2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09212021_09:48

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

2021-22 Phase One: Continuous Improvement Diagnostic for Schools - 2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09212021_09:48 - Generated on 12/06/2021

White's Tower Elementary School

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools - 2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09212021_09:48 - Generated on 12/06/2021

White's Tower Elementary School

2021-22 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 2021-22 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
• 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

2021-22 Phase One: Continuous Improvement Diagnostic for Schools - 2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09212021_09:48 - Generated on 12/06/2021

White's Tower Elementary School

Please enter your name and date below to certify.

Tony Procaccino 9/21/21

2021-22 Phase Two: The Needs Assessment for Schools_10142021_09:59

2021-22 Phase Two: The Needs Assessment for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10142021_09:59 -

Generated on 12/06/2021

White's Tower Elementary School

Table of Contents

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.

School wide RtI meetings take place throughout the school year. WTE have 3 multi-tiered system of support meetings to review and analyze the data and then put strategies in place to address the deficiencies. For the 21-22 school year, we will have our first meeting during the third week in October. The data being used is: MAP data, DIBELS data, Reading Inventory Data, KPREP Data and formative and summative assessment data. Each grade level meets with administration and the intervention team and we review every student in that grade level. After the data is reviewed, we place students into intervention groups to address their specific deficiencies. All stakeholders are involved in the placement of students in

interventions. The SBDM council is updated on the results of the data dive and compare WTE to the district on MAP data. After the RtI intervention meeting, there are MTSS meetings. The MTSS team, reviews students' progress and adjust intervention groupings if needed. The team looks at the student progress monitoring data to make decisions. The MTSS team looks at academic progress every 4 weeks. During PLC meetings, we discuss our weekly Friday assessment data as well as district common assessment data. We review individual student progress towards mastery of a standard and implement a plan to attack the deficiencies. Sometimes that looks like re-teaching, flashbacks and flexible grouping for specific skills that are cause for concerns.

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.

Comparing MAP scores from Spring 18-19 to Spring 20-21: Reading decrease -1.88% & Math decrease - 13.69% Comparing MAP scores from fall 10/20 to spring 4/21: Reading decrease -4.12% & Math decrease -11.03%.

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.

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10142021_09:59 -

Generated on 12/06/2021

White's Tower Elementary School

Current Academic State: KPREP Results: Overall Reading 64.2% P/D and Math 60% P/D MAP Results: School Wide 50% or above Reading 66.99% and Math 61.35% MAP Results: School Wide 50% or above SWD Reading 36.27% and Math 29.41% Non-Academic Current State: Quality of School Climate and Safety Survey: 99.6%: My school is a caring place. 97.9%: Adults from my school work hard to make sure students are safe. 50.8%: Students being mean or hurtful to other students online is a problem for my school. 38.4%: Students being mean or hurtful to other students is a problem for this school. 97.4%: When my school building was closed because of Covid-19, my teacher taught lessons almost every day using video. 97%: If a student reports being treated in a mean or hurtful way, the adult will do something to help.

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.

Comparing MAP scores from fall 10/20 to spring 4/21: Reading decrease -4.12% & Math decrease -11.03% KPREP: Combined Reading & Math Proficiency Score 62.1% (-9.94% compared to 2019 KPREP results) KPREP: Combined Reading & Math Proficiency Score Students with Disabilities 28.6% (-21.8% compared to 2019 KPREP results). KPREP: Overall Science P/D Score 39.4% in 2021 (-7.5% P/D from our measured goal of 46.9% in 2021)

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.

Overall On-Demand Writing 2019 50% P/D to 2021 75.6% P/D. Increase teacher collaboration of instructional strategies as well as implementing writing boot camps

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10142021_09:59

Generated on 12/06/2021

White's Tower Elementary School

for specific areas of concerns. KPREP: Reading 64.2% P/D (+13.6% above District average) Using assessment data to ensure students master all standards. KPREP: Math 60% P/D (+10.4% above District average) Using assessment data to ensure students master all standards. KPREP: Combined Reading & Math ALL students 62.1% P/D (+12% above District average) Using assessment data to ensure students master all standards. Teachers and administrators use wrong answer analysis and assessment data to identify specific deficiencies. When deficiencies are identified teachers implement a specific plan to ensure all students reach standard mastery.

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.

