



William H Natcher Elementary

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Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets. Additional rows may be added for multiple targets, strategies and activities.

Objective 1:

Natcher will increase the percentage of students scoring proficient / distinguished in reading for the disability student group from 31% to 42.9% as measured by state assessments by the year 2028. [Reference: Natcher--Progress Towards State Goals--Proficiency]

Strategy:

KCWP 5: Design, Align, Deliver Support Processes - Striving Readers Grant / District Coaches

“What processes are currently in place that ensure behavioral interventions are taking place and monitored to meet the needs of all students?”

“How does school leadership (teachers and leaders) measure the effectiveness of current programs and initiatives implemented in classrooms and school?”

KCWP

Activities:

Activity 1: Instructional Rounds, PD opportunities through PLCs, faculty meetings, GRREC, district coaches, teacher to teacher observations, PD opportunities to increase student engagement (KAGAN, HMH, Into Math, Heggerty, VersaTile, Leader in Me); Co-teaching model, blended learning approach with Amira and i-Ready, formative assessments, and District Common Assessment data disaggregation

Progress Monitoring:

Documented meeting agendas and documentation (PLC, faculty meeting); student growth through i-Ready and HMH/Pear data via classroom teachers, admin, and curriculum coordinator.

Funding:

Title 1 approximately \$10,000

Activity 2: Planned and scheduled social-emotional block for all students to integrate Leader in Me social-emotional learning curriculum. Additionally incorporating Leader in Me through all aspects of instruction to transform student thinking using the 8 habits is a high priority. Leader in Me helps build a culture of student empowerment. Students needing more intensive support for behavior may participate in a Check In/Check Out program or have the ability to see a district mental health counselor.

Progress Monitoring:

Data via office referrals and decrease in student misbehavior will be the means of monitoring this. One of the school-wide goals includes behavior tracking. This is sent out monthly by the curriculum coordinator. To monitor implementation of Leader in Me, all students will receive a classroom job. There are additional jobs students can apply for at the school level (Student on Site). Classroom teachers and school administration will

monitor this. Student progress for Check in/Check Out is monitored daily and then evaluated monthly through MTSS meetings.

Funding:

Incentives, PBIS rewards; Title 1 approximately \$1,000.

Activity 3: Specific focus on student engagement and Antonetti's cube. According to Marzano, effective teachers set goals and provide feedback. They provide students with simulations and low-stakes competition. Teachers engage students by allowing them to talk about themselves and notice when they are not engaged. Kagan is also utilized through Kagan coaching, observations, and planning sessions.

Progress Monitoring:

i-Ready Reading and Math scores will be monitored for growth. They will be discussed in data review through weekly PLCs. Kagan coaching is determined at the beginning of the year with Kagan coaches to observe, support, or coach teachers in their use of Kagan. Kagan team meets each semester.

Funding:

Kagan resources through PD and Title 2 (approximately \$3,000). Engagement resources are utilized through Title 1 funding (approximately \$2,000)

Objective 2:

Natcher will increase the percentage of students scoring proficient / distinguished in math for the disability group of students from 32% to 37.4% as measured by state assessments by the year 2028. [Reference: Natcher--Progress Towards State Goals--Proficiency]

Strategy:

KCWP 4: Review, Analyze, and Apply Data - data driven decisions

“What systems are in place to ensure that student data is collected, analyzed, and being used in the classroom to drive instruction”

KCWP 2: Design and Deliver Instruction - Professional Development

“What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?”

KCWP

Activities:

Activity 1: Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction; Formative assessments are being modified and given building wide based on the HMH curriculum as well as through i-Ready Standards Mastery assessments.

Progress Monitoring:

Documented meeting agendas and documentation (PLC, faculty meeting); student growth through i-Ready and HMH/Pear data via classroom teachers, admin, and curriculum coordinator.

Funding: Title 1 approximately \$10,000

Activity 2: After school ESS homework help program offered to students who are struggling and students in k-4 who have been identified for a Read to Succeed plan.

Progress Monitoring:

Regular meetings (formal and informal) with ESS staff. Expectations for ESS instruction are developed and followed. Specific planning for individual student success based on needs in the classroom are updated regularly.

Funding: Title 1 approximately \$4,500 (salaries and minimal supplies)

Activity 3: Co-teaching model and PLC work to build collective efficacy. Collaboration during weekly PLCs and vertical alignment meetings to determine the best and most consistent way to support students.

