



# CES 2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

**Central Elementary School**  
**Robin Halsey**  
1715 Euclid Avenue  
Paintsville, Kentucky, 41240  
United States of America

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## 2020-21 Phase Three: Executive Summary for Schools

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

Central Elementary is one of five elementary schools in Johnson County, which is nestled in the hills of Eastern Kentucky. Our school is home to approximately 400 Pre K - 6th grade students who call themselves Golden Eagles. Our 31 person teaching staff, which is 100% highly qualified, have participated in multiple professional learning opportunities throughout the school year to improve their practice. Our staff consists of full time regular and special education to enhance the exposure and opportunities in the areas of arts and physical education for our students. Itinerant teachers provide services for band, gifted and talented, speech, visually impaired students, and library skills. We have one itinerant school counselor to provide services to all our students in need and a half time Assistant Principal. Central Elementary utilizes the expertise of all of these individuals to provide a balanced curriculum for all students. We have a full time UNITE instructor, an additional Ameri Corp Tutor, and instructional assistants assigned to each grade level that help to meet individual student needs. As part of the Johnson County School District, Central students are eligible for a federal subsidized meal program that allows all students access to free breakfast and lunch. The rural setting and high poverty location of our school (80.8% qualify for free / reduced lunch program) present unique barriers that must be addressed. WE have 27% of our students currently identified for special education services. Others are currently in referral. Many of our students are being raised by individuals others than their parents. Our primary goal is to meet the needs of all our students through solid instruction, interventions when needed and providing a warm safe environment where all students can learn. Central Elementary participates in the Title I School Wide Program. Our next goal is to continue to build continuity, trust, and collaboration in our faculty and staff. Collaboration among community resources allows us to address issues that impede student achievement. We work with various agencies to help us address the unique barriers and lack of diverse cultural opportunities that face our rural school. Students participate in local and global communication opportunities including, but not limited to: Constitution Day, Conservation Art and Writing contests, UNITE contests, SKYPE global exchange, Poetry Festival, Writing Contests, 4-H talent show, local talent show, cultural dance exhibition, and energy fair. We also have students who are participating in area plays through Jenny Wiley Community Theater, The Main Street Players, The Mountain Arts Center Concerts, and other various regional dramatic groups. Parent volunteers are welcomed and

encouraged at Central Elementary School. PTO / parents volunteers follow all district procedures and are trained locally to ensure the best possible opportunities for a successful volunteer program. Our parents serve to assist teachers with additional instruction, serve as guest speakers, and support our over all learning environment. Students at Central Elementary have multiple opportunities to participate in extra curricular activities. We offer junior pro basketball for kindergarten through second grade students, dance for our primary students, and flag football for primary. We also offer football, girls and boys basketball, cheerleading, band, choir, 4-H, Special Olympics, a school wide poetry festival with culminating festival, and UNITE programming are offered to our students to encourage social and emotional growth. Our academic programming offers a holistic approach to academic growth and competition. We have a Future Problem Solving team, a Community Problem Solving team that won the International Future Problem Solving Competition Virtually, a 4th and 5th grade academic team, a 6th grade showcase academic team, speech and drama team, and many students who compete on the individual level. We have dedicated coaches who work tirelessly year round to build these teams and to expand their expertise in competition. In spite of our high poverty level and social issues, Central Elementary students continue to reach academic proficiency. With our focus on high expectations for all learners, a positive and safe learning environment, interventions for at - risk students and over all focus on results and academic rigor to ensure a quality education for "Every Child, Every Day!" The staff at Central Elementary actively seek every opportunity for professional growth. Our teachers are district leaders and provide district professional development in many content areas. They have participated in many professional learning opportunities and strive to be the most hardworking and prepared staff possible for our students. We have a no tolerance approach to failure. Our students have access to Reading and Math Intervention at all levels. Those are conducted in small group for students identified for interventions at Tier II level, and at the individual level for those at Tier III. Enrichment classes are provided for students at all levels. Our Primary Talent Pool and upper grades Gifted and Talented students are provided small group, specialized instructional weekly. We believe that regardless of the barriers our students may face ALL students will learn! Central Elementary has begun the process of implementing the Leader in Me process at our students. We feel that implementing this process will help our students and staff develop their leadership skills. Our goal is equip our students with the leadership tools that will help them to be successful not only at Central Elementary but throughout their life. Central Elementary enjoys a distributed leadership model to help encourage cohesiveness within and among our staff. We have identified four committees: Public Relations, Culture and Climate, Wellness, and Response to Intervention to support programming for our students, to share strategies for improvement, and to

