2020-21 Phase One: Continuous Improvement Diagnostic for Schools_09282020_15:07

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
United States of America

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Christy Manning 9-28-2020

2020-21 Phase Two: The Needs Assessment for Schools_10212020_08:40

2020-21 Phase Two: The Needs Assessment for Schools

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
United States of America

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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

SBDM- Christy Manning - Principal, Leslie Hay - Teacher, Jill Meadows - Teacher, Charity Stout - Teacher, Will Maynard - Parent, Tonya Merritt-Parent. SBDM meets once a month. There are minutes for each meeting. We also review data in Grade Level Teams. This data is documented with an agenda and the sign-in sheet for the teacher being at school that day. The data is also looked at the district level. On average it is about once a month and documented through minutes.

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. 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.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Forty- seven and 2 tenth percent (47.2) of students in the achievement gap scored either proficient or distinguished in KPREP reading and forty and nine tenth (40.9) in KPREP math 2.6 reduction in novice for writing, 5 reduction in novice for science, and 17 percent reduction in novice for Social Studies forty-five percent (45%) PD math all students and fifty percent (50%) PD reading all students (not far off of the gap group) The data is used from the previous school year due to COVID-19 and the cancellation of KPREP for the 2020 school year.

Priorities/Concerns

. Clearly and concisely identify 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.

Fifty-three to sixty percent (53 - 60%) across reading and math in economically disadvantaged groups scored below proficiency seventy-five to eighty percent (75 - 80%) across reading and math for disability groups scored below proficiency.

Trends

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

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.

Potential Source of Problem

. 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 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

We have altered our master schedule to help in some regard of being able to reach those gap groups more and in doing so we have altered pacing guides to meet the new layout (KCWP 1, 2, 5).

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

71% PD in writing, Novice decreasing in math and reading ranging from 3 - 6% from prior year, Social Studies PD increase 13% to 68%, and over proficiency increased 1.3 points, separate academic indicator increased 6.7 points and growth under the new calculation increased 46.9 points.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: School Assurances_10212020_16:12

2020-21 Phase Two: School Assurances

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
United States of America

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2020-21 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Schoolwide Programs

2. 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

3. 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

4. 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

5. 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

o N/A

COMMENTS

6. 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**
o No
o N/A

COMMENTS

7. 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 Code of Federal Regulations (CFR) 200.26.

● **Yes**
o No
o N/A

COMMENTS

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

o No
● **N/A**

COMMENTS

14. 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.

o Yes
o No
● **N/A**

COMMENTS

15. 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.

o Yes
o No
● **N/A**

COMMENTS

16. 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.

o Yes
o No
● **N/A**

COMMENTS

17. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

18. 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).

- o Yes
- o No
- ● **N/A**

COMMENTS

19. 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.

- o Yes
- o No
- ● **N/A**

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

21. 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

22. 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

23. 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

24. 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

25. 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

26. 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 undersection 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

27. 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

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- **Yes**
- No
- N/A

COMMENTS

29. 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

30. 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

31. 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

32. 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

33. 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

34. 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

35. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: School Safety Report_10212020_16:30

2020-21 Phase Two: School Safety Report

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
United States of America

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2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

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) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time 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. 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 district in the comment box. If the answer is "no", please explain in the comment box.

Yes. July 20, 2020

6. 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. August 25, 2020

7. 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, October 23, 2020 with students and September 25, 2020 with staff only in the building. School started in person on October 12, 2020 due to Covid.

8. 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

9. Over the immediately preceding twelve months, did each school within the district 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 all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Executive Summary for Schools_11102020_09:47

2020-21 Phase Three: Executive Summary for Schools

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
United States of America

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2020-21 Phase Three: Executive Summary for Schools

. 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?

The school has around 285-300 students on average. We have around 50 employees if you include all staff (teachers, janitors, assistant, administration, cooks, etc.) We have a large F/R lunch population that ranges around 70-80% on an given year. Tollesboro is very small town with very supportive community members. We are located in northeastern KY along the AA highway and the Ohio River. We just recently had head start move into our building. Race is not really a factor for TES. Even kids of color do not identify with a race other than white, due to their parents race.

