

Northern Elementary 2019-2020

Northern Elementary School

Vision

Every student will graduate college and/or career ready.

Mission

- United in Pursuing Excellence.

Beliefs

We believe all students can learn given equitable opportunities. It is our responsibility to prepare students for the future and provide a safe and secure learning environment.

Proficiency

Objectives

- By providing appropriate supports in intervention and enrichment student achievement will improve.

Critical Initiatives

- Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed and if so what are those adjustments.
- Develop clearly defined RTI with school/district wide process with applicable checklist(s) and doc.tools, including service frequency, intervention progs/strategies, goal measures, and progress monitr
- Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.

Sep. Academic Indicator

Objectives

- Provide students with relevant and rigorous learning opportunities.

Critical Initiatives

- Create formative and summative assessments that are aligned to the standards.
- Ensure congruency is present between standards, learning targets and assessment measures.
- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

Achievement Gap

Objectives

- Provide targeted, data-driven interventions for at risk students.

Critical Initiatives

- Plan for and implement active student engagement strategies.
- Use formative and summative evidence to inform what comes next for individual students and groups of students.
- Create and monitor a "Watch" list for students performing below proficiency.

Key Measures

- Lesson Plans
- PLC Documentation Sheets
- Common Unit Assessments
- STAR Data
- RTI District Plan
- Progress Data
- Student Monitoring List
- Formative and Summative Assessments
- Formative and summative assessments
- STAR Data

Key Measures

- Formative assessments
- Summative Assessments
- Professional Development
- Professional Development
- Formative, Summative, and Common Unit Assessments
- Professional Development Plans

Key Measures

- Professional Development
- Formative, Summative and CUA Analysis
- STAR Data
- Classroom assessment data

Objective

By providing appropriate supports in intervention and enrichment student achievement will improve.

Critical Initiative

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed and if so what are those adjustments.

Start Date: 08/01/2019

End Date: 06/30/2020

Key Measures

Lesson Plans

PLC Documentation Sheets

Common Unit Assessments

Critical Initiative

Develop clearly defined RTI with school/district wide process with applicable checklist(s) and doc.tools, including service frequency, intervention progs/strategies, goal measures, and progress monitr

Start Date: 08/01/2019

End Date: 06/30/2020

Key Measures

STAR Data

RTI District Plan

Progress Data

Student Monitoring List

Formative and Summative Assessments

Critical Initiative

Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.

Start Date: 08/01/2019

End Date: 06/30/2020

Key Measures

Formative and summative assessments

STAR Data

Objective

Provide students with relevant and rigorous learning opportunities.

Critical Initiative

Create formative and summative assessments that are aligned to the standards.

Start Date: 08/01/2019

End Date: 06/30/2020

Key Measures

Formative assessments

Summative Assessments

Professional Development

Critical Initiative

Ensure congruency is present between standards, learning targets and assessment measures.

Start Date: 08/01/2019

End Date: 06/30/2020

Key Measures

Professional Development

Formative, Summative, and Common Unit Assessments

Critical Initiative

Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

Start Date: 08/01/2019

End Date: 06/30/2020

Key Measures

Professional Development Plans

Objective

Provide targeted, data-driven interventions for at risk students.

Critical Initiative

Plan for and implement active student engagement strategies.

Start Date: 08/01/2019

End Date: 06/30/2020

Key Measures

Professional Development

Critical Initiative

Use formative and summative evidence to inform what comes next for individual students and groups of students.

Start Date: 08/01/2019

End Date: 06/30/2020

Key Measures

Formative, Summative and CUA Analysis

Critical Initiative

Create and monitor a "Watch" list for students performing below proficiency.

Start Date: 08/01/2019

End Date: 06/30/2020

Key Measures

STAR Data

Classroom assessment data

Critical Initiative

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed and if so what are those adjustments.

Objective: By providing appropriate supports in intervention and enrichment student achievement will improve.

Activity

Grade level PLC's will do item analysis

Person responsible: Teachers/ Curriculum Director

Launch Date: 08/01/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Activities will be measured by PLC notes and feedback.

Benchmark(s)

Benchmark:

Target Date:

Proficiency

Critical Initiative

Develop clearly defined RTI with school/district wide process with applicable checklist(s) and doc.tools, including service frequency, intervention progs/strategies, goal measures, and progress monitor

Objective: By providing appropriate supports in intervention and enrichment student achievement will improve.