empower all leaders in our building. These committees have proved to be an integral element of carrying out the mission of our school. Through our Family Resource Center we have partnered with outside agencies to provide additional services to our students. These include, but are not limited to: counseling, bullying and drug awareness, healthy choices, arts and humanities, and career readiness. Our FRC optimizes our student ability to perform at a high level by assisting children and their families in meeting their basic needs. This is accomplished by providing community services and linking families to other support agencies within their community. Through FRC, options like food baskets for Thanksgiving and Christmas. Our FRC and students are supported by Central Elementary Parent Teacher Organization which works within the school to offer many activities and programs to enhance our school's commitment to education excellence and our motto "Whatever It Takes!" Our FRC and PTO working together are offering ASPIRE / club day activities for our 5th and 6th grade students once a month, where they focus on career awareness.

. 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.

We believe education transforms lives and are committed to providing our students a high quality education focused on individual needs and interests. We are devoted to improving teaching and learning and strive to offer instruction that focuses on individual student growth. This is evident in the achievements of our staff and students. Teachers participate in professional learning opportunities that allow for individual growth and contribute to our 100% highly qualified status. We offer a teacher mentor program that allows teachers to observe each other and work together to improve instruction. Daily time is set aside for grade level planning and weekly Professional Learning Communities (PLC's) meet so teachers can analyze student work, share resources, identify next steps, collaborate to address individual student needs, and develop plans to ensure continued success. Intense data analysis allows us to target individual students for enrichment and intervention and look for weaknesses in instruction. Our teachers monitor their individual classrooms and we then come together for a school wide data analysis wall. Title I resources, instructional assistants, special education teachers, and regular classroom teachers regularly collaborate to identify students that need intervention and enrichment and provide those services. Schedules are developed to ensure that math and language arts classes are uninterrupted for an extended period of time and allow for flexible grouping. Along with our core academic classes we offer art, music, band, chorus, drama, career awareness, and other activities designed to provide for interest and devote time to developing that interest. We believe in

celebrating successes and recognizing student achievement. Our students and staff know what the expectations are and to reach the goals by doing "Whatever It Takes!" Believe Statements - We believe: All students can learn. We support the whole child academically, physically, socially, and emotionally. Teachers and parents are partners in fostering a child's academic development and success.

. 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.

Central Elementary employees three National Board Certified teachers. We have had students place in the Johnson County Juice Crew Energy Fair, Jim Claypool Art and Writing Contest through the Johnson County Conservation Office and the Kentucky State Conservation Office, 4-H County and State Fair. Our boys and girls basketball teams have performed well and placed in the county tournaments. Our academic team members have placed in the 6th Grade Showcase and the Kentucky Academic Governor's Cup. Our Community Problem Solving teams have placed first and high in the International Competition three years in a row. We continue to strive to reduce novice and increase proficient and distinguished scores on K-PREP. We are considered a 4 STAR school. We continue to monitor student progress closely and intervene quickly and effectively. We have adopted a new writing policy that is aligned to the new Kentucky State Standards and are currently implementing it. We will focus on instruction and assessment development and deployment in all grades across all content areas.

. **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

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

Our goal is to provide the best educational experience, where every child feels valued and is successful. If you have any further questions or need any additional information about Central Elementary, please contact the principal at (606) 789-2541.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 2020-21 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

**Central Elementary School**  
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## **2020-21 Phase One: Continuous Improvement Diagnostic for Schools**

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

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

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

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

- Continuous Improvement Diagnostic for Schools

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

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

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

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

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

- Progress Monitoring

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

Please enter your name and date below to certify.