KCWP 2: Design and Deliver Instruction Teachers will consistently use effective content specific instructional strategies and practices to enhance student understanding. Teachers use effective strategies, such as Kagan, to increase student engagement and focus on the task. The learning target, tasks, and assessments will be aligned to the specific standard being taught. Teachers will differentiate

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10142021_09:59 -

Generated on 12/06/2021

White's Tower Elementary School

instruction to address multiple learning styles and levels of learners, and continue to have high expectations of success.

ATTACHMENTS

Attachment Name

📄 WTE School Key Elements 21-22

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10142021_09:59 -

Generated on 12/06/2021

White's Tower Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
  WTE School Key Elements 21-22		• 6

Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards 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?	• Lesson Plan Reviews • PPR Walks & Feedback • PD Plan
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	• PPR Walks & Feedback • MTSS Meetings • RtI Meetings • Assessment Data Analysis • Cycle of Quality Instruction Professional Development • PLC Meetings • Bearcat Bulletin Instructional Strategies
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• Common & Friday Assessments Calendar • Common Assessment Protocol • PLC Meetings • I-Read Data
KCWP 4: Review, Analyze and Apply Data 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?	• PLC Meetings • Common & Friday Assessment Analyzed • Teacher Deficiency Plan • Performance Matters
KCWP 5: Design, Align and Deliver Support 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?	• MTSS Data and Meetings • Cycle of Quality Instruction • Performance Matters • RtI Meetings
KCWP 6: Establishing Learning Culture and Environment 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?	• Quality School Climate/ Safety Survey • Bearcat Bulletin Instructional Strategies • PPR Walks & Feedback

Key Elements of the Teaching and Learning Environment - School

2020-21 Phase Two: School Assurances_10212020_09:59

2020-21 Phase Two: School Assurances

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

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**
- o No
- o 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

cognia

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.

o Yes
o 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.

o Yes
o 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.

o Yes
o 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.

o 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**
o No
o 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**
o No
o 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**
o No
o 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**
o No
o 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**
o No
o 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**
o No
o 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).

cognia

● **Yes**
o No
o 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**
o No
o 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**
o No
o 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**
o No
o 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)

2021-22 Phase Two: School Safety Report_10142021_13:27

2021-22 Phase Two: School Safety Report

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

2021-22 Phase Two: School Safety Report - 2021-22 Phase Two: School Safety Report_10142021_13:27 - Generated on 12/06/2021

White's Tower Elementary School

Table of Contents

2021-22 Phase Two: School Safety Report - 2021-22 Phase Two: School Safety Report_10142021_13:27 - Generated on 12/06/2021

White's Tower Elementary School

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)?

2021-22 Phase Two: School Safety Report - 2021-22 Phase Two: School Safety Report_10142021_13:27 - Generated on 12/06/2021

White's Tower Elementary School

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

2021-22 Phase Two: School Safety Report - 2021-22 Phase Two: School Safety Report_10142021_13:27 - Generated on 12/06/2021

White's Tower Elementary School

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, 5/19/21

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, 8/13/21

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.

2021-22 Phase Two: School Safety Report - 2021-22 Phase Two: School Safety Report_10142021_13:27 - Generated on 12/06/2021

White's Tower Elementary School

Yes

2021-22 Phase Two: School Safety Report - 2021-22 Phase Two: School Safety Report_10142021_13:27 - Generated on 12/06/2021

White's Tower Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement
Plan_11112021_10:08

2021-2022 Phase Three: Comprehensive School Improvement Plan

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement Plan_11112021_10:08 - Generated on 12/06/2021

White's Tower Elementary School

2021-22 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.

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).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

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.
    Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See Attached

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.

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement Plan_11112021_10:08 - Generated on 12/06/2021

White's Tower Elementary School

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, Baldridge, 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.

cognia

2021-2022 Phase Three: Comprehensive School Improvement Plan - 2021-2022 Phase Three: Comprehensive School Improvement Plan_11112021_10:08 - Generated on 12/06/2021

White's Tower Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 WTE 21-22 CSIP		•

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.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

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.

