



## **2022-23 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 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- 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.***

Please enter your name and date below to certify.  
Matt Marsh



2022-23 Phase One: Executive Summary for  
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2022-23 Phase One: Executive Summary for Schools

**Sandersville Elementary**  
**Matt Marsh**  
3025 Sandersville Rd  
Lexington, Kentucky, 40515  
United States of America

## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

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

Sandersville has 730 pre-K through 5th grade students. The school sits in the middle of Masterson Station in Lexington, KY. Demographic information includes 42% White, 30% Black, 14% Hispanic, 6% Asian. Sandersville has an increase in its EL population in recent years.

### 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.

Sandersville Elementary is dedicated to the academic, emotional and social success of every student while promoting a physically healthy lifestyle. The school believes that arts education is a fundamental part of a well-rounded school experience. Every student has a chance to perform in a music showcase and have their artwork displayed on a regular basis. The school believes strongly in providing extra-curricular opportunities to focus on individual students' needs and offers programs and clubs such as Sharks on Stage, FCPS Elementary League Basketball, Dance/Cheerleading Team, Battle of the Books Team, Track Team, Cross Country Team, Sharkcast Podcast Club, and a Students Helping Students Team. Finally, the school achieves its purpose by implementing a strong PBIS structure and promoting the guidelines for success which include being Self-Sufficient, Hard Working, A+ Attitude, Responsible, Kind, and Successful (SHARKS).

### 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.

Under the most recent accountability model, Sandersville was labeled a four star school. The staff and students earned High indicators in the areas of proficiency, desperate academic indicators, and growth. Before the most recent model, Sandersville had been rated a Distinguished school for three consecutive years. Recently, the STEM lab teacher was named the Kentucky Science Teacher of the Year for elementary schools. Our increasing EL population has received high levels of growth on the annual ACCESS test.

### Additional Information

**CSI/TSI (including ATSI) Schools 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.

N/A

### Additional Information

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

N/A



## 2022-23 Phase Two: Sandersville Needs Assessment Final

2022-23 Phase Two: The Needs Assessment for Schools

**Sandersville Elementary**  
**Matt Marsh**  
3025 Sandersville Rd  
Lexington, Kentucky, 40515  
United States of America

## 2022-23 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.

The protocol for the Sandersville Needs Assessment includes review of assessment data by the leadership team, the Instructional Committee, and the SBDM. Data was reviewed at September and October meetings by all of these groups. Meeting minutes are shared on the Sandersville drive and emailed to the school staff after each meeting. SBDM Minutes are also posted online.

## ATTACHMENTS

### Attachment Name

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 22-23 Sandersville Needs Assessment

Review of Previous Plan

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

### Sandersville CSIP

Goal 1 (Proficiency Goal): Increase proficiency in combined Reading and Math from 67% in 2018-2019 to 83.5% by 2023-2024 as measured by state-required academic assessments.

- Objective 1- Increase proficiency in Reading from 69.1% to 71.6% by 2021-2022 as measured by state
  - [22 Spring Update- Current Reading data shows that 60% of students are performing above the](#)
- Objective 2- Increase proficiency in combined Math from 63.0% to 68.0% by 2021-2022 as measured
  - [22 Spring Update- Current Math data shows that 45% of students are performing above the g](#)

Goal 2 (Separate Academic Indicator Goal): Increase proficiency in separate academic indicators from 56% in 2018-2019 to 78% by 2023-2024 as measured by state-required academic assessments.

- Objective 1- Increase proficiency in Science from 39.0% to 59.5% by 2020-2021 as measured by state
- Objective 2- Increase proficiency in separate Social Studies from 72.5% to 80.5% by 2020-2021 as me
- Objective 3- Increase proficiency in Writing from 63.7% to 78.6% by 2020-2021 as measured by state

Goal 3 (Gap Goal): Increase proficiency in combined Reading and Math for students that qualify for Free and Reduced Lunch from 58% in 2018-2019 to 79% by 2023-2024 as measured by state-required academic assessments.

