

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

ELL Student Achievement, Reading & Math proficiency

Needs Assessment: Processes, Practices, or Conditions

[COE Key Elements](#) o [COE School Key Elements Template](#)

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	46.6	+5
State Assessment Results in science, social studies, and writing	43.2	-4.4
English Learner Progress	65.3	-5.5
Quality of School Climate and Safety	75.9	+3.4

1: State Assessment Results in Reading and Mathematics

By October 2028 Coventry Oak Elementary will increase the Reading and Math combined status percentage from 46.6 to 51.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Coventry Oak Elementary will increase P/D in Reading to 48.3.	KCWP 1 - Design & Deploy Standards	Continue to monitor and adjust instruction to ensure high quality and rigorous instruction is occurring at Tier 1, 2 and 3.	-TNTP Rubric -PLC monitoring -PLC observations -Self assessment	Leadership team will analyze Common Assessment data and provide actionable feedback to teachers	NA

By October 2028 Coventry Oak Elementary will increase the Reading and Math combined status percentage from 46.6 to 51.6					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Coventry Oak Elementary will increase P/D in Math to 48.3.	KCWP 3 - Design and Deliver Assessment Literacy	Continue to monitor and revise common assessments to ensure grade level rigor and focus on deeper DOK levels (in alignment to the standard) are utilized to determine student achievement.	Common assessment monitoring PLC observation	Leadership team will review common planning and provide actionable feedback to teachers	NA
	KCWP 4 - Review, Analyze, Apply Data Results	Continual monitoring of assessment results using PLC data trackers and online platforms to determine instructional needs and improvement	Common Unit and Formative Assessments	Leadership team will analyze district common assessments on ADAM (Pearson) Platform Leadership will use Formative data assessment trackers to analyze classroom data on a weekly basis	NA

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2028 Coventry Oak Elementary will increase the Science, Social Studies and Combined Writing status percentage from 43.2 to 48.2					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Coventry Oak Elementary will increase P/D in Science to 44.8.	KCWP 2: Design and Deliver Instruction	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
By 2025, Coventry Oak Elementary will increase P/D in Social Studies to 44.8.					
By 2025, Coventry Oak Elementary will increase P/D in Combined Writing to 44.8.	KCWP 4 - Review, Analyze, Apply Data Results	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	Monthly by administration	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Coventry Oak Elementary will increase AA students scoring P/D in Science, SS, and Writing to 41.5.	KCWP 2: Design and Deliver Instruction	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
By 2025, Coventry Oak Elementary will increase economically disadvantaged students scoring P/D in Science, SS, and Writing to 39.	KCWP 4 - Review, Analyze, Apply Data Results	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	Monthly by administration	N/A

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score. From 65.3 to 65.8.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Coventry Oak Elementary will grow 80% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP 1, 2, 3 & 6	Implement and sustain systems for analyzing student data and determining instructional support plans for students in underperforming groups.	PLC agenda, individual data meeting notes, data dashboard	bi-weekly by administration	N/A
		Provide training to teachers and support staff on diversity, equity and inclusion to develop a common language/framework to be integrated in the curriculum planning, review and feedback process and included in the PLC process.	DEIB Lead, FACE Committee, lesson plans, classroom observations, walk through data.	bi-weekly by administration	N/A

5: Quality of School Climate and Safety

By October 2028 Coventry Oak Elementary will increase the Quality of School Climate and Safety status from 75.9 to 80.9

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the quality of school climate and safety index to 77.6 as measured by KSA.	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to refine master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible. Co-teaching and push-in models will be utilized when applicable to support the Tiered instruction and the overall Tier 1.	Master & Teacher Schedules to ensure Common Plannings and Co-Teaching	Leadership Team will monitor IEPs throughout the building and ensure student plans and accommodations are being followed and implemented	

6: Family Engagement

By February 2028 Coventry Oak Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2028, Coventry Oak Elementary School will have developed a FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	<ul style="list-style-type: none"> Copy of FACE plan Family Surveys Parent/Community participation in committees/FRC advisory council/volunteer opportunities 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> Section 6 Title 1 FRC PTA
		Execute the expectations established on the FACE action plan	<ul style="list-style-type: none"> Pre-Post action plan data/reflection Participation data 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> Section 6 Title 1 FRC PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	<ul style="list-style-type: none"> Participation at events List of resources provided- and # or families accessing the resources 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> Section 6 Title 1 FRC PTA

Special Considerations for Targeted Support and Improvement (TSI)

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

TSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "[Compliance Requirements](#)" resource available on KDE's [Evidence-based Practices website](#). Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2024-2025 Phase One: Executive Summary for
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2024-2025 Phase One: Executive Summary for Schools