1: Proficiency

Goal 1: Increase percentage of Reading for all students from 60% in 2021 to 75% by 2024 as measured by the school report card and increase percentage of Math for all students from 64.2% in 2021 to 75% by 2024 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading KSA proficiency score from 60% in 2021 to 65% by 10/31/22 as measured by school report card.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PPR Walks, Lesson Plan Reviews, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month for academics.	
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Develop a tracking system for monitoring of student achievement	Student Progress Monitoring data, Performance Matters data, Friday assessment data, MAP data, SRI, DIBELS Monthly MTSS meetings to discuss mental health barriers	November, February, & April School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis, MTSS progress monitoring	

Goal 1: Increase percentage of Reading for all students from 60% in 2021 to 75% by 2024 as measured by the school report card and increase percentage of Math for all students from 64.2% in 2021 to 75% by 2024 as measured by the school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		progress by learning target and by standard.			
Objective 2: Collaborate to increase math KSA proficiency score from 60% in 2021 to 65% by 10/31/22 as measured by school report card.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PPR Walks, Lesson Plan Reviews, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month for academics.	
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations. Develop a tracking system for monitoring of student achievement progress by learning target and by standard.	Student Progress Monitoring data, Performance Matters data, Friday assessment data, MAP data, SRI, DIBELS Monthly MTSS meetings to discuss mental health barriers	November, February, & April School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis, MTSS progress monitoring	

2: Separate Academic Indicator

Goal 2: Increase percentage of science for all students from 39.4% P/D in 2021 to 54% in 2024 as measured by school report card.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase overall science P/D from 39.4% in 2021 to 44.4% in 2022.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Student Progress Monitoring data, Friday assessments PLTW	Weekly PLC meetings. PPR walk through feedback. Performance Matters data analysis	
	KCWP 4: Review, Analyze and Apply Data	Assess with formative and summative assessments that are aligned to the standards and learning targets. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Develop a progress monitoring system to monitor standards mastery for each student.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Performance Matters data analysis. Weekly PLC meetings. RtI Meetings	

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase reading for students with IEPs from 34.3% P/D in 2021 to 39.3% in 2022.	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	PPR Walks, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month for academics.	
	KCWP 5: Design, Align and Deliver Support	Use data to improve work processes to support student learning. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	IEP goals progress monitoring, Student Progress Monitoring data, Friday assessments	IEP Goals progress charts Performance Matters data analysis. Weekly PLC meetings. RtI Meetings, FRC coordinator identifying barriers to learning	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure congruency is present between standards, learning targets, and assessment measures. Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	PPR Walks, MTSS, PLC's & Professional Development	MTSS implementation timeline. Weekly PLC meetings. MTSS meetings 2nd & 4th Tuesday of the month for academics.	
	KCWP 5: Design, Align and Deliver Support	Use data to improve work processes to support student learning. Resources are aligned to needs in order to make all systems work together for continuous improvement and success. A system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working	IEP goals progress monitoring, Student Progress Monitoring data, Friday assessments	IEP Goals progress charts Performance Matters data analysis. Weekly PLC meetings. RtI Meetings	

4: Growth

Goal 4: Collaborate to increase MAP proficiency scores as listed: Reading from 66.99% in 2021 to 82% by spring 2024; Math from 61.35% in 2021 to 78% by spring 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase MAP proficiency in reading from 66.99% in fall 2021 to 69.99% in spring 2022 and math from 61.35% in fall 2021 to 64.68% in spring 2022	• KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	PPR Walks, Lesson Plan Reviews, MTSS Pyramid, Student progress monitoring data, Mastery Connect data, Friday	MTSS Pyramid implementation timeline. Weekly PLC meetings.	

Goal 4: Collaborate to increase MAP proficiency scores as listed: Reading from 66.99% in 2021 to 82% by spring 2024; Math from 61.35% in 2021 to 78% by spring 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
as measured by MAP assessments.		Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards	assessment data, MAP data, SRI, DIBELS	MTSS meetings 2nd & 4th Tuesday of the month. November, February, & March School-wide RtI Meetings. Weekly PLC meetings. MAP, SRI, & DIBELS data analysis: November, December, & April.	
	• KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. Assess with formative and summative assessments that are aligned to the standards and learning targets. Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Student Progress Monitoring data, Friday assessments	Lesson Plan Reviews. Mastery Connect data analysis. Weekly PLC meetings. RtI Meetings	

7: Other (Optional)

Goal 7: Collaborate to increase the Topic of Resources in the Impact Survey from 47% favorable results in 2020 to 57% favorable by 2024.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Collaborate to increase the Topic of Resources from the Impact Survey from 47% favorable in 2020 t0 52% favorable by 2022.	KCWP 6: Establishing Learning Culture and Environment	Ensure all personnel has updated technology and professional development opportunities to become proficient in using the technology.	Each certified teacher has access to proper technology and opportunities to for on-going tech learning.	PPR walks, Lesson Plan Reviews	
		Survey personnel on school wide needs as well as individual needs to increase student learning.	Identifying the needs and putting a short & long term plan in place to address concerns.	Monitor short and long term plan checklist.	