Progress Monitoring:

Documented meeting agendas and documentation (PLC, faculty meeting); student growth through i-Ready and HMH/Pear data via classroom teachers, admin, and curriculum coordinator. During district established PLC days, curriculum coordinator schedules times for teachers to meet vertically.

Funding: Title 1 approximately \$500

State Assessment Results in Reading and Mathematics

Kentucky's accountability system uses multiple academic and school quality measures, with each indicator contributing to the overall score. Reading and math proficiency are foundational to student success, and state assessment results in reading and mathematics carry the greatest weight when calculating the overall score at each level (elementary, middle and high school). This indicator is a required goal area for all schools.

Three- to Five-Year Goal:

Natcher Elementary will increase the proficiency of students in math from 59% to 77% and reading from 61% to 77% as measured by state assessments by the year 2027.

Objective 1:

Natcher will increase the percent of elementary students proficient and distinguished in math from 59% to 68% as measured by the state assessment by 2026.

Strategy:

KCWP 4: Review, Analyze, and Apply Data - data driven decisions. "How do teachers use these different types of assessments to ensure a balanced approach?"

KCWP 2: Design and Deliver Instruction - Professional Development "How do school/district leadership ensure teachers design lessons with students' cultural, social, and developmental needs in mind?" "What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?"

KCWP 5: Design, Align, Deliver Support Processes - District Coaches "What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?"

KCWP

Activities:

Activity 1: Teachers disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction; Continue to adapt the HMH (Into Math) assessments with i-Ready to be used as formative assessments and utilized across teams.

Progress Monitoring:

Student success will be monitored 3x a year through i-Ready for all learners. Teachers will also utilize end-of-unit District Common Assessments as well as formative assessments to make adjustments to instruction as needed in the moment.

Funding:

No additional funding needed.

Activity 2: Teachers will receive opportunities for targeted Professional Development and learning based on their individual needs. Opportunities and training for topics such as the following have been provided recently: Leader in Me, Kagan, Engaging Student Learning, Rigor, ESL/Resource Strategies, etc. If teachers have a particular need that we do not have a training for specifically, we seek out funding through Title 2.

Progress Monitoring:

Teachers are encouraged to come back and share once they have implemented strategies. Additionally, if teachers attend a training that other teachers are not able to share, they provide some ideas and strategies during faculty meetings.

Funding:

Title 2 Funding approximately \$7,000

Objective 2:

Natcher will increase the percent of elementary students proficient and distinguished in reading from 67% to 72% as measured by the state assessment by 2026.

Strategy:

KCWP 4: Review, Analyze, and Apply Data - data driven decisions “How do teachers use these different types of assessments to ensure a balanced approach?”

KCWP 2: Design and Deliver Instruction - Professional Development “How do school/district leadership ensure teachers design lessons with students’ cultural, social, and developmental needs in mind?” “What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?”

KCWP 5: Design, Align, Deliver Support Processes - District Coaches “What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?”

Activities:

Activity 1: Teachers will engage in PLC work to ensure alignment of program to standards; considerations are made based on the district pacing guide as well as District Common Assessments. Teachers collaborate with resource and EL teachers and work together to disaggregate data. Blended learning through i-Ready and Amira is also referenced and planned around.

Progress Monitoring:

i-Ready and Amira data are used through regular use reports (such as MyPath). Additionally, analysis of District Common Assessments and i-Ready diagnostic testing should show growth and progress for each individual student.

Funding:

No additional funding needed.

Activity 2: Teachers will receive opportunities for targeted Professional Development and learning based on their individual needs. Opportunities and training for topics such as the following have been provided recently: Leader in Me, Kagan, Engaging Student Learning, Rigor, ESL/Resource Strategies, etc. If teachers have a particular need that we do not have a training for specifically, we seek out funding through Title 2.

Progress Monitoring:

Teachers are encouraged to come back and share once they have implemented strategies. Additionally, if teachers attend a training that other teachers are not able to share, they provide some ideas and strategies during faculty meetings.

Funding:

Title 2 Funding approximately \$7,000

Activity 3: Teachers will provide in the moment intervention for students during MTSS time. Teachers will use High Quality Instructional Resources as well as district approved programs to ensure fidelity and continuity of instruction.

Progress Monitoring:

Teachers will use District Common Assessments as well as i-Ready diagnostic testing to ensure students are making progress. Formative assessments are also utilized to provide intervention when needed. Programs such as i-Ready, Amira, and Reflex will be utilized to combine blended learning and teacher-led instruction.

