



2021-22 Phase Two: The Needs Assessment for
Schools_10062021_16:03

2021-22 Phase Two: The Needs Assessment for Schools

Tollesboro Elementary School
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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

SBDM - Christy Manning - Principal, Leslie Hay - Teacher, Jill Meadows - Teacher, Charity Stout - Teacher, Megan Meighen - Parent The SBDM meets once a month to discuss student achievement. Each meeting has a set agenda and minutes. Grade Level Meetings take place frequently to determine a focus area, review data and discuss next steps. GLM's have an agenda, sign-in sheet, and notes documenting the meeting. In addition, the district analyzes data in district meetings.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Student with disabilities (especially extreme) still do not perform out of the novice level. Students that are economically disadvantage does not differ much from those who are not classified as that although there is a slight decrease.

Current State

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

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Reading and math scores decreased in each grade level. During the school year 202-2021 students were virtual for part of the year due to Covid-19. Students who attended virtual all year was given the option to test with most scoring novice. Third grade only decreased by 1.1%, fourth grade decreased 26.2%, fifth grade decreased by 28.1%, and sixth grade decreased 9% in math in proficient and distinguished. In reading, third grade decreased by 17.7%, fourth by 12.9%, fifth by 12%, and sixth by 16.7%. Writing for fifth grade scored 65.6% proficient and distinguished. students (not far off of the gap group)

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Sixty to seventy percent (60% - 70%) across reading and math in economically disadvantaged groups scored below proficiency. Fourth grade science and math are areas of concerns with science scoring 8.6% proficient and math 3% scoring proficient. Other areas of concern is third grade reading for economically disadvantaged scoring 56.5% novice. Reducing the number of novice in all areas is a concern across all content areas due to lack of in person instruction in 2020-2021. Students have many gap areas that need to be addressed.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

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

Writing achievement continues to be a strength with proficient and distinguished scoring 65.5% and only 12.5% novice.

Evaluate the Teaching and Learning Environment

6. 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

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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 below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

The school will address low achievement by using intervention strategies, scheduling, and new curricula to aide in closing the gaps due to Covid-19. Teachers will focus on analyzing data to determine loss in learning among the student population and create lessons aligned with the standards. Data will be review frequently to determine students placement and determine what extra support the students may need to improve student achievement.

Attachment Summary

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

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards</p> <p>What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>Reviewing pacing guides, grade level meetings, and common planning to plan vertical/horizontal alignment. Implementing the same assessments and data collection from i-Ready, K-Prep and other assessments for all students. Teachers analyze data to determine next steps. Teachers have also implemented new curricula to address achievement gaps. Teachers continue to use technology based programs to enhance learning and engagement in the classroom. (Note: the best way to increase your gap group is to ensure they are being offered the same instruction and extra supports as non-gap students. Walkthroughs and observations monitor the design and deployment of standards.</p>
<p>KCWP 2: Design and Deliver Instruction</p> <p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>Create lessons and teach those lessons, follow curriculum and pacing guides. Use research based materials and intervention support. All grade levels following same pacing guides and programs.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>Common assessments and reports, effective communication to students, teachers, and parents, using assessments to determine where a student is, where they are going, and additional steps to close gaps.</p>
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>Review data from past year and current year during grade level meetings and individual teachers Modify RTI and intervention schedules Common planning to collaborate and interpret data</p>

Key Elements of the Teaching and Learning Environment - School

<p>KCWP 5: Design, Align and Deliver Support</p> <p>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>Scheduling classes for intervention and special classes, promoting academic success with positive reinforcements and programs within the school and classrooms, celebrate success with positive referrals and other recognitions, and monitoring data regularly.</p>
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>New teachers have assigned mentors, meet monthly for new teacher meetings, and attend regular meetings with the principal. Teachers have high expectations for all students. Students are treated with respect and recognized for excelling in and out of the classroom. The school have different programs to recognize student's achievements and communicate them to the community. The school has an established relationship with the community which supports all school activities.</p>



2021-22 Phase Two: School Safety Report_10072021_16:04

2021-22 Phase Two: School Safety Report

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2021-22 Phase Two: School Safety Report

School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.



Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Opening Day Agenda		.
 SBDM Agenda		.