2021-22 Phase Three: Executive Summary for Schools_11112021_09:47

2021-22 Phase Three: Executive Summary for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools_11112021_09:47 -

Generated on 12/06/2021

White's Tower Elementary School

Table of Contents

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools_11112021_09:47 -

Generated on 12/06/2021

White's Tower Elementary School

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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

White's Tower Elementary is a Preschool - 5 school with a population of 645. We are one of 11 elementary schools in the Kenton County School District. White's Tower is located in the heart of Independence and we have families from very rural areas as well as suburban neighborhoods. We are proud to provide a family atmosphere to our students, staff and our students' families. We are fortunate in the fact that we have a school-wide Title I program. As a result, we are able to provide many additional services to our diverse socioeconomic families especially in the areas of reading and math interventions. The past four summers The United Way offered White's Tower the opportunity to participate in a program for incoming kindergarten students called Me and My School. We partnered with the United Way to provide six weeks of kindergarten readiness activities focused on literacy and numeracy as well as providing opportunities to share effective strategies with parents of our incoming kindergartens. We continue to strive to provide focused academic instruction combined with additional activities that meet the needs of the whole child. According to US News & World Report article on October 13, 2021, White's Tower Elementary was ranked the #1 school in Northern Kentucky.

School's Purpose

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.

Our school's mission statement is "To know, to celebrate, to love, to inspire every student to succeed." We want each and every student to perform at his/her highest level possible, be self-confident, respectful and responsible each and every day. We hold high expectations for students, challenging them to perform at their highest potential as they focus on becoming transition ready. Teachers consistently monitor student progress and instructional needs and use data based decision making to ensure that all students are mastering the curriculum. As a school, we utilize Positive Behavior Intervention and Supports to reinforce students' positive behavior choices as well as "Monday Manners" to introduce and reinforce respectful behavior. We also provide students with social emotional learning instruction by using the "Second Step" curriculum. We also have a SEL Interventionist to help support Tier II Supports. Working to increase students' self-confidence and meet

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools_11112021_09:47 -

Generated on 12/06/2021

White's Tower Elementary School

the needs of the whole child, we provide many meaningful activities for students outside of the school day.

Notable Achievements and Areas of Improvement

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

According to 2018-2019 KPREP Data: 3rd - 5th Grades Top 5% in the state in overall Proficiency: 90.9 Proficiency Indicator. 72% Proficient & Distinguished Combined in overall Proficiency. 72.0 Separate Academic Indicator (High). According to 2020-2021 KPREP Data: On-Demand Writing for All Students was 75.6% P/D, which is an increase of +25.6% from 2019. In 2021, Combined Reading & Math Proficiency was 62.1%, which is +26.65% P/D higher than State average. Areas of Improvement: Reading Students w/ IEPs declined -16.7% P/D from 2019 - 2021 & Math Students w/ IEPs declined -24.2% P/D from 2019 - 2021.

Additional Information

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.

NA

Additional Information

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

White's Tower believes that parents are an integral part of the education process and we strive to include them in their child's education. In cooperation with the Family Resource Center we plan family nights to provide information to parents about ways they can help their child at home in the areas of reading and math. We recognize outstanding achievements of students for A honor roll, A/B honor roll, Transition Readiness and Bearcat Achievement (for grades K-5.)

2021-22 Phase Three: Executive Summary for Schools - 2021-22 Phase Three: Executive Summary for Schools_11112021_09:47 -

Generated on 12/06/2021

White's Tower Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11112021_09:24

2021-22 Phase Three: Professional Development Plan for Schools

White's Tower Elementary School
Anthony Procaccino
2977 Harris Pike
Independence, Kentucky, 41051
United States of America

Table of Contents

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?

     To Know, To Celebrate, To Love, To Inspire Every Student to Succeed!

     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

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11112021_09:24 - Generated on 12/06/2021

White's Tower Elementary School

assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

White's Tower Elementary's top two priorities are closing the achievement gap for students with disabilities (IEP's) in both reading and math. Reading Students w/ IEPs declined -16.7% P/D from 2019 - 2021 & Math Students w/ IEPs declined -24.2% P/D from 2019 - 2021.

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

Professional development opportunities relate to the specific KSA goal listed below. Increase the percentage of reading for students with IEPs from 34.3% P/D in 2021 to 50% in 2024 and math for students with IEPs from 22.9% P/D in 2021 to 37.9% in 2024 as measured by the school report card.

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.