Funding:

Title 1 Funding approximately \$5,000 (Reflex)

Alignment to Needs: Optional Goals

Through the Phase Two: Needs Assessment for Schools, priorities were identified, and processes, practices and/or conditions were chosen for focus. Identify any additional indicators that will be addressed by the school in order to build staff capacity and increase student achievement by selecting “yes” or “no” from the dropdown options (beside each indicator) below. For any indicator noted as a priority with a “yes,” schools must complete the below fields. For any indicator marked with a “no,” no further information is needed. Each indicator must have a “yes” or “no” response in the below table.

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes ▾
English Learner Progress	Yes ▾
Quality of School Climate and Safety	Yes ▾
Postsecondary Readiness (high schools and districts only)	No ▾
Graduation Rate (high schools and districts only)	No ▾

Priority Indicator Goals:

Complete the fields below for each indicator that was chosen as a priority with a “yes” response above.

Priority Indicator #1: State Assessment Results in Science, Social Studies and Writing ▾

Three- to Five-Year Goal:

Natcher Elementary will increase the percent of students reaching proficiency in writing from 74% to 77% and in science from 52% to 71% and in social studies from 53% to 73.5% as measured by state assessments by the year 2027.

Objective 1:

Natcher will increase the percent of elementary students proficient and distinguished in writing from 71% to 75% as measured by the state assessment by 2026.

Strategy:

KCWP 4: Review, Analyze, and Apply Data - data driven decisions. “How do teachers use these different types of assessments to ensure a balanced approach?”

KCWP 2: Design and Deliver Instruction - Professional Development “How do school/district leadership ensure teachers design lessons with students’ cultural, social, and developmental needs in mind?” “What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?”

KCWP

Activities:

Activity 1: Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction; Formative assessments are being modified and given building wide based on the HMH curriculum as well as through i-Ready Standards Mastery assessments. Teachers work collaboratively to integrate many opportunities for writing each week.

Progress Monitoring:

Documented meeting agendas and documentation (PLC, faculty meeting); student growth through i-Ready and HMH/Pear data via classroom teachers, admin, and curriculum coordinator. Teachers will also utilize the March scrimmage and be given an opportunity to score and conference with students for writing on-demand. Writing CBMs are conducted in second through sixth grade during each diagnostic window to help pinpoint student needs.

Funding:

Title 1 approximately \$10,000

Activity 2: Teachers will receive opportunities for targeted Professional Development and learning based on their individual needs. Opportunities specific to writing and grammar have been utilized such as Patterns of Power. If teachers have a particular need that we do not have a training for specifically, we seek out funding through Title 2.

Progress Monitoring:

Teachers are encouraged to come back and share once they have implemented strategies. Additionally, if teachers attend a training that other teachers are not able to share, they provide some ideas and strategies during faculty meetings.

Funding:

Title 2 Funding approximately \$7,000

Objective 2:

Natcher will increase the percent of elementary students proficient and distinguished in science from 37% to 58.3% as measured by the state assessment by 2026.

Strategy:

KCWP 4: Review, Analyze, and Apply Data - data driven decisions. “How do teachers use these different types of assessments to ensure a balanced approach?”

KCWP 2: Design and Deliver Instruction - Professional Development “How do school/district leadership ensure teachers design lessons with students’ cultural, social, and developmental needs in mind?” “What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?”

KCWP**Activities:**

Activity 1: Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction; Formative assessments are being modified and given building wide based on the HMH curriculum as well as through District Common Assessments that have been utilized through Pear Assessment. Teachers will also be provided with science manipulatives and resources in the Jaguar Den. This location is continuously stocked to ensure teachers have what they need to do hands on experiments.

Progress Monitoring:

Documented meeting agendas and documentation (PLC, faculty meeting); student growth through i-Ready and HMH/Pear data via classroom teachers, admin, and curriculum coordinator. The curriculum coordinator will do weekly check-ins on pacing and district common assessments to ensure teachers are able to pace themselves in a way for all content to be instructed.

Funding:

Title 1 approximately \$2,000 (science manipulatives)

Activity 2: Teachers will receive opportunities for targeted Professional Development and learning based on their individual needs. Opportunities and training for topics such as the following have been provided recently: Amplify Science (4th and 6th) as well as Mystery Science. If teachers have a particular need that we do not have a training for specifically, we seek out funding through Title 2.