Robin Halsey, September 14, 2020



## 2020-21 Phase Two: The Needs Assessment for Schools

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## **2020-21 Phase Two: The Needs Assessment for Schools**

## Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

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

Our goal at Central Elementary is to discover areas of growth and improvement in the achievement and growth of our students. The K-PREP, EXACT Path, STAR Reading and STAR Math, and various other data has allowed us to identify individual students and to use their past performance to differentiate instruction to meet the needs for growth. The data has provided us a glimpse into how our students are performing on assessment that is normalized throughout the state. The data also provides information that allows our faculty to identify gaps in instruction as well as sub populations that are excelling and struggling with content. The data allows us to identify individual students present and past performance levels to differentiate instruction to meet the needs and help the students grow academically. For example, may work in small groups or experience increased interventions. It also gives us the opportunity to assess our current level of communication and involvement. It also gives us the opportunity to assess our current level of communication and involvement of all stakeholders in addressing the needs of our school to provided the growth for our students. Our goal is to ensure the satisfaction of the faculty of Central Elementary. WE are focusing on team building, protecting Professional Learning Community planning time, weekly data analysis, and regular family meetings to celebrate successes along the way. Another huge focus for our school is attendance. We embrace that if a student is not at school they are losing quality instruction. During this time of COVID we are striving to deliver the very best instruction whether it be in person or virtually. Last years attendance data shows that Central Elementary decreased slightly to an overall average of 91.15% attendance rate. Our goal is to improve this rate to a 96% average daily attendance rate. We employ a variety of strategies to improve attendance. We make personal calls to each student that is absent everyday. Students are tracking their attendance in their homerooms. Students are recognized for perfect attendance and rewarded during our family meetings. We are beginning the process of becoming a Leader in Me school this year to better help our students in becoming leaders at school, home, and in everyday life. Our hope is the students will take these skills and use them in making good decision through life not just this school year. We are also using PBIS as a behavior model to help our students gain / learn appropriate behavior in all aspects of their life. Several stakeholder groups are involved in planning the schools continuous improvement. These stakeholder groups are involved in planning the schools

continuous improvement. These members are Robin Halsey, Principal; Lighthouse Team Members (Robin Halsey, Amy Case, Charlene Owens, Hannah Hensley, Brent Tackett, Mike Conley, Anita Colvin, Tania Holbrook, and Kelli Ratliff); Site Base Decision Making Members (Robin Halsey (Principal), Ashley Adams (Parent), Kelly Castle (Parent), Rebecca Baldwin (Teacher), Anita Colvin (Teacher), Tania Holbrook (Teacher); Title 1 Coordinator Charlene Owens, ESS School Coordinator Melissa Crace; Assistant Principal Amy Case; Writing Coordinator Tania Holbrook; and all certified teachers are part of our Data Analysis Team. Site Base meetings are held monthly and teacher PLC's are held weekly with data analysis. These

## Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### **Example of Non-Academic Current State:**

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Data analysis from the 2018 - 2019 KPrep Assessment, EXACT Path, Accelerated Reading, Accelerated Math, and Classroom Baselines showed an increase of 6.2% in Proficient and Distinguished in Reading. We also show an increase of 10.6% in Proficient and Distinguished in Math. Our Separate Academic Indicators showed the following increase: Science increased 4.9% in Proficient and Distinguished; On Demand Writing increased 18.1% in Proficient and Distinguished; and Social Studies increased 25.7% in Proficient and Distinguished. Our Non Academic Current State, School Attendance went from 92.3% to 91.15%.

## Priorities/Concerns

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

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

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

Even though our Novice decreased we still show 14.6% in Reading and 13.2% in Math school wide.

## Trends

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

When we look at our data trends we are seeing an increase in Proficient and Distinguished in Proficiency and Separate Academic Indicators. Kindergarten Readiness is an area of concern, we have seen a decrease of 15.1% of students ready for Kindergarten.

## Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

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

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

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

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

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

See Attachment - When reflecting on the Key Core Processes Design and Deliver; Instruction and Assessment Literacy are still our two areas of focus. These areas of focus have improved but to improve more we will continue to conduct routine walk throughs and review data in weekly PLC's to focus on student achievement. Through the use of EXACT Path, an on line learning system, teachers will be able to monitor student growth and improvement providing individualized interventions to help them move to the next level. This will require more one on one to small group instruction. Teachers will focus on aligning instruction with Learning Targets based on standards and Assessment aligned with these Learning Targets. All students will begin the process of monitoring their own learning through reflection with the Leader in Me process. The Leader in Me will provide consistency and continuum for students and staff. Students' writing will be scored internally from grades K - 6 every nine weeks and adjustments will be made accordingly.