Collaborate to increase reading for students with IEPs from 34.3% P/D in 2021 to 39.3% in 2022. And from 34.3% P/D in 2021 to 50% in 2024.

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

The intended results for students with disabilities are to make progress towards proficiency in reading. The professional development opportunities for personnel is to create best practice instruction to ensure student's with IEPs perform on a proficient/distinguished level on formative and summative assessments. As well as, identifying and analyzing specific data to ensure that students are reaching mastery of the standards in reading.

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.

Weekly MTSS meetings on Tuesdays serve as a way to monitor student progress towards grade level proficiency and analyze the instructional effectiveness and provide feedback and strategies to implement for students with disabilities. Weekly PLC meetings is also a way to determine achievement for students with disabilities. Teams review and discuss progress monitoring data, such as weekly assessments, and analyze the effectiveness of the instruction and the mastery of the standards by

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11112021_09:24 - Generated on 12/06/2021

White's Tower Elementary School

students with disabilities. Progress monitoring will also be observed on the White's Tower data dashboard and Performance Matters. This data will include weekly assessment scores, common assessment scores, MAP data and KPREP data when available.

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

General & special education teachers, as well as intervention teachers.

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

Students, teachers, interventionists, administration and parents.

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

This year we purchased a web based program called IXL. It allows teachers to assign specific standards based learning activities in reading to reinforce their standards base instruction. We are able to pilot the program this school year, until February 2022, at a discounted price of around $500. The cost of the program would be $11,000 a year for 650 student licenses, which would be a big cost in our funding.

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

Weekly PLC's for each grade level will focus on student progress monitoring on Friday assessments, common assessments and when available DIBELS, MAP, and RI data. During these meetings, we will discuss student progress and adjust instruction to correct any misunderstandings of the standards being taught. Teachers will create re-teaching instruction, flash backs, or remediation groups to ensure student mastery of the standard.

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.

Performance Matters data of all students, including individual special education students, are analyzed for student progress. In grade level weekly PLC's and special education PLC's the teams track student progress and plan standards based

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11112021_09:24 - Generated on 12/06/2021

White's Tower Elementary School

instruction that target any gap group. The team tracks progress through weekly assessments and whole team meetings take place after MAP data is available.

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.

Collaborate to increase math for students with IEPs from 22.9% P/D in 2021 to 27.9% in 2022. And 22.9% P/D in 2021 to 37.9% in 2024.

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

The intended results for students with disabilities are to make progress towards proficiency in math. The professional development opportunities for personnel is to create best practice instruction to ensure student's with IEPs perform on a proficient/distinguished level on formative and summative assessments. As well as, identifying and analyzing specific data to ensure that students are reaching mastery of the standards in math.

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.

Weekly MTSS meetings on Tuesdays serve as a way to monitor student progress towards grade level proficiency and analyze the instructional effectiveness and provide feedback and strategies to implement for students with disabilities. Weekly PLC meetings is also a way to determine achievement for students with disabilities. Teams review and discuss progress monitoring data, such as weekly assessments, and analyze the effectiveness of the instruction and the mastery of the standards by students with disabilities. Progress monitoring will also be observed on the White's Tower data dashboard and Performance Matters. This data will include weekly assessment scores, common assessment scores, MAP data and KPREP data when available.

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

General & special education teachers, as well as intervention teachers.

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

Students, teachers, interventionists, administration and parents.

2021-22 Phase Three: Professional Development Plan for Schools - 2021-22 Phase Three: Professional Development Plan for Schools_11112021_09:24 - Generated on 12/06/2021

White's Tower Elementary School

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

This year we purchased a web based program called IXL. It allows teachers to assign specific standards based learning activities in math to reinforce their standards base instruction. We are able to pilot the program this school year, until February 2022, at a discounted price of around $500. The cost of the program would be $11,000 a year for 650 student licenses, which would be a big cost in our funding.

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

Weekly PLC's for each grade level will focus on student progress monitoring on Friday assessments, common assessments and when available DIBELS, MAP, and RI data. During these meetings, we will discuss student progress and adjust instruction to correct any misunderstandings of the standards being taught. Teachers will create re-teaching instruction, flash backs, or remediation groups to ensure student mastery of the standard.

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.

Performance Matters data of all students, including individual special education students, are analyzed for student progress. In grade level weekly PLC's and special education PLC's the teams track student progress and plan standards based instruction that target any gap group. The team tracks progress through weekly assessments and whole team meetings take place after MAP data is available.

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.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)