

2019-20 Phase Three: Executive Summary for Schools_SY2020

2019-20 Phase Three: Executive Summary for Schools

Daviess County High School
Matt Mason
4255 New Hartford Road
Owensboro, Kentucky, 42303
United States of America

Last Modified: 12/16/2019
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2019-20 Phase Three: Executive Summary for Schools

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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?

Davie County High School is the largest high school in the region with an enrollment of about 1800 students in grades 9-12. The Davie County community has traditionally been an agricultural community. The students presently attending DCHS come from a variety of home environments: large houses in upscale neighborhoods, traditional middle class subdivisions, mobile home communities, large farms, and federally subsidized housing located both in Owensboro and in rural parts of the county. The low socioeconomic student population served at Davie County High School has increased in recent years, mirroring the increased poverty present in our community. The current free and reduced lunch rate is 40%. This demographic change has challenged DCHS staff to provide the level of academic support needed to respond to individual students. The community is developing a strong cultural emphasis on learning and continued education. DCHS employs certified staff and classified staff.

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.

Davie County High School's purpose is to change lives to impact the future. The mission statement of Davie County High School is to provide all students a comprehensive education through continuous evaluation of community and student needs. We prepare students to become self-motivated, independent, responsible, and caring members of society. One way we carry out our purpose is through dedication to cultivating positive relationships and building on students' inherent character strengths. Our Panther Pride committee is newly formed and developing a continuum of activities partnered with high expectations to enrich our school culture. The school embodies its purpose through offering a variety of course options, a large number of electives as well as challenging core content courses, from which to study on the semester schedule. DCHS has six academies into which the curriculum is divided: Business, Math/Science, Liberal Arts, Visual and Performing Arts, Agricultural/Industrial Technology, and Human Services and Wellness. Striving continuously to update and improve the learning experiences for its students, the staff at DCHS has been involved in a large variety of professional development focused on improving student achievement.

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.

11 students participated in the Governor's Scholars Program during summer of 2019
1 student participated in the Governor's School for the Arts during the summer of 2019
1 student participated in the Commonwealth Honors Academy during the summer of 2019
1 student selected to the Washington Youth Tour
4 students selected for the KMEA All State Concert Bands
9 students selected for the KMEA All State Choirs
1 student National Academic Team Champions in 2015
First Lieutenant Governor's Entrepreneur Challenge winner in 2017
One student recognized as a National Merit Semifinalist in fall of 2017
9 students participated in the Governor's Scholars Program during summer 2017
1 student participated in the Governor's School for the Arts during

summer 2017 Dual credit program is the largest in the KCTCS network. Advanced Placement enrollments, number of students participating in testing and earning qualifying scores of 3+ continues to increase. 2016 Kentucky AP Honor Roll Inductee. Areas for improvement: Increase ACT composite score average and in reading and math in order to promote transition readiness. Continue to increase Advanced Placement enrollment, the number of students completing AP tests, and the number of students earning qualifying scores. Continue to increase dual credit enrollment. Continue to increase college and career readiness. Continue to refine instructional practice to ensure standards alignment is embedded in instruction, utilize data analysis to inform instruction, facilitate and differentiate instruction, and incorporate reading and writing strategies across the curriculum.

Additional Information

CSI/TSI 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.

Moving forward, we strive to maintain and work towards improving our ACT composite since more opportunities are available to our students by them meeting their benchmarks. Looking to the future, we wish to create individualized student pathways. Upon graduation from DCHS, students will be prepared for both career and college success.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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**2019-20 Phase One: Continuous Improvement Diagnostic for
Schools_09262019_07:25**

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Daviess County High School
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 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 2019-20 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
- Title I Annual Review* Diagnostic

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.

Matt Mason 9/26/2019

2019-20 Phase Two: The Needs Assessment for Schools_SY2020

2019-20 Phase Two: The Needs Assessment for Schools

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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 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/district, 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/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The administrative leadership team meets on a monthly basis to assess school-level data and determine next steps to address any areas of weakness. This team is made up of administrators, guidance counselors, instructional coach, academy deans, and college and career readiness coordinator. Teachers and teacher leaders meet in PLC's during common planning time on a weekly basis to discuss formative and summative data results, instructional design and resources needed to impact student achievement, as indicated by the data review. In order to cultivate a climate of open communication, the minutes from each teacher leader meeting are documented and shared with all faculty members. The agendas and meeting minutes from Departmental PLC's are shared among the members and the administrative team.