Coventry Oak Elementary
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Lexington, Kentucky, 40511
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2024-2025 Phase One: Executive Summary for Schools

Description of the School

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

Coventry Oak Elementary opened our doors in fall 2016 in a residential area near the junction of Georgetown and Spurr roads. Our school name blends two important neighborhoods in northwest Lexington – Coventry, a newly established neighborhood, and Oakwood, a historic one. Coventry Oak Elementary school is diverse - socioeconomically, racially, in ethnicity and culture. We love to celebrate our uniqueness, and promote respect and discovery among us all. Our motto is “Challenge minds, create learners, cultivate futures.” Coventry Oak is laying the foundations for a bright future. We have developed a solid mission, vision and creed that establishes our hopes, dreams and promises for the futures of our children. Our innovative staff consists of a leadership team (Principal and 2 Assistant Principals) in collaboration with the Child

Guidance Specialist, Positive Behavior Intervention Supports Coach, Family

Resource Center Coordinator, 2 Mental Health Specialists and a Family Liaison Coordinator.

Beyond our leadership staff we have 28 classroom teachers, 2 preschool teachers, 6 special area teachers, 10 full-time special education teachers (1 MSD), 5.8 English as a

Second Language teachers, 1 reading recovery interventionist, 4 reading/math interventionist, 2 speech language pathologist, an occupational therapist, a school psychologist, a diagnostician, a Special Education Facilitator and a full-time gifted/ talented teacher.

School Stakeholders

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

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

School's Purpose

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

Mission statement: Our mission is to challenge minds, create lifelong learners and cultivate kindness through a collaborative community that prepares every child for a successful future. Vision statement: All Coventry Oak Elementary students will be respectful, responsible, prepared, problem solvers at school and within the community. Coventry Oak is continuing to lay the foundations and experiencing great success. Thus far, we have developed a solid mission, vision, and creed that establishes our hopes, dreams, and promises for the futures of the children we serve. We have created and designed instruction that aligns to the Common Core

State Standards (CCSS). Our students are now 1:1 in grades K-5 with Chromebook and iPad technology. Inquiry based instruction is not limited to just our science lab here at Coventry Oak. We believe that students learn best by experiencing content through explicit instructional opportunities. We believe that school is beyond our four walls and can be promoted through varieties of learning opportunities. With that said, it is also important that we meet the needs of the whole students by reducing barriers to learning that students may experience. To help meet these needs, we have developed a strong Student Support Team that consists of our Guidance Counselor, School Social Worker, Family Resource Coordinator, 2 Mental Health Specialists, PBIS Coach, 2 Assistant Principals, and the Principal.

Notable Achievements and Areas of Improvement

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

Notable of Achievements: In 2023-Science, SS, and On-Demand Writing increased by 7.4 points, we also had a 23.9 point increase in our EL proficeincy, and a 8.8 increase in our overall index - ; 2020 state recognition for

Family Resource Coordinator (Harry J. Cowherd Award for Center Excellence); 2021 state recognition for School Guidance Counselor (2021 Kentucky Elementary School Counselor of the Year); 2020 established Latino Literacy Project; 2021 Family Resource Center awarded the GEER II Grant; 2021 Coventry Oak student pinned Junior Fire Chief of the Year; 2018 Awarded Bronze Banner for PBIS Fidelity Implementation; 2019 Awarded Silver Banner for PBIS Fidelity Implementation; 2020, 2021, and 2022 Awarded Gold Banner for PBIS Fidelity Implementation; 2019 awarded

the 21st Century Learning Grant; 2018 and 2022 STLP advanced to state level competition in

two categories; 2017-18 Academic Team placed 2nd in regional competition; 2018

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

Additional Information

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
Schools_10282024_13:17

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 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 they will address 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 as you conducted 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 were documented.

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

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Last year's goals were the following:

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

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

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

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

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school’s teachers received adequate professional development.

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

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Teachers and administration are looking at our MTSS, PLC, and Intervention frameworks to ensure that we are meeting the needs of all students and meeting them where they are with their current state of learning. For grades K-5 Fall MAP data reflected less than 50% proficiency in Math and ELA. We are putting an intention focus on teaching foundational skills in K and 1. We are using the PAST

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

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

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

Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[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.**

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Attachment Summary

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



2024-2025 Phase Two: School Assurances_10272024_21:49

2024-2025 Phase Two: School Assurances

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2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:43

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

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

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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

See attached

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

See attached

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

see attached

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

see attached

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

see attached

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

see attached

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

see attached

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

see attached

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

see attached

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

see attached

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

see attached

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

see attached

5c. How will the professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
see attached

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

see attached

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

see attached

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

see attached



5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

see attached

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

see attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Professional Learning Narrative 24-25		•
 Professional Learning Plan 2024-2025		•