- Objective 1- Increase proficiency Reading for students that qualify for Free and Reduced Lunch from 6
  - [22 Spring Update- Current Reading data shows that 51% of students are performing above the](#)
- Objective 2- Increase proficiency Math for students that qualify for Free and Reduced Lunch from 55.
  - [22 Spring Update- Current Reading data shows that 31% of students are performing above the](#)

Goal 4 (Growth): By 2023-2024, increase the overall growth from 67.4 to 69.0 (Very High Growth) and maintain that level on an annual basis.

- [64.4 % of students met or exceeded their projected Math RIT score](#)

- 65.5% of students met or exceeded their projected Reading RIT score

## Trends

3. 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
  - Use the KSA Link to state the change in scores from 2020-2021 to 2021-2022 for each subject, overall
    - Reading went Up from 50% P/D to 63%
      - 3rd Grade - Up from 49% P/D to 61%
      - 4th Grade - Up from 59% P/D to 66%
      - 5th Grade - Up from 57% P/D to 64%
    - Math went down Up from 39% P/D to 58%
      - 3rd Grade - Up from 42% P/D to 55%
      - 4th Grade - Up from 40% P/D to 62%
      - 5th Grade - Up from 33% P/D to 60%
    - Social Studies (5th grade only)- 53% P/D
    - Writing OD (5th grade only) went from 57% P/D to 58%
    - Science (4th grade only) went down from 33% P/D to 41%
    - Strengths: Increases in all areas.
    - Areas of growth/next steps: 16% Novice in Reading and 19% Novice in Math
- Use the MAP Report to state the change in scores at the 50th%ile and higher from Fall 2021-2022 to Fall 2022-2023.
  - **Reading**
    - Kindergarten: 69.15%/ 48%
    - 1st: 67.56% / 60%

- 2nd: 47.02%/ 64.9%
- 3rd: 59.79%/53%
- 4th: 73.26% 2022- 65%
- 5th: 60%; 2022-70%

- **Math**

- Kindergarten: 65.74%/ 58%
- 1st: 65.72% / 64%
- 2nd: 48.72%/67.5%
- 3rd: 52.63%/48%
- 4th: 59.8% 2022- 53%
- 5th: (%); 2022-67%

### Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

MAP Reading (51st Percentile and higher):

Kindergarten Overall: 48%

- Black or African American- 58%
- Hispanic- 0%
- White- 56%

1st Overall : 60%

- Black or African American: 56%
- Hispanic: 30%
- White: 79%

2nd Overall: 64.9%

- Black or African American: 60.98%
- Hispanic: 66.7%
- White: 68.18%

3rd: 53%

- Black or African American 38%
- Hispanic 38%
- White 65%

4th: 55%

- Black or African American- 48%
- Hispanic- 39%
- White- 79%

5th: 70%

- Black or African American- 61%
- Hispanic- 44%
- White-88%

MAP Math (51st Percentile or Higher)

Kindergarten Overall: 58%

- Black or African American: 51%
- Hispanic: 17%
- White: 68%

1st Overall: 64%

- Black or African American: 53%
- Hispanic: 45%
- White: 78%

2nd: Overall: 67.5%

- Black or African American: 65.85%
- Hispanic: 50%
- White: 75%

3rd: 48%

- Black or African American 30%
- Hispanic 29%
- White 63%

4th: 45%

- Black or African American- 42%
- Hispanic- 26%
- White- 67%

5th: 67%

- Black or African American- 61%
- Hispanic- 63%
- White- 74%

Reading Proficient and Distinguished Percent

Overall: 63%

African American: 58%

Hispanic: 38%

White: 72%

Trends and Takeaways from the data:

- Hispanic population has the lowest percentage proficient/distinguished in reading.
- Almost 30% of all students scored in the distinguished category.

Math Proficient and Distinguished Percent

Overall: 59%

African American: 48%

Hispanic: 38%

White: 66%

Trends and Takeaways from the data:

- Hispanic population is the lowest out of the others
- White is above 50%, African American is almost to 50% proficient/distinguished
- 25-30% of Hispanics and African American are Apprentice
- What is the Hispanic population out of our ELL students?
- 38% of ELL are Apprentice
- 64% Non-English learners were proficient/distinguished

Social Studies/Writing/Science (Inquiry Based) Proficient and Distinguished Percent

Science (4th):

Overall: 41%

African American n/a

Hispanic n/a

White 51%

Social Studies (5th)

Overall: 52%

African American 45%

Hispanic n/a

White 53%

Writing (5th):

Overall: 58%

African American 55%

Hispanic n/a

White 53%

Trends and Takeaways from the data:

Writing proficient percentages were similar for all sub-groups and girls performed higher than the boys in writing.

#### Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Reading: Hispanic population has the lowest percentage proficient/distinguished in reading and math. 38% of the population scored proficient and distinguished in reading and math.

#### Strengths/Leverages

6. 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.

Reading: Almost 30% of all students scored in the distinguished category.

Math: 66% of white students and 48% of African American students are scoring proficient or distinguished.

Writing proficient percentages were similar for all sub-groups and girls performed higher than the boys in writing.

#### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

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

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

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

The instructional team and the school leadership team have identified vertical planning, culturally responsive teaching and learning, and student goal setting for assessments as critical next steps.

## Sandersville Elementary's Comprehensive School Improvement Plan 2022-2025

### State Assessment Results in Reading

- By 2025, Sandersville will increase Reading proficient and distinguished level to 70% as measured by KSA. Current level is 63%.

### State Assessment Results in Math

- By 2025, Sandersville will increase Math proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

### State Assessment Results in Science

- By 2025, Sandersville will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 41%.

### State Assessment Results in Social Studies

- By 2025, Sandersville will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 53%.

### State Assessment Results in Combined Writing

- By 2025, Sandersville will increase Combined Writing proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

### English Learner Progress

- By 2025, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.

### Quality of School Climate and Safety

- By 2025, Sandersville will increase the quality of school climate and safety index to 87 as measured by KSA. Current level is 80.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Sandersville will increase P/D in Reading to 65%.	By 2024, Sandersville will increase P/D in Reading to 67%.	By 2025, Sandersville will increase P/D in Reading to 70%.
By 2023, Sandersville will increase P/D in Math to 60%.	By 2024, Sandersville will increase P/D in Math to 62%.	By 2025, Sandersville will increase P/D in Math to 65%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Sandersville will increase P/D in Science to 44%.	By 2024, Sandersville will increase P/D in Science to 44%.	By 2025, Sandersville will increase P/D in Science to 50%.
By 2023, Sandersville will increase P/D in Social Studies to 55%.	By 2024, Sandersville will increase P/D in Social Studies to 57%.	By 2025, Sandersville will increase P/D in Social Studies to 60%.
By 2023, Sandersville will increase P/D in Combined Writing to 60%.	By 2024, Sandersville will increase P/D in Combined Writing to 62%.	By 2025, Sandersville will increase P/D in Combined Writing to 65%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Sandersville will increase Hispanic Proficiency in Reading to 42%.	By 2024, Sandersville will increase Hispanic Proficiency in Reading to 46%.	By 2025, Sandersville will increase Hispanic Proficiency in Reading to 50%.
By 2023, Sandersville will increase Hispanic Proficiency in Math to 42%.	By 2024, Sandersville will increase Hispanic Proficiency in Math to 46%.	By 2025, Sandersville will increase Hispanic Proficiency in Math to 50%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Sandersville will grow 100% of EL students by at least .5 in their ACCESS composite score. Current level is 73%.	By 2024, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.	By 2025, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

## Year 1 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading and Math	<ol style="list-style-type: none"> <li>1. <b>Key Core Work Process 4-</b> Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</li>   <li>2. <b>Key Core Work Process 2-</b> Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</li>   <li>3. <b>Key Core Work Process 2-</b> All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Staff Learning</b> <ul style="list-style-type: none"> <li>● Small group math PD</li> <li>● CLRT Professional Development</li> <li>● Teacher Clarity</li> <li>● Inquiry Based Learning Professional Development</li> <li>● CLRT and the Brain Book study and share out</li> </ul> </li> <li>2. <b>Resources</b> <ul style="list-style-type: none"> <li>● Literacy Footprints Bookroom</li> <li>● School wide math problem solving method</li> </ul> </li> <li>3. <b>Systems and Structures</b> <ul style="list-style-type: none"> <li>● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment.</li> <li>● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions</li> <li>● Collaboration time with teachers and interventionist</li> <li>● Standards based grading</li> <li>● Small group reading and math blocks in master schedule for each grade</li> <li>● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders.</li> </ul> </li> </ol>	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>