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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Example of Current Academic State:-Twenty-three point eight (23.8%) of 11th grade students in the consolidated student achievement gap scored proficient on the state Academic Assessment in Reading.-From 2018 to 2019, we saw an 8.9% decrease in novice scores in reading among students in the consolidated student achievement gap in Reading--Forty-three point two (43.2%) of our students scored proficient in math compared to the state average of 35.3%.-Fifty- one point five (51.5%) of our students scored proficient in writing compared to the state average of 50.3%Fifty-two percent (52%) of our students scored apprentice in science on the state-wide accountability assessmentFrom 2018 to 2019, we saw an 8.8 % increase in novice scores in math among students with an IEPExample of Non-Academic Current State:-Teacher absence occurrences in the month of August were 69 as opposed to teachers absences of 198 in the month of March-The number of behavior referrals increased from 1288 in 2017-18 to 1612 in 2018-19. 52 no gap students were not transition ready in the 2019 graduating class

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

52 students in the No Gap group were not transition ready in 2019 graduating class. Many of these students were in the top 50% of their graduating class. 1 student out of 22 (4%) with disabilities was transition ready in the 2019 graduating class. 62% of students without disabilities were transition ready in the 2019 graduating class. Thirty-nine point three percent of Students with disabilities scored Novice on the state writing assessment, while only 10.7% were proficient/distinguished. Novice reduction in all areas of academic performance assessment where data indicators place over 30% will be a focus of improvement. These include all Gap students in reading and math, students with disabilities in science and writing. Graduating seniors in the No Gap and not ready category will be reduced from 13% of the graduating class. Teacher attendance in the month of March will be less than 198 occurrences.

Trends

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

As a school, we see a continued trend of novice scores in the majority of our students with disabilities and some novice scores of over 30% with other members of our Gap group. Concerns about high numbers of novice in our writing scores and math scores among our students with disabilities continue. We also see trend data concerns in our transition readiness data surrounding Gap and No Gap students in both academic and career indicators. Culturally speaking, we still see issues with teacher attendance during some months of the year, particularly in March.

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

To produce changes in instruction, close the gap, and improve the quality of student work, teachers need to be more intentional with the alignment of their instructional practices to the standards they are responsible for teaching. As it stands now, the deployment of standards is not carried out by teachers with fidelity. We are beginning to use PLC's during common planning time and utilizing KDE recommended protocols to evaluate assignments, however much time will need to be dedicated to professional development on the use of these protocols and aligning assignments to standards at grade level appropriateness.

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%.

Daviess County High School exceeds state proficiency areas in all four academic assessment areas. Our reading proficiency is demonstrated at a rate of 51% compared to the state percentage of 44.5%. Our attendance rate remains above 94%. Our AP course completion rate remains above 98% with 322 qualifying scores for a 69% rate qualifying rate. Our Dual Credit Class offerings have increased significantly to 1260 course enrollments with 1167 students with qualifying grades.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Closing the Achievement Gap Diagnostic _SY2020

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

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2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic Rationale

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.

Attached below

ATTACHMENTS

Attachment Name

 Achievement Gap Group Identification 2019-2020

II. Achievement Gap Analysis

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

The overall school population is comprised of Daviness County high School's student population consists of 10.2% minority students, 9.7% on an individualized education plan, 40% receiving free/reduced lunch, and less than 1% English Learners. All gap group populations have increased in number of students since the 2018 school year.

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

While we have shown growth in our gap population intermittently, it has been inconsistent in continuous improvement. Based on our documented goals listed, we plan to reduce our gap populations' lack of proficiency and reduce the overall number of novice in all assessed areas with a concentration on reading and math KPREP assessment. From the 2017-2018 school year to the 2018-2019 school year, our economically disadvantaged moved up from 33.9% prof/dist. in Reading to 36.6% prof/dist. During this time our economically disadvantaged students moved up from 22.5% prof/dist to 27.9% prof/dist in math. Our non-economically disadvantaged students trended down in percentage of proficiency, while our economically disadvantaged students trended upward. With an increase in the number of free and reduced students up to 40%, this points to a closing of the gap in this subpopulation. Intentional efforts to decrease the gap even more are a focus for us.