2021-22 Phase Two: School Assurances_10052021_15:58

2021-22 Phase Two: School Assurances

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2021-22 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 ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

Yes

No

N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, 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

6. 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

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including 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), except that 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

8. The school provides parents of participating children, 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

9. 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

10. 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

11. 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

12. The school educates teachers, specialized instructional support personnel, principals, and 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

13. 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

14. 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

15. 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

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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

23. 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

24. If the school is implementing 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

25. If the school is implementing 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

26. If the school is implementing 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

27. If the school is implementing 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

28. If the school is implementing 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

29. If the school is implementing 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

30. If the school is implementing 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

31. If the school is implementing 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

32. If identified for targeted support and improvement, 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

33. If identified 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-2022 Phase Three: Comprehensive School Improvement
Plan_11012021_13:11

2021-2022 Phase Three: Comprehensive School Improvement Plan

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achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[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](#)

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

[KCWP 6: Establishing Learning Culture and Environment](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:

- For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.

- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KDE		.

Goal 1 (State your proficiency goal.): By 2025 increase the overall proficiency from a 32% in 2021 to 50% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase students scoring P/D reading from 29% in 2021 to 45% in 2022.	KCWP 1: <u>Design and Deploy Standards</u>	Review pacing guides Implement reading intervention classes and have additional PD for reading intervention and ELA/Reading teachers	Data from i-Ready, KPREP, and other assessments Assessments, standards mastery assessment and data from i-Ready Walk through data	Universal screener 3 times a year, KPREP once per year, standards mastery test starting twice a month in December (for reading)
	KCWP 4: <u>Review, Analyze and Apply Data</u>	Review data from past year Modify RTI	Data from i-Ready, KPREP, and other assessments	
	KCWP 2: <u>Design and Deliver Instruction</u>	Create lessons and teach those lessons, follow curriculum Implement strategies from PD Student Engagement	Data from i-Ready, KPREP, and other assessments Walk-through data	
	KCWP 1: <u>Design and Deploy Standards</u>	Implement math intervention classes Review pacing guides	Data from i-Ready, KPREP, and other assessments Walk-through data Assessments, standards mastery assessment and data from i-Ready Walk through data	Universal screener 3 times a year, KPREP once per year, standards mastery test starting twice a month in December (for reading)
Objective 2 Increase students scoring P/D math from 35% in 2021 to 50% in 2022.	KCWP 4: <u>Review, Analyze and Apply Data</u>	Review data from past year Modify RTI	Data from i-Ready, KPREP, and other assessment Walk-through data	

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle school proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by Th Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
<p>Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. Six Sigma, Shipley, Baldrige, etc.).</p>	<p>Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.</p>	<p>Discuss the process assess the implementation of the plan, the results improvement, an effectiveness of the Should include tir responsible individual Progress monitor that plans are being and an opportunity determine whether is working.</p>

	<u>KCWP 2:</u> <u>Design and</u> <u>Deliver</u> <u>Instruction</u>	Create lessons and teach those lessons, follow curriculum to enhance student engagement	Data from i-ready, KPREP, and other assessment Walk-through data	
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1: Proficiency Goal

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2025 increase the overall proficiency from a 37.1% in 2021 to 50% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Objective 1 Increase P/D scores in writing to 66% in 2022.	<ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> 	Review pacing guides	Data from i-ready, KPREP, and other assessments	On-Demand Scrimmage
	<ul style="list-style-type: none"> • <u>KCWP 4: Review, Analyze and Apply Data</u> 	Review data from past year Modify RTI		
	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Create lessons and teach those lessons, follow curriculum, implement writing strategies		
Objective 2 Increase P/D scores in Science to 30% in 2022.	<ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> 	Review pacing guides	Data from i-ready, KPREP, and other assessments	Science assessments
	<ul style="list-style-type: none"> • <u>KCWP 4: Review, Analyze and Apply Data</u> 	Review data from past year Modify RTI		
	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Create lessons and teach those lessons, follow curriculum		

Goal 2 (State your separate academic indicator goal.): By 2025 increase the overall proficiency from a 37.1% in 2021 to 50% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
	<ul style="list-style-type: none"><li data-bbox="256 1388 407 1535">• <u>KCWP 1:</u> <u>Design and</u> <u>Deploy</u> <u>Standards</u>			

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase P/D scores for F/R lunch students from 28% in 2021 to 32% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Increase from 28% in 2021 to 30% in 2023.	<ul style="list-style-type: none"> • <u>KCWP 1: Design and Deploy Standards</u> 	Review pacing guides	Data from i-ready, KPREP, and other assessments Walk-through data	Same assessments and data collection as mentioned for all students. (Note: the best way to increase your gap group is to ensure they are being offered the same instruction and extra supports as non-gap students.)
	<ul style="list-style-type: none"> • <u>KCWP 4: Review, Analyze and Apply Data</u> 	Review data from past year Modify RTI		
Objective 2	<ul style="list-style-type: none"> • <u>KCWP 2: Design and Deliver Instruction</u> 	Small group instruction with intervention teachers and RTI Create lessons and teach those lessons, follow curriculum, implement i-Ready lessons and Literacy and Writing Consultant strategies	Master Schedule	