Progress Monitoring:

Teachers are encouraged to come back and share once they have implemented strategies. Additionally, if teachers attend a training that other teachers are not able to share, they provide some ideas and strategies during faculty meetings.

Funding:

No additional funding required (district purchases).

Objective 3:

Natcher will increase the percent of elementary students proficient and distinguished in social studies from 35% to 59.8% as measured by the state assessment by 2026.

Strategy:

KCWP 4: Review, Analyze, and Apply Data - data driven decisions. “How do teachers use these different types of assessments to ensure a balanced approach?”

KCWP 2: Design and Deliver Instruction - Professional Development “How do school/district leadership ensure teachers design lessons with students’ cultural, social, and developmental needs in mind?” “What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?”

KCWP

Activities:

Activity 1: Disaggregate data of individual students by proficient, close, far, and intervention to make changes to instruction; Formative assessments are being modified and given building wide based on the HMH curriculum as well as through District Common Assessments that have been utilized through Pear Assessment. Teachers will also provide feedback for social studies District Common Assessments to improve instruction. In addition, Natcher will emphasize the importance of non-fiction texts. Teachers will coordinate opportunities for students to learn the vocabulary and text structures to make meaning of texts. The librarian will also focus on informational texts during library blocks.

Progress Monitoring:

Documented meeting agendas and documentation (PLC, faculty meeting); student growth through i-Ready and HMH/Pear data via classroom teachers, admin, and curriculum coordinator. The curriculum coordinator will do weekly check-ins on pacing and district common assessments to ensure teachers are able to pace themselves in a way for all content to be instructed. The librarian will lead a faculty meeting each fall to have teachers choose an informational text to feature.

Funding:

No additional funding required (district purchased)

Activity 2: Teachers will receive opportunities for targeted Professional Development and learning based on their individual needs. Opportunities and training for topics such as the following have been provided recently: TCM and Social Studies with Jana Kirchner. If teachers have a particular need that we do not have a training for specifically, we seek out funding through Title 2.

Progress Monitoring:

Teachers are encouraged to come back and share once they have implemented strategies. Additionally, if teachers attend a training that other teachers are not able to share, they provide some ideas and strategies during faculty meetings.

Funding:

No additional funding required (district purchases).

Priority Indicator #2: English Learner Progress ▾

Three- to Five-Year Goal:

Natcher will increase the Status Score of English Learner proficiency based on ACCESS assessment from 64.4% to 84.7% in 2027.

Objective(s):

Natcher will increase the Status Score for English Learner proficiency from 71.3% to 78% in 2026.

Strategy:

KCWP 4: Review, Analyze, and Apply Data - data driven decisions. “How do teachers use these different types of assessments to ensure a balanced approach?”

KCWP 2: Design and Deliver Instruction - Professional Development “How do school/district leadership ensure teachers design lessons with students’ cultural, social, and developmental needs in mind?” “What is the protocol for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified?”

KCWP 5: Design, Align, Deliver Support Processes - District Coaches, building level coaches through ESSER “What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?”

KCWP

Activities:

Activity 1: Co-teaching model and PLC work to build collective efficacy. Collaboration during weekly PLCs and vertical alignment meetings to determine the best and most consistent way to support students. English Learner teachers attend PLCs monthly at a minimum to build cohesion for EL students' educations.

Progress Monitoring:

Documented meeting agendas and documentation (PLC, faculty meeting); student growth through i-Ready and HMH/Pear data via classroom teachers, admin, and curriculum coordinator. During district established PLC days, curriculum coordinator schedules times for teachers to meet vertically. Blended learning is also utilized by both EL and regular education teachers. Teachers will document in their lesson plans regarding accommodations as needed. In addition, homeroom teachers will share their weekly lesson plans with EL teachers.

Funding: No additional funding required.

Activity 2: Classroom and EL teachers will utilize Ellevation resources to accommodate and meet the needs of EL learners. We have learned that what is best for EL learners is often times what is best for all learners.

Progress Monitoring:

Ellevation utilization levels will be noted. EL teachers will also share resources as applicable. Additionally, the portion of Ellevation that lists student accommodations and scores is a helpful reference for teachers.

Funding:

No additional funding required.

Priority Indicator #3: Quality of School Climate and Safety ▾

Three- to Five-Year Goal:

Natcher Elementary will maintain an Indicator rating of 79.6 in the Quality of School Climate and Safety by 2027.

