

Comprehensive School Improvement Plan (CSIP)

Booker T. Washington Elementary

Needs Assessment: Priorities

Based on 2024 KSA Assessment Data

Reading

- 25% of all students were proficient in Reading while 52% of FCPS students were proficient.
- 22% of African American students reached proficiency in reading while 25% of all students were proficient.
- 33% of students with disabilities reached proficiency in reading while 25% of all students were proficient.
- 18% of EL students reached proficiency in reading while 25% of all students were proficient.

Math

- 15% of all students were proficient in Math while 47% of FCPS students were proficient.
- 11% of African American students reached proficiency in math while 15% of all BTWE students were proficient.

Science

- 25% of all students were proficient in Science while 36% of FCPS students were proficient.

Needs Assessment: Processes, Practices, or Conditions

Processes

At Booker T. Washington Elementary, we use a variety of approaches to ensure stakeholders are involved in the improvement planning process. Stakeholder groups include families, district level administration, community partners, students, and faculty and staff from our school. All of these stakeholder groups play an important part in the development of our school improvement plan.

Parents have been involved through School Based Council meetings. SBDM parents are elected to serve as council members and contribute to our school improvement efforts. They are informed of their roles and responsibilities at their first council meeting. We schedule monthly meetings after school hours to allow parents, teachers and community members the opportunity to attend these meetings and have a voice in school improvement efforts. At our monthly SBDM meetings, we analyze a variety of academic, behavioral and attendance data. We use this data to celebrate accomplishments and to create strategies to address areas of need.

Faculty and staff are involved through their participation during faculty meetings, PLC meetings, and during Continuous Improvement Team meetings. All teachers participate in our weekly PLC meetings and monthly faculty meetings. We use this time to analyze a variety of data to determine our progress toward improvement goals and evaluate implementation of activities to meet these goals.

District level administration has been involved by providing support and guidance throughout the improvement planning process. They are instrumental in helping us secure high quality professional learning opportunities for our teachers. The professional learning opportunities directly impact the teaching and learning taking place in the classroom.

All of these stakeholder groups play an important role in analyzing a variety of data including MAP universal screening data, PBIS behavior data, Next Steps in Guided Reading assessment, formative assessment data, common assessment data, survey data, attendance data, and KSA data to determine needs in our school, identifying improvement efforts that will address these needs, and monitoring progress toward our school-wide goals. This data is analyzed in a timely manner once the data is released and available. Agendas and minutes are kept for all meetings.

Practices

Our 2024 - 2025 CSIP plan focuses on the following activities:

- All grade levels will meet in PLCs to look at data to determine high priority growth areas and next steps to improve these areas.
- PLCs will create action plans based on data from formative and summative assessments in order to provide additional support and opportunities for acceleration for students.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standard deconstruction into this process.
- We will use ESS funds to provide additional after school intervention for students.
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.

The following information details how successful these activities have been to this point:

- All grade levels will meet in PLCs to look at data to determine high priority growth areas and next steps to improve these areas.
 - Grade level teachers have met weekly with instructional coaches to analyze student data in PLC
- PLCs will create action plans based on data from formative and summative assessments in order to provide additional support and opportunities for acceleration for students.
 - Grade level teachers have worked with instructional coaches to develop acceleration plans for each formative and summative assessment.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standard deconstruction into this process.
 - PLC and planning time have centered around developing standards based instruction that include relevant and well aligned success criteria and learning intentions.
- We will use ESS funds to provide additional after school intervention for students.
 - Our ESS plan will be implemented after the Winter Break
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity
 - District HQIRs have been implemented with fidelity. Campus instructional coaches, as well as district curriculum specialists have provided professional development

opportunities for teachers.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	Current Year Status: Low Current Score: 35.7	Previous Year: 33.3 Change: +2.4 Change Status: Increase
State Assessment Results in science, social studies, and writing	Current Year Status: Low Current Score: 42.3	Previous Year: 41.1 Change: +1.2 Change Status: Increase
English Learner Progress	Current Year Status: Medium Current Score: 51.8	Previous Year: 71.3 Change: -19.5 Change Status: Significant Declined
Quality of School Climate and Safety	Current Year Status: Low Current Score: 71.8	Previous Year: 73.2 Change: -1.4 Change Status: Maintain