4: Growth

Goal 4 (State your growth goal.): By 2025 increase the overall proficiency from a 32% in 2021 to 50% in 2025.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring
Increase from 32% in 2021 to 40% in 2022.	<ul style="list-style-type: none"> <li data-bbox="277 1312 479 1591">• <u>KCWP 1:</u> <u>Design and Deploy Standards</u> 	Review pacing guides	Data from i-ready, KPREP, and other assessments	If you do well with your first goal in this plan then this goal should naturally take care of itself...if you move all students forward this growth goal will naturally increase.
	<ul style="list-style-type: none"> <li data-bbox="479 1312 787 1591">• <u>KCWP 4:</u> <u>Review, Analyze and Apply Data</u> 	Review data from past year Modify RTI and reviewed continuous throughout the year		
	<ul style="list-style-type: none"> <li data-bbox="787 1312 1068 1591">• <u>KCWP 2:</u> <u>Design and Deliver Instruction</u> 	Reading and math intervention small groups Create lessons and teach those lessons, follow curriculum		
Objective 2				

5: Transition Readiness

Goal 5 (State your transition readiness goal.):

Objective	Strategy	Activities	Measure of Success	Progress Mon
Objective 1				
Objective 2				



2021-2022 Phase Three: Comprehensive School Improvement
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2021-2022 Phase Three: Comprehensive School Improvement Plan

Tollesboro Elementary School
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United States of America

- For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KDE		



2021-22 Phase Three: Professional Development Plan for Schools_11012021_13:01

2021-22 Phase Three: Professional Development Plan for Schools

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2021-22 Phase Three: Professional Development Plan for Schools

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?

The mission of Tollesboro Elementary School is to ensure a safe learning environment with a challenging curriculum by caring, well-trained staff in order for every child to experience lifelong success.

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 priorities** for professional development that support continuous improvement?

The two top priorities for professional development are math and reading content related professional development.

3. How do the identified **top two priorities** of professional development relate to school goals?

The top two priorities of professional development relate to the school goals of increasing math scores from 29% to 45% and reading 35% to 50%. The professional developments offered will enhance ongoing curriculum design and improve effective instructional practices while integrating technology.

4a. For the first priority need, 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.

The first priority need is to identify the needs of teachers relating to the goals of the school. Our district provides district wide professional development in the summer to address teacher's needs. After analyzing the district improvement plan, the professional development sessions are planned to support these needs. School level professional development is based on individual school needs which are the areas of math and reading (especially students with disabilities increasing novice scores).

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results of the professional development are to increase students scores from 29% to 45% on KPREP in math. Students with disabilities are scoring novice. After the professional development, teachers should improve teaching strategies and enhance lessons to be able to improve instructional delivery of rigorous lessons and materials to students.

4c. 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.

Proficient and Distinguished scores should increase on KPREP in the spring and students should perform at or above grade level in the classroom. Teachers will also improve the teaching process to meet the needs of students.

4d. Who is the targeted audience for the professional development?

Math teachers

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, and administrators

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Math materials, consultation support and funding.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Throughout the year teachers will attend follow-up consultations and training. Teachers will also collaborate horizontal and vertically to ensure teachers are meeting the needs of students. Teachers will discuss future steps to assist students to reach their goals and their full potential.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Teachers will use common assessments, online programs like i-Ready and IXL, collaborate with colleagues and monitor progress. The principal will complete classroom observations. Teachers will also be able to observe teachers during lessons for additional resources.

5a. For the second priority need, 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.

The second priority need is to identify the needs of teachers relating to the goals of the school. Our district provides district wide professional development in the summer to address teacher's needs. After analyzing the district improvement plan, the professional development sessions are planned to support these needs. School level professional development is based on individual school needs which are the areas of math and reading (especially students with disabilities increasing novice scores). The second priority need is reading professional development.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results of the professional development are to increase students scores from 35% to 50% in reading. Students with disabilities are scoring novice and the goal is to raise this score. After the professional development, teachers should improve teaching strategies and enhance lessons to be able to improve instructional delivery of rigorous lessons and materials to students.

5c. 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.

Proficient and Distinguished scores should increase on KPREP in the spring and students should perform at or above grade level in the classroom. Teachers will also improve the teaching process to meet the needs of students.

5d. Who is the targeted audience for the professional development?

Reading Teachers

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students, teachers, and administrators

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Funding, technology resources and materials

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Throughout the year teachers will attend follow up consultations and training.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Teachers will use common assessments, online programs (i-Ready and IXL), collaborate with colleagues and monitor progress. The principal will complete classroom observations. Teachers will also be able to observe teachers during lessons for additional resources.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h 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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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