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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. In addition, we strive for zero percent novice (although this is very hard). We take great pride in the master schedule and to schedule classes and activities which are pleasing not only to match the "letter of the law" but to support students and staff in general. We are striving to be a 4 star school. Tollesboro Elementary School is committed to nurturing and challenging all students to meet their fullest potential as learners today and leaders tomorrow. Our staff ensures a quality education for all students by adjusting to learning styles and instructional needs of the students. TES strive to identify barriers early and address the student's needs.

. 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.

Distinguished and high performing school (if calculated under the old model 4 years ago), and OTHER school, and this year a 3 star. We increased in all areas from the prior year. We would love to be a four star school in the future. We need to make some areas of improvement in math P/ D and work with the our students with disabilities to reduce the amount scoring novice.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

We are not CSI or TSI

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-2021 Phase Three: Comprehensive School Improvement Plan_11092020_14:30

2020-2021 Phase Three: Comprehensive School Improvement Plan

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
United States of America

Last Modified: 11/19/2020
Status: Open

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2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-21 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, 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 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, Baldridge, etc.*).

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

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

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.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

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.

Using the Comprehensive School Improvement Plan Template

a. Develop your Strategic Goals using the Comprehensive School Improvement Plan Template.
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.

Due to Covid, I have not changed the Comprehensive School Improvement Plan. The school plans are to strive to reach the same goals and objectives.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Tollesboro KDE Comprehensive Improvement Plan 20-21		•

.Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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 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, Baldridge, etc.).*

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

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

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.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- 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

Go1: Proficiency Goal

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2023 increase the overall proficiency from a 67.9 in 2019 to 71 in 2023.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase students scoring P/D in reading from 50% in 2019 to 55% in 2020	• KCWP 1: Design and Deploy Standards				
		Review pacing guides	Data from i-ready, KPREP, and other assessment	Universal screener 3 times a year, KPREP once per year, standards mastery test staring twice a month in December (for reading)	LINK paid for iReady
	• KCWP 4: Review, Analyze and Apply Data				
		Review data from past year Modify RTI	Data from i-ready, KPREP, and other assessment		
	• KCWP 2: Design and Deliver Instruction				
		Create lessons and teach those lessons, follow curriculum	Data from i-ready, KPREP, and other assessment		
Increase students scoring P/D in math from 45% in 2019 to 55% in 2020	• KCWP 1: Design and Deploy Standards				
		Review pacing guides	Data from i-ready, KPREP, and other assessment	Universal screener 3 times a year, KPREP once per year, standards mastery test staring twice a month in December (for reading)	LINK paid for iReady
	• KCWP 4: Review, Analyze and Apply Data				
		Review data from past year Modify RTI	Data from i-ready, KPREP, and other assessment		

	• KCWP 2: Design and Deliver Instruction	Create lessons and teach those lessons, follow curriculum	Data from i-ready, KPREP, and other assessment		

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By 2023 increase the overall proficiency from a 78.8 in 2019 to 81 in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase P/D scores in SS and Writing to 75% in 2020	• KCWP 1: Design and Deploy Standards				
		Review pacing guides	Data from i-ready, KPREP, and other assessment	On-Demand Scrimmage, and SS unit assessments	School Level Funding
	• KCWP 4: Review, Analyze and Apply Data				
		Review data from past year Modify RTI			
	• KCWP 2: Design and Deliver Instruction				
		Create lessons and teach those lessons, follow curriculum			
Increase P/D scores in Science to 45% in 2020.	• KCWP 1: Design and Deploy Standards				
		Review pacing guides	Data from i-ready, KPREP, and other assessment	Science assessments	School Level Funding
	• KCWP 4: Review, Analyze and Apply Data				
		Review data from past year Modify RTI			

	• KCWP 2: Design and Deliver Instruction	Create lessons and teach those lessons, follow curriculum			