Activity

RTI programs and procedures and reviewed at PLCs

Person responsible: District
RTI/administratrion/intervention staff

Launch Date: 08/01/2019

Required Resources:

Financial Resource:
Other Resource: Purchased Interverntion Programs from Title 1 Funds.

Activity Measure(s)

PLC Notes and Agendas, RTI documents

Benchmark(s)

Benchmark:

Target Date:

Activity

Intervention programs reviewed and evaluated

Person responsible: District
Curriculum/Administration/Inter. Staff

Launch Date: 08/01/2019

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

PLC Agenda, Intervention program
adjustments and changes

Benchmark(s)

Benchmark:

Target Date:

Proficiency

Critical Initiative

Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.

Objective: By providing appropriate supports in intervention and enrichment student achievement will improve.

Activity

Review assessment data in PLCs

Person responsible: Administration, Staff

Launch Date: 08/01/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

PLC Minutes, RTI lists

Benchmark(s)

Benchmark:

Target Date:

Critical Initiative

Create formative and summative assessments that are aligned to the standards.

Objective: Provide students with relevant and rigorous learning opportunities.

Activity

Grade level PLCs review assessments

Person responsible: Curriculum Staff/Teaching Staff

Launch Date:

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

PD Plan

Benchmark:

Target Date:

Critical Initiative

Ensure congruency is present between standards, learning targets and assessment measures.

Objective: Provide students with relevant and rigorous learning opportunities.

Activity

Monitor Standards mastery for students

Person responsible: Teaching Staff, Curriculum Staff,
Admins

Launch Date: 08/01/2019

Required Resources:

Financial Resource:
Other Resource:

Activity Measure(s)

GradeCam, PLC agendas

Benchmark(s)

Benchmark:

Target Date:

Critical Initiative

Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

Objective: Provide students with relevant and rigorous learning opportunities.

Activity

Implement technology resources to strategies

Person responsible: TRT, District Tech Staff

Launch Date: 08/01/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

One to one with devices for students in 3rd-5th grade.

Benchmark:

Target Date:

Critical Initiative

Plan for and implement active student engagement strategies.

Objective: Provide targeted, data-driven interventions for at risk students.

Activity

Kagan engagement strategies used in classrooms.

Person responsible: Administration

Launch Date: 08/01/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

Evidence of strategies in classroom activities.

Benchmark:

Target Date:

Achievement Gap

Critical Initiative

Use formative and summative evidence to inform what comes next for individual students and groups of students.

Objective: Provide targeted, data-driven interventions for at risk students.

Activity

21st Century Program for students at Risk

Person responsible: 21st Century Coordinator

Launch Date: 08/01/2019

Required Resources:

Financial Resource: \$100000.00

Other Resource:

Activity Measure(s)

Benchmark(s)

Critical Initiative

Create and monitor a "Watch" list for students performing below proficiency.

Objective: Provide targeted, data-driven interventions for at risk students.

Activity

Review watch list at PLC meetings

Person responsible: Intervention staff

Launch Date: 08/01/2019

Required Resources:

Financial Resource:

Other Resource:

Activity Measure(s)

Benchmark(s)

PLC Meeting minutes, evidence of intervention lists adjustments

Benchmark:

Target Date:

2019-20 Phase Three: Title I Annual Review Diagnostic_09042019_14:17

2019-20 Phase Three: Title I Annual Review Diagnostic

Northern Elementary School

Darell Pugh
925 Hwy 177 E
Butler, Kentucky, 41006
United States of America

Last Modified: 11/26/2019

Status: Open

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

Staff members were included for input during PLC meetings. Parents completed online surveys and were invited attend meetings to discuss the schoolwide program. We were able to utilize the feedback from parents and teachers to make adjustments to our program.

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

The title 1 parents survey, CUA results, district quarterly reports, STAR data in regards to both regular and special education students were the sources of data analyzed to evaluate the strategy. Using these data sources we found that the majority of students did grow in their skill level over the previous years data review. The strategies implemented were a phonics program, an early literacy program, FastForWord, MobyMax, and Reading Recovery/CIM for eligible students.

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

We collect and analyze data and meet for weekly PLC meetings to discuss student achievement gaps for all students but especially the lowest achieving. Special education and Intervention staff work together to devise intervention plans to serve the students most in need and we review the results during Rtl meetings.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

Due the results of the evaluation we have found that more interventions are needed in the primary grades in reading. We are increasing the use of the phonics and early literacy programs in order to meet these needs. We will continue to train teachers on early reading strategies and monitor the implementation of the chosen programs.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served 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 academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide 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, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

We have an annual parent night to explain the