1: State Assessment Results in Reading and Mathematics

By October 2027 Booker T. Washington Elementary will increase the Reading and Math combined status percentage from 35.7 to 40.7.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Booker T. Washington Elementary will increase P/D in Reading to 31%	Key Core Work Processes KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Restructure of Planning/PLC processes to strengthen Tier 1 instruction. Identification of core elements for lesson implementation. Increased opportunities for student led learning. 	Analysis of student data in leadership and PLC meetings	<ul style="list-style-type: none"> Weekly Formative Assessments Unit Assessments District Benchmark Assessments MAP Data 	N/A

By October 2027 Booker T. Washington Elementary will increase the Reading and Math combined status percentage from 35.7 to 40.7.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, Apply Data Results				
By 2025, <i>Booker T. Washington Elementary</i> will increase P/D in Math to 26%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, Apply Data Results	<ul style="list-style-type: none"> Restructure of Planning/PLC processes to strengthen Tier 1 instruction. Identification of core elements for lesson implementation Increased opportunities for student led learning. 	Analysis of student data in leadership and PLC meetings	<ul style="list-style-type: none"> Weekly Formative Assessments Unit Assessments District Benchmark Assessments MAP Data 	N/A

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

By October 2027 Booker T. Washington Elementary will increase the Science, Social Studies and Combined Writing status percentage from 42.3 to 47.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Booker T. Washington Elementary</i> will increase P/D in Science to 30%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, Apply Data Results	Increasing frequency of opportunities for student inquiry and hands-on learning.	Analysis of student data in leadership and PLC meetings	<ul style="list-style-type: none"> Weekly Formative Assessments Unit Assessments District Benchmark Assessments MAP Data 	N/A
By 2025, <i>Booker T. Washington Elementary</i> will increase P/D in Social Studies to 20%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Cross Curricular Integration	Analysis of student data in leadership and PLC meetings	<ul style="list-style-type: none"> Weekly Formative Assessments Unit Assessments District Benchmark Assessments MAP Datas 	N/A

By October 2027 Booker T. Washington Elementary will increase the Science, Social Studies and Combined Writing status percentage from 42.3 to 47.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze, Apply Data Results				
By 2025, <i>Booker T. Washington Elementary</i> will increase P/D in Combined Writing to 25%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze, Apply Data Results	On Demand Writing Scrimmages Writing Across the Curriculum	Analysis of student data in leadership and PLC meetings	<ul style="list-style-type: none"> Weekly Formative Assessments District Benchmark Assessments On Demand Writing Scrimmages 	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By spring of 2025, 36% of EL students will score at or above the 41st percentile on the spring reading MAP assessment. 31% scored at or above the 41st percentile in the fall of 2024.</p> <p>By spring of 2025, 38% of EL students will score at or above the 41st percentile on the spring math MAP assessment. 33% scored at or above the 41st percentile in the fall of</p>	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Implementation and integration of 7 Steps to a Language Rich, Interactive Classroom.	Fidelity walkthroughs conducted by Instructional Leadership	Analysis of frequency and effectiveness data from walkthroughs	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
2024.					
<p>By spring of 2025, 28% of students with IEPs will score at or above the 41st percentile on the spring reading MAP assessment. 23% scored at or above the 41st percentile in the fall of 2024.</p> <p>By spring of 2025, 42% of students with IEPs will score at or above the 41st percentile on the spring math MAP assessment. 37% scored at or above the 41st percentile in the fall of 2024.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● Increase opportunities for student-led learning in the classroom ● Common planning with Special education teachers and regular education teachers 	<ul style="list-style-type: none"> ● PLC evidence with item analysis ● Classroom observations 	<ul style="list-style-type: none"> ● Weekly Formative Assessments ● Unit Assessments ● District Benchmark Assessments ● MAP Data 	N/A

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2027, <i>Booker T. Washington Elementary</i> will increase English Learner progress to 57% as measured by KSA. Current level is 51.8	KCWP 2: Design and Deliver Instruction	Implementation and integration of 7 Steps to a Language Rich, Interactive Classroom.	Fidelity walkthroughs conducted by Instructional Leadership	Analysis of frequency and effectiveness data from walkthroughs	N/A

5: Quality of School Climate and Safety

By October 2027 Booker T. Washington Elementary will increase the Quality of School Climate and Safety status from 70.4 to 75.4.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Climate Index on the Quality of School Climate and Safety Status Survey from 70.4 in 23-24 to 75.4 in 24-25.	KCWP 5: Design, Align, and Deliver Support	Restructure PBIS, Behavioral, and Academic MTSS processes. Implement Student Assistance Form and Process to increase responsiveness and teacher support.	Improvement in campus eOS percentages. Increase in number of students attending Campus PBIS Rewards	Weekly Data monitoring by SST. Weekly Data monitoring by Administration.	N/A

6: Family Engagement

By Feb 2027 Booker T. Washington 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 Booker T. Washington Elementary 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



2024-2025 Phase One: Executive Summary for Schools

2024-2025 Phase One: Executive Summary for Schools

Booker T. Washington Elementary

Matt Griffin

707 Howard St

Lexington, Kentucky, 40508

United States of America

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?