### **ATTACHMENTS**

#### **Attachment Name**

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## Strengths/Leverages

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

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

In 3rd grade (5th Grade now) Reading score were 8 Novice High and 10 Apprentice High students that can be moved to the next level. In 3rd Grade Math we had 9 Apprentice High Students that can be moved to the next level. Exact Path scores show that they did increase during the 4th grade year but improvements are still needed. Teacher abilities and experiences are our strengths. We need to utilize our experts within our building which will promote ownership of our paths with an increase desire and urgency to improve now and continuously. Professional Learning Communities are an asset that can be used to increase cohesiveness which in turn will bring many concerns to leverages by all having a common goal to be achieved using common strategies.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CES 2019-2020 Needs Assessment Workbook		.
 CES 2019-2020 Needs Assessment Workbook 2		.
 CES 2019-2020 Needs Assessment Workbook 3		.
 CES 2019-2020 Needs Assessment Workbook 4		.
 CES 2019-2020 Needs Assessment Workbook 5		.
 CES 2019-2020 Needs Assessment Workbook 6		.



# CES 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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## 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

## I. Achievement Gap Group Identification

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

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

The Needs Assessment is used, which includes data from the school report card, K-Prep, and K Screener. Also, classroom formative and summative assessments are used along with EXACT Path, Brigance, and STAR.

### **ATTACHMENTS**

#### **Attachment Name**

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 Comprehensive Improvement Plan

 Data Disaggregation

 GAP Data

 KCWP 1

 KCWP 2

 KCWP 3

 KCWP 4

 KCWP 5

 KCWP 6

## II. Achievement Gap Analysis

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

In spite of our high poverty level and social issues, Central Elementary strives to provide a positive, safe learning environment with high expectations for all students. Our school is 96.2% white, with 80.8% of the students qualifying for free and reduced lunch, and 27% of the students have an IEP or 504 Plan. We provide interventions for at-risk students and over all focus on academic rigor to ensure a quality education, for "Every Child, Every Day!" The staff at Central Elementary actively see every opportunity for professional growth, especially as it relates to addressing the needs of our students. Our teachers are district leaders and provide district wide professional development in many content areas. They have participated in many professional learning opportunities and strive to be the most hardworking and prepared staff possible for our students. We have a no tolerance approach to failure. We are excited to begin our journey into becoming a Leader in Me school this school year. Staff were trained at our school retreat in July 2020, and we are beginning the process of implementing this process. We feel that this will enhance our students educational experience but also continue to strengthen our school culture. Our students have access to Reading and Math Intervention at all levels. Those are conducted in small group of students identified for interventions at tier two level, and at the individual level for those at tier three. Enrichment is also provided for all levels. Our talent pool and upper grades gifted and talented students are provided small group, specialized instruction weekly. We believe that regardless of the barriers our students may face ALL students will learn! Through our Family Resource Center we have partnered with outside agencies to provide additional services to our students. These include, but are not limited to: counseling, bully and drug awareness, healthy choices, arts and humanities, and school readiness. Our FRC optimizes our student ability to perform at a high level by assisting children and their families in meeting their basic needs. This is accomplished by providing community services and linking families to other support agencies within the community. Our FRC and our students are supported by Central Elementary Parent Teacher Organization which works within the school to offer many activities and programs to enhance our school's commitment to education excellence and our motto "Whatever It Takes!"

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

We were able to successfully close all achievement gaps for Writing, Science, and Social Studies. During the 2018/2019 school year our Novice decreased in Science from 15.7% to 5.7%, Social Studies from 12.3% to 0%, and Writing from 15.8% to 4.3%.

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

Based on the data, IEP and Free and Reduced Lunch gap groups we have successfully closed the gap in Science, Social Studies, and Writing. During the 2018/2019 school year our Novice decreased in Science from 15.7% to 5.7%, Social Studies from 12.3% to 0%, and Writing from 15.8% to 4.3%.

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

Based on the data we show that we continue to progress in all areas and that there is no significant gaps to report. Even though we have no significant gaps we continue to work to decrease our Novice in all content areas.

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

We successfully closed our existing gaps by providing a comprehensive RTI program that incorporated extended school services across all content areas. Services were provided during the school day due to transportation limitations, especially for many of our GAP students. Students do have 24/7 access to our new online learning system such as EXACT Path, STAR, AR, IXL, Guided Reading, etc., which is also used to provide services as needed. Our professional development program was based around the district's professional development program which focused on achievement for all students. We also revisited standards and focused on deliberate and intentional instruction with emphasis on daily learning targets and relative assessments. Our underlying goal was and still is to provide all staff with the training and understanding to ensure ALL students achieve growth; then maximizing that growth for each individual student, as possible.