Objective 1:

Objective 1 - 90% of Natcher's teachers will be involved in providing multiple opportunities for students to learn through related arts and extra curricular experiences by May 2026.

Strategy:

Natcher Elementary will Establish Learning Culture and Environment by implementing school culture improvement and development initiatives as described under activities.

Activities:

Activity 1: Students will be offered a variety of opportunities provided by our related arts teams that will enhance their education. House Championship conducted 8x a year where students compete in academic and physical activities to build team camaraderie and a positive culture.

Progress Monitoring:

Master schedule; admin will provide a variety of ways to ensure student and staff culture is positive. One way to monitor this for staff is through Emotional Bank Accounts. Students have opportunities to identify trusted adults. If students are not able to identify trusted adults we will work to establish relationships for those students.

Funding:

\$1,000 Title 1

Activity 2: Students will be offered a variety of clubs that will provide further opportunities to help students find strengths and passions outside the educational setting.

Progress Monitoring:

Admin will calculate the number of students participating in a club as well as the percent of teachers leading a club.

Funding:

\$1,000 Title 1 for club purchases

Objective 2:

Objective 2 - Maintain “Gold” status as measured by the PBIS Tiered Fidelity Inventory (TFI) by May 2026 and in addition, school office discipline referral data will reflect less than 2 office referrals per day, per month average.

Strategy: Natcher Elementary will Design, Align, and Deliver Support Processes to school leadership, personnel, and PBIS teams to develop and refine PBIS processes, procedures, behavior management, including mental health support integration.

Activities:

Activity 1: Positive Behavioral Interventions and Supports (PBIS) is a priority at Natcher. School-based, monthly PBIS Tier 1, 2, and 3 team meetings, and intervention meetings are conducted monthly. The PBIS team receives training and support including PBIS booster sessions through faculty meetings and PLCs. Integration of mental health supports has also been a focus as the district has paid for a partial mental health counselor.

Progress Monitoring:

PBIS and PLC meeting agendas will be available for evidence. Student behavioral data will also be calculated and graphed as part of our monthly school-wide goals.

Funding:

No additional funding required.

Activity 2: Trauma informed practices are taught and reviewed in professional development and faculty meetings. Initial training is provided for all staff. Youth Mental Health First Aid training will be provided and followed up on. A trauma team handling threat assessments is also utilized monthly. Behavioral supports for students needing beyond Tier 1 behavior interventions will be developed and monitored monthly through PBIS and MTSS meetings.

Progress Monitoring:

Monthly PBIS meetings provide documentation for student needs. Both guidance counselors can conduct a threat assessment to determine if a student needs an outside referral. Students will report positively that they have a trusted adult and are able to express their feelings when frustrated. The number of referrals to our inside mental health counselor will be monitored.

Funding:

Title 2 Funding approximately \$2,000

Objective 3:

Objective 4 - Increase the Employee Engagement Studer Survey score on the item: "Provide input on decisions that affect my job" from 4.44 to 4.50 by April 2026 In addition, increase the score on the Studer Parent Survey that addresses the question: "I receive positive calls" from 4.03 to 4.40 by Jan 2026

Strategy: Natcher Elementary will Establish Learning Culture and Environment by implementing school culture improvement and development initiatives as described under activities. Teachers will also have a "positive student recognition" system which will document ways in which the teachers have reached out to students and their stakeholders regularly with positive feedback.

Activities:

Activity 1: During survey windows, the staff will create and implement a plan to effectively communicate the need for survey results and will work to reach as many families as possible. This will include translation through the Talking Points app, reaching out through physical flyers, and reaching out to families during car rider or school drop off.

Progress Monitoring:

Administration will keep a pulse on how many results we have received and set a goal number that they will work to hit. This should be a percent of the total population.

Funding:

No additional funding needed.

Activity 2: During weekly PLC meetings, administration will work to build collective efficacy and buy in from staff. Administrators will provide surveys and opportunities for staff input whenever possible. Each fall, administrators will conduct rounding in which they will ask for ideas on improvement.

Progress Monitoring:

Weekly PLC minutes can be observed as evidence. Staff surveys are kept and recorded. A rounding schedule will be developed during Leadership Team Meetings. After all rounding is completed, the leadership team will develop a stoplight of the comments. Color coding for the stoplight will include ideas we do not have the power to change, things we can have some impact on, and things we are working to change.

Funding:

No additional funding needed.