Booker T. Washington Elementary is an elementary school that serves approximately 375 students in grades preschool to 5th grade. The campus is located in an urban subsection on the northern side of Lexington, KY. Booker T. Washington boasts a highly diverse student population with approximately 39.34% Hispanic students, 9.61% White students, and 44.44 % African American students. Nearly 50% of students are English Language Learners, speaking more than 12 languages. More than 90% of the students attending Booker T. Washington qualify for free or reduced priced meals.

School Stakeholders

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

Booker T. Washington stakeholder groups include our students, school staff, families, and community partners. Stakeholders are engaged through processes such as the School Based Decision Making Council (SBDM). The SBDM Council provides representation of for staff and parent stakeholders, while also ensuring representation of each major minority group.

School's Purpose

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

Our mission is to challenge our scholars academically at high levels, develop them socially, and uplift them emotionally -- thereby creating motivated and critical thinkers who are ready to excel at the next level. Booker T. Washington embodies this mission by engaging students in rigorous academic experiences, coupled with an explicit emphasis on the development of students social and emotional abilities.

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.

Over the past three years, Booker T. Washington's percentage of students scoring at Proficient or Distinguished have increased in all subjects. Over the next three years, our school will strive to decrease the number over students scoring novice in all subjects. We will also strive to ensure that EL students continue to achieve at high levels.

Additional Information

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

None



2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

Booker T. Washington Elementary

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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.

KSA data is reviewed with stakeholders in a variety of settings. These data sharing events include faculty meetings, SBDM Council meetings, and regular meetings of the Booker T. Washington Leadership team. During these meetings we review current achievement data, as well as longitudinal data in order to identify trends in our data.

Review of Previous Plan

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

The plan for the 2023-24 school year placed emphasis on lowering the overall percentage of students scoring in the novice range. Additional focus was placed on students of color, particularly African American students, as the schools was

identified as TSI for these students. This plan was successful in increasing the achievement of African American Students, exiting them from TSI status. This targeted approach included development of a watch list to ensure that student achievement was closely monitored. This information informs the plan for the current year to ensure we continue practices that positive impacted student achievement.

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.

When analyzing at our current KSA data, the performance of African American Students has improved significantly. This growth has allow us to exit TSI status for these students.

Our English Language Learners saw a decrease in overall performance.

We saw increases of 6% and and 13% in the number of students scoring proficient and distinguished in Reading and Science.

Percentage of students scoring proficient and distinguished in Math, Writing, and Social Studies decreased by 14%, 14%, and 4%, respectively.

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.

Novice Scores Reduced In

- Reading
- Science
- Social Studies

Novice Score Increased In

- Math
- Writing

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.

Priorities for Booker T. Washington Elementary are as follows:

- Increase ACCESS performance of EL students
- Decrease the percentage of students scoring Novice in Math, Writing, and Social Studies.
- Sustain improved performance in Reading and Science.

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.

Achievement in Reading and Science showed growth.

In regard to students scoring Proficient/Distinguished, BTWE saw the follow growth

- Reading - 6%
- Science - 13%

Although the percentage of students scoring Proficient/Distinguished in Social Studies did not increase, the percentage of students scoring Novice decrease by 6%

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.**

ATTACHMENTS

Attachment Name

 BTWE CSIP

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.

For the 2024-25 School Year, Booker T. Washington Elementary will focus on strengthening Tier 1 instruction as we implemented new reading and math curriculum. The School Leadership team will focus on standards based planning

practices, feedback on lesson implementation through consistent instructional walkthroughs, and effective response to data through a refined data protocol and action planning.

Attachment Summary

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



2024-2025 Phase Two: School Assurances_11142024_12:08

2024-2025 Phase Two: School Assurances

Booker T. Washington Elementary

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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