, interventionists, ECC, instructional coach	No funds needed

Achievement Gap

Goal 3: Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective 1: During the 2024-2025 school year, Briarwood Elementary will increase the percentage of students scoring proficient/distinguished in Reading for the disability student group from 29% to 47.1% as measured by KSA.	We will Design, Align, and Deliver Support Processes to ensure behavioral and academic interventions are taking place and monitored to meet the needs of all students.	Teachers will receive training, coaching, and modeling from experts in co-teaching practices.	Increased collaboration between SPED and general education teachers.	-Universal screeners on August 2024, December 2024, and April 2025, Curriculum Coordinator -IEP Progress Monitoring, SPED teachers	No funds needed
Family & Community Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.			Schedule committee will provide common planning between general and SPED teachers during the school day.	The Master Schedule will provide common planning opportunities for general and SPED teachers.	-Universal screeners on August 2024, December 2024, and April 2025, Curriculum Coordinator -IEP Progress Monitoring, SPED teachers	No funds needed
Objective 2: During the 2024-25 school year, Briarwood Elementary will increase the percentage of students scoring proficient/distinguished in Math for the disability group of students from 23% to 47.1% as measured by KSA.			SPED teachers will receive training in core math and reading curriculum.	Increased collaboration between SPED and general education teachers. Students with disabilities will have greater access to grade level content. Title I funds will be used to reduce class size and to avoid combined classes.	-Universal screeners on August 2024, December 2024, and April 2025, Curriculum Coordinator -IEP Progress Monitoring, SPED teachers -Unit tests, homeroom teachers	Title I - \$190,000

English Learner Progress

Goal 4: By the year 2029, Briarwood Elementary will increase the percent of English Language Learners that are EL proficient from 50.3% to 61.1%.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
Student Achievement Develop independent, lifelong learners so that they may become successful problem-solvers and critical thinkers who contribute to society.	Objective: By the year 2032, Briarwood Elementary will maintain the percent of English Language Learners that are EL proficient. Briarwood's actual performance in Reading for 2023-2024 was 34% of students were EL proficient or above.	We will Establish Learning Culture and Environment by observing other schools with high levels of EL achievement.	EL teacher, classroom teachers and curriculum coordinator will visit other schools with high performing EL departments.	Growth on ACCESS.	Access Test (January 2025) by building assessment coordinator	No funds needed
		We will Design, Align, and Deliver Support Processes to ensure behavioral and academic interventions are taking place and monitored to meet the needs of all students.	EL teacher will provide ACCESS assessment practice sessions so students are familiar with the format of the test.	Growth on ACCESS.	Access Test (January 2025) by building assessment coordinator	No funds needed
EL teacher will create a schedule of supports that prioritizes low level EL students.			Growth on ACCESS.	Access Test (January 2025) by building assessment coordinator	No funds needed	
Family & Community Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.		We will Review, Analyze, and Apply Data in order to apply appropriate scaffolds for student success.	Review school-wide EL data with teachers and review appropriate scaffolds for homeroom teachers to implement.	Improved exit rate of EL students as measured by ACCESS.	Faculty meeting agenda by Principal Access Test (January 2025) by building assessment coordinator	No funds needed

Quality of School Climate & Safety

Goal 5: By year 2029, Briarwood Elementary will increase from 77.6 to 85.0 in the Quality of School Climate and Safety Indicator Rating.

Pillar	Objective	Strategy	Activities	Measure of Success	Progress Monitoring & Person Responsible	Funding
<p>Safety & Wellness</p> <p>Prioritize a safe and protected environment with clearly communicated expectations that foster healthy relationships.</p> <p>Family & Community</p> <p>Become a community with shared values where all stakeholders serve and engage in partnerships that cultivate student success in all areas. Create and sustain an inclusive and respectful environment that embraces and celebrates a diverse community at every level.</p>	<p>Objective 1 (PBIS): Maintain Gold status as measured by the PBIS Tiered Fidelity Inventory (TFI) by May 2025.</p> <p>Objective 2: Office Discipline Referral data will reflect less than 2 office referrals per day, per month average by May 2025.</p> <p>Objective 3: Increase the Employment Engagement Studer Survey score on the item: "I receive feedback on my strengths as an employee." from 4.2 to 4.3 by May 2025.</p> <p>Objective 4: Increase the score on the Studer Parent Satisfaction Survey score on the item: "I regularly receive feedback from school staff on how well my child is learning." from 3.93 to 4.1 by May 2025.</p>	<p>Briarwood Elementary will Design, Align, and Deliver Support Processes to school leadership, personnel, and PBIS teams to develop and refine PBIS processes, procedures, behavior management, including mental health support integration.</p> <p>Briarwood Elementary will Design, Align, and Deliver Support Processes to implement school and district-wide behavioral support and management systems, training, and SEL curriculum implementation support.</p> <p>Briarwood Elementary will Establish Learning Culture and Environment by implementing school culture improvement and development initiatives as described under activities.</p>	<p>Positive Behavioral Interventions and Supports (PBIS): -School based, monthly PBIS/ISF Tier 1, 2, & 3 meetings. PBIS/ISF team training and support. Integration of mental health supports.</p>	<p>PBIS Tiered Fidelity Inventory</p> <p>ISF Implementation Inventory</p> <p>PBIS team meeting agendas and notes</p>	<p>Monthly & Quarterly by Principal, Assistant Principal, Counselor & PBIS Lead Teacher</p>	<p>SBDM - \$500</p>
			<p>Trauma Informed Practices: -Trauma Informed Practices for Educators (TIPE) training for all staff. -Ongoing TIPE training for staff and community members. -Youth Mental Health First Aid (YMHFA) training for staff and community members Annual cultural proficiency training. -Formation/Implementation of "Trauma Team."</p>	<p>PBIS Tiered Fidelity Inventory</p> <p>ISF Implementation Inventory</p> <p>PBIS team meeting agendas and notes</p>	<p>Monthly & Quarterly by Principal, Assistant Principal, Counselor, District Behavior Coach & District Mental Health Counselor</p>	<p>No funds needed</p>
			<p>Social Emotional Learning: -Implementation of Social Emotional Learning (SEL) curriculum-implemented daily</p>	<p>SEL implementation fidelity measures</p>	<p>Monthly & Quarterly by Principal, Assistant Principal, Counselor, District Mental Health Coach</p>	<p>No funds needed</p>
			<p>Behavior Support: -Leader in Me implemented, Positive Office Referrals & Blue Slip Drawings -Ongoing behavior support and coaching through school-based and District Intervention staff.</p>	<p>Leader in Me fidelity measures (MRA)</p> <p>Training/professional development logs, meeting agendas, Coaching notes/documentation</p>	<p>Monthly & Quarterly by Principal, Assistant Principal, Counselor, District Mental Health Coach</p>	<p>SBDM - \$500</p>
			<p>Stakeholder Input: -Employee Engagement Survey, rollout process, action plan and implementation</p>	<p>Leadership attends each PLC meeting</p> <p>Studer Survey</p>	<p>Weekly & Quarterly by Principal, Assistant Principal & Curriculum Coordinator</p>	<p>No funds needed</p>