3: Achievement Gap

Goal 3 (State your achievement gap goal.): Increase P/D scores for F/R lunch students from 44% in 2019 to 55% in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase from 44% in 2019 to 50% in 2020.	• KCWP 1: Design and Deploy Standards				
		Review pacing guides	Data from i-ready, KPREP, and other assessment	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.	School Level
	• KCWP 4: Review, Analyze and Apply Data				
		Review data from past year Modify RTI			
	• KCWP 2: Design and Deliver Instruction				
		Create lessons and teach those lessons, follow curriculum			
Objective 2					

4: Growth

Goal 4 (State your growth goal.): Increase from 62.9 in 2019 to 70 in 2023.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase from 62.9 in 2019 to 65 in 2020	• KCWP 1: Design and Deploy Standards				
		Review pacing guides	Data from i-ready, KPREP, and other assessment	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.	School Level
	• KCWP 4: Review, Analyze and Apply Data				
		Review data from past year Modify RTI			
	• KCWP 2: Design and Deliver Instruction				
		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 Monitoring	Funding
Objective 1					
Objective 2					

6: Graduation Rate

Goal 6 (State your graduation rate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Special Considerations for Targeted Support and Improvement (TSI) Schools

TSI schools must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components Of Turnaround Leadership Development And Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:**
Identification Of Critical Resources Inequities:
Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:**

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Response:

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
		☐

Additional Actions That Address The Causes Of Consistently Underperforming Subgroups Of Students

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

Response:

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school's turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Evidence-based Practices

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

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

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐

Evidence-based Activity	Evidence Citation	Uploaded in eProve
		☐

2020-21 Phase Three: Closing the Achievement Gap Diagnostic_12092020_12:13

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the Achievement Gap Group spreadsheet and attach it.

See attachment

ATTACHMENTS

Attachment Name

Closing the Achievement Gap Goals

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Race is really not an issue. Even students with color will usually identify as white. Disability is somewhat of an issue but even there we only come in around 14% and on average about 15-17%. Free and reduced lunch on the other hand is an issue. It accounts for around 70-72% of the population at an given moment.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

More students from the gap groups are scoring at the PD level although the increase is slight. 42.5 to 47.2 in reading and 39.4 to 40.9 in math.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Both reading and math based upon the data presented above.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

Student's with disabilities scoring P/D is still tough. We increased from 19.4 to 24 in reading but dropped from 22.2 to 20 in math.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Filling in significant gaps of learning for students with IEPs is a challenge.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Presented data at Grade Level Meetings, Local Board of Education, and SBDM. Teachers-Christy Manning, Jera Case, Brittney Corns, Jill Meadows, Rebecca Litton,

Stephanie Gray, Kelsey McCord, Anne Stanfield, Crystal Thayer, Amanda Jones, Leslie Hay, Chasity McGowan, Kelly Acevedo, Heather Insko, Charity Stout. SBDM - Jera Case, Christy Manning, Bree Lung, Will Maynard, Leslie Hay, LCBOE-Jamie Weddington, Cindy Applegate, Todd Sartin, Michelle Skidmore, Brian McRoberts, Sarah Gibbs

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Required KAGEN training, SPED updates for all SPED staff, Exit Criteria work

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Look in Gap Section

.

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
Closing the Achievement Gap Goals		•
Gap Spreadsheet		• I

Measurable Gap Goal	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Increase from 44% in 2019 to 50% in 2020 in the Non-Duplicated GAP group.	KCWP 1: Design and Deploy Standards				
		Review pacing guides	Data from i-ready, KPREP, and other assessment (Classroom Teacher, School Level Principal)	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.	School Level
	KCWP 4: Review, Analyze and Apply Data				
		Review data from past year			
		Modify RTI			
	KCWP 2: Design and Deliver Instruction				

Gap Group/Total number of students	Percentage of Total School Population
Non-Duplicated 132	74.70%

2020-21 Phase Three: Professional Development Plan for Schools_11132020_14:09

2020-21 Phase Three: Professional Development Plan for Schools

Tollesboro Elementary School
Christy Manning
2431 W. KY 10
Tollesboro, Kentucky, 41189
United States of America

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2020-21 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

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 45% to 55% and reading 50% to 55%. 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 45% to 55% 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 collogues 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 50% to 55% 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 collogues 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)