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

We want to discover areas for improvement in the achievement and growth of our students. The K-Prep data allowed us to identify individual students and to use their past performances and classroom performances to differentiate instruction to meet the needs of growth. The data provided a glimpse of how the students were performing on an assessment. The classroom data allowed us to compare performance with assessment results. The data provided information that allows our faculty to identify gaps in instruction as well as sub populations that are excelling or struggling with content that they need to achieve success. It also gave us the opportunity to assess our current level of communication and involvement of all stakeholders in addressing the needs of our school to provide opportunities for the growth of our students. We continually reflect and adjust our 30/60/90 day plans and / or our 4 1/2 - 9 week plans to address students needs. The school works closely with PTO and SBDM as contributors to our continuous improvement. All classroom teachers are contributors and analyzers of the data to plan appropriate action for student success. Other stakeholders who are directly involved in the planning process are: Teacher, SBDM members - Rebecca Baldwin, Tania Holbrook, Anita Colvin; Parent SBDM members - Ashley Adams and Kelly Castle; Community Members - Belinda Meek, Family and Resource; and Kyle Adams, PTO; Administration - Robin Halsey, Principal and Amy Case, Assistant Principal.

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

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

Our professional development program is based around the district's professional development program which focuses on achievement for all students. We have revisited standards and focused on deliberate and intentional instruction with emphasis on daily learning targets and relative assessments. Our underlying goal is to provide all staff with the training and understanding to ensure ALL students achieve growth; then maximizing that growth for each individual student, as possible.

### III. Planning the Work

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

Even though we did not have any significant gaps we will continue to focus on following: 1. Reduce Reading Novices and increase proficiency to 66.2% by June 2021 evidenced by the K-Prep scores. 2. Reduce Math Novices and increase proficiency to 54.1% by June 2021 evidenced by the K-Prep scores. 3. Increase Science proficiency to 44.0% by June 2021 evidenced by the K-Prep scores. 4. Increase Social Studies proficiency to 76.7% by June 2021 evidenced by the K-Prep scores. 5. Increase Writing proficiency to 55.4% by June 2021 evidenced by the K-Prep scores.

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See Attachment

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification		<ul style="list-style-type: none"> <li>• I</li> </ul>
 Comprehensive Improvement Plan		<ul style="list-style-type: none"> <li>•</li> </ul>
 Data Disaggregation		<ul style="list-style-type: none"> <li>•</li> </ul>
 GAP Data		<ul style="list-style-type: none"> <li>•</li> </ul>
 KCWP 1		<ul style="list-style-type: none"> <li>•</li> </ul>
 KCWP 2		<ul style="list-style-type: none"> <li>•</li> </ul>
 KCWP 3		<ul style="list-style-type: none"> <li>•</li> </ul>
 KCWP 4		<ul style="list-style-type: none"> <li>•</li> </ul>
 KCWP 5		<ul style="list-style-type: none"> <li>•</li> </ul>
 KCWP 6		<ul style="list-style-type: none"> <li>•</li> </ul>



# CES 2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

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## 2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

At Central Elementary we are a community of active LEARNers who LEAD by example and work to develop the LEADER in all stakeholders. We believe in ourselves and imagine our potential to become the best that we can be.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Math and Reading are always top on our list of content areas for improvement. This year we began the process of implementing The Leader in Me process and participated in our first year introduction trainings during the summer of 2020. Then the after the onset of COVID 19 our teachers identified a great need to ensure practices were also relevant to "remote/distance" learning. There our top identified for continuous improvement based on staff needs were: 1. Blended Technology Intergration 2. Leader in Me Year 2 training

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

The two identified PDs are directly related to our school CSIP goals, objectives, strategies, and activities. With the Leader in Me training / process are goal is to develop students leadership skills. Our goal is to empower individuals with the leadership skills they need to be life-ready. Since we are virtual and have been since March (except one week in October), our goal is to provide Blended Technology skills to ensure that all students continue to get the best education experience for them to be successful.

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.