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.

The sub-group of students with disabilities improved their proficiency/distinguished scores in the 2018/2019 school year to 20.6%, up from the 2017-2018 scores in proficiency/distinguished from 11.4%, but trended downward in mathematics. The same sub-group trended upward slightly on the science test from 3.3% prof/dist to 3.6% prof/dist from 2018-2018 to the 2018-2019 school year. In writing, the sub-group of students with disabilities improved slightly on the writing assessment from 10.3% proficiency in 2017-2018 school year to 10.7% proficiency in the 2018-2019 school year.

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.

The school has lacked proficiency progression for reading and mathematics combined in both the free/reduced student population and disability with an IEP population. Within writing proficiency, the students with IEPs have shown an inconsistent growth and regression model over the past few years, with a slight, but insubstantial progression in the past two years.

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

Utilizing the school's two intervention specialists, at-risk students who fall within the gap populations are provided targeted interventions. Teachers identify students who are not making appropriate growth within the class or are missing assignments due to absences are referred to the

intervention specialists for support. Both core content teachers and elective teachers utilize the intervention specialists to promote the success of all students. ESS tutoring is offered to all students before and after school for any additional services or support that the students need outside of regular instruction. A more intentional use of ESS funding and identification and recruitment of GAP students for the ESS program is to be utilized during the 2018-2019 school year.

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.

Teachers, leaders, and other stakeholders are partnering to identify students with specific academic needs through a data analysis and tracking tool designed to move students toward transition readiness. Students in the GAP will be placed in specific interventions during CCR time and work with intervention specialists to track progress. Chad Alward-assistant principal over Special Needs Shannon Matthis-Special Needs Teacher Leader Robin Bush-District Director of Special Needs Jennifer Wethington-District Special Needs Consultant Beth Steel-Special Education Consultant Chad Alward - 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.)

Data analysis sessions and trainings for teachers on utilizing MAP and ACT data to inform instruction will happen during PLC time and teachers will attend Professional development session and participate in book studies to learn best practices for reading and math instruction. Science and social studies teachers will attend PD specific to their content in addition to PD's about reading strategies. Ongoing district and school level co-teaching trainings are offered to better meet the needs of our students.

III. Planning the Work

Closing the Achievement Gap Goals

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).

A measurable goal for students of all ethnicities and economically disadvantaged status would be to increase proficiency in ready to the 40% mark. Both of these subgroups are in the mid 30% and can increase with intentional interventions through reading instruction and ESS. Students with disabilities will need to increase proficiency to the 25% level. In Math, our students of all ethnicities and economically disadvantaged status our students will need to increase up toward 40% as well. Our students with disabilities are currently at a 2.9% proficiency rate in math and we would like to see an increase up toward 5% proficiency within this sub group.

Closing the Achievement Gap




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.

Attached below

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Achievement Gap Group Identification 2019-2020		<ul style="list-style-type: none"> • I
 Closing the Achievement Gap Summary		<ul style="list-style-type: none"> •
 Planning the Work Achievement Gap Summary		<ul style="list-style-type: none"> •

2019-20 Phase Three: Comprehensive Improvement Plan for Schools_2020

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Daviess County High School
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4255 New Hartford Road
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2019-20 Phase Three: Comprehensive Improvement Plan for Schools

2019-20 Phase Three: Comprehensive Improvement Plan for Schools

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, 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.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

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

The required school goals include the following:

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

Using the Comprehensive School Improvement Plan Template

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

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 DCHS 2019-2020 CSIP		•

2019-20 Phase Two: School Assurances_SY2020

2019-20 Phase Two: School Assurances

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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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 Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. 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.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 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 completed the Kentucky Teacher Performance survey.

- 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.

- 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**

Title I Targeted Assistance School Programs

9. 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**

10. 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**

11. 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**

12. 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**

13. 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

14. 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

15. 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

16. 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

17. If identified for 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

All School Programs

18. 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

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

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

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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