<p>Science, SS, Writing</p>	<ol style="list-style-type: none"> <li>1. <b>Key Core Work Process 4-</b> Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</li> <li>2. <b>Key Core Work Process 2-</b> Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</li> <li>3. <b>Key Core Work Process 2-</b> All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Staff Learning</b> <ul style="list-style-type: none"> <li>● CLRT Professional Development</li> <li>● Teacher Clarity</li> <li>● Inquiry Based Learning Professional Development.</li> <li>● CLRT and the Brain Book study and share out.</li> </ul> </li> <li>2. <b>Resources</b> <ul style="list-style-type: none"> <li>● Literacy Footprints Bookroom</li> </ul> </li> <li>3. <b>Systems and Structures</b> <ul style="list-style-type: none"> <li>● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment.</li> <li>● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions</li> <li>● Collaboration time with teachers and interventionist</li> <li>● Standards based grading</li> <li>● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment</li> <li>● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders.</li> </ul> </li> </ol>	<p>2022-2023 KSA Data</p> <p>Common Assessments</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>
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<p>Achievement Gap</p>	<ol style="list-style-type: none"> <li>1. <b>Key Core Work Process 4-</b> Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</li> <li>2. <b>Key Core Work Process 2-</b> Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</li> <li>3. <b>Key Core Work Process 2-</b> All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Staff Learning</b> <ul style="list-style-type: none"> <li>● Small group math PD</li> <li>● CLRT Professional Development.</li> <li>● Teacher Clarity</li> <li>● Inquiry Based Learning Professional Development.</li> <li>● CLRT and the Brain Book study and share out</li> <li>● Autism 101 Professional Development (District)</li> <li>● EL PD with Best Practices shared</li> </ul> </li> <li>2. <b>Resources</b> <ul style="list-style-type: none"> <li>● Literacy Footprints Bookroom</li> <li>● School wide math problem solving method</li> </ul> </li> <li>3. <b>Systems and Structures</b> <ul style="list-style-type: none"> <li>● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment.</li> <li>● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions</li> <li>● Collaboration time with teachers and interventionist</li> <li>● Standards based grading</li> <li>● Small group reading and math blocks in master schedule for each grade</li> <li>● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment</li> <li>● Tier 2 time for each grade level in the master schedule</li> <li>● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders.</li> <li>● Push in Model to reach as many students as possible and protect Tier 1 time</li> </ul> </li> </ol>	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>
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English Learner Progress	<p>1. <b>Key Core Work Process 4-</b> Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>2. <b>Key Core Work Process 2-</b> Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>3. <b>Key Core Work Process 2-</b> All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p>	<p>1. <b>Staff Learning</b></p> <ul style="list-style-type: none"> <li>● Small group math PD</li> <li>● CLRT Professional Development.</li> <li>● Teacher Clarity</li> <li>● Inquiry Based Learning Professional Development.</li> <li>● CLRT and the Brain Book study and share out</li> <li>● EL PD with Best Practices shared</li> </ul> <p>2. <b>Resources</b></p> <ul style="list-style-type: none"> <li>● Literacy Footprints Bookroom</li> <li>● School wide math problem solving method</li> </ul> <p>3. <b>Systems and Structures</b></p> <ul style="list-style-type: none"> <li>● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment.</li> <li>● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions</li> <li>● Collaboration time with teachers and interventionist</li> <li>● Standards based grading</li> <li>● Small group reading and math blocks in master schedule for each grade</li> <li>● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment</li> <li>● Tier 2 time for each grade level in the master schedule</li> <li>● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders.</li> <li>● Push in Model to reach as many students as possible and protect Tier 1 time.</li> </ul>	<p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>
<b>Progress Monitoring</b>				

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**Year 2 Focus Areas**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b>Progress Monitoring</b>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b>Progress Monitoring</b>				

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<b><u>Progress Monitoring</u></b>				
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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<b><u>Progress Monitoring</u></b>				
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**Year 3 Focus Areas**

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<b><u>Progress Monitoring</u></b>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<b><u>Progress Monitoring</u></b>				

**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](#)