Objective 1: By December 2020 (2020/2021) the Integrated Technology Specialist and the STEAM Teacher will provide 1:1 technology integration instruction, best practices, and modeling in PLCs, after-school Teacher Meetings, Summer School Retreat, ProLearn opportunities, and District PD sessions.

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

To positively impact student engagement and learning in a combination of learning platforms (remote, in-person, blended hybrid).

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.

Indicators of success include evidence educators are utilizing / integrating a healthy balance of hybrid - blended learning models to engage students in learning (in-person or remote). This may be evidenced through walkthroughs, TeachPoint attendance, lesson plans, PLC's meetings, and retreat agendas.

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

All educators, including regular education teachers, special education teachers, principal, assistant principal, and counselor.

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

Ultimately students should be the most impacted but that occurs through educators' knowledge, skills, and abilities being improved through their professional development / learning and best practices.

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

Continued support from our District Technology Specialist. Our school is a 1:1 chromebook Kindergarten through 6th grade, with every educator having access to a Chromebook. Teachers and the District Technology Specialist spends countless hours in PLCs modeling and providing professional learning to teachers and leadership.

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

Summer PD sessions, Entry and New Teacher training, School Retreat, and PLCs at all grade level will continue throughout 2020-2021 moving us forward toward long - range goals for a healthy balance of blended learning integration.

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.

Professional developed will be monitored by student work samples, grade-level assessments, classroom observations, and walk throughs by principal / assistant principal.

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.

With the Leader in Me training / process are goal is to develop students leadership skills. Our goal is to empower individuals with the leadership skills they need to be life-ready.

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

Our intended results from implementing The Leader in Me process is that our students will become Leaders in not only their learning but in life. We believe that with these skill our students will be proactive learners, begin with the end in mind in their goals, and students will grow in their educational abilities. We also believe that our staff will increase their leadership abilities and model this process for our students. We also feel this will positively impact student engagement and learning.

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.

The indicators of success will be student and staff grow in their leadership abilities, as students begin to assume leadership roles within the school. This may be evidenced through walkthroughs, lesson plans, school programs, etc.

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

All educators (staff and teachers), students, school administrators.

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

Ultimately students should be the most impacted but that occurs through educators' knowledge, skills, and abilities being improved through their professional development / learning, best practices, and formation of Lighthouse Teams.

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

Continued staff development for Year 2 of The Leader in Me training and then through on going coaching meetings with our Leader in Me Coach.

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

School Retreat (July 2021), Lighthouse Team Meetings, Coaching days through The Leader In Me throughout 2020-2021 and 2021-2022.

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.

The professional development will be monitored through student work samples, grade-level assessments, classroom observation, walkthroughs by Principal and Assistant Principal.

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)
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# CES 2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

**Central Elementary School**  
**Robin Halsey**  
1715 Euclid Avenue  
Paintsville, Kentucky, 41240  
United States of America

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## 2020-21 Phase Three: Comprehensive School Improvement Plan

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.

**Goal:** Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

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

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

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

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

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

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

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

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

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

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

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

**Funding:** Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:

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

The required school goals include the following:

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

- a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

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

See Attachments

### **ATTACHMENTS**

**Attachment Name**

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
 CES 2020 -2021 Comprehensive Improvement Plan for School Worksheet		•

## 2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

**Central Elementary School**

Robin Halsey  
1715 Euclid Avenue  
Paintsville, Kentucky, 41240  
United States of America

Last Modified: 10/14/2020

Status: Open

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## 2020-21 Phase Two: School Assurances

### 2020-21 Phase Two: School Assurances

## Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## Teacher Performance

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

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

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

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

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

- Yes
- No
- N/A

## 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

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

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

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
- N/A

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**
- No
- N/A

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**
- No
- N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes**
- No
- N/A

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

## Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A**

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A**

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A**

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.

- Yes
- No
- N/A**

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.

- Yes
- No
- N/A**

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.

- Yes
- No
- N/A**

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.

- Yes
- No
- N/A**

## 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).

- Yes
- No
- N/A**

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.

- Yes
- No
- N/A**

## All School Programs

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

- Yes**
- No
- N/A

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

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

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

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

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 under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- Yes**
- No
- N/A

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- Yes**
- No
- N/A

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

- Yes**
- No
- N/A

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d) (1-2).

- Yes**
- No
- N/A

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- Yes**
- No
- N/A

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

- Yes**
- No
- N/A

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

- Yes**
- No
- N/A

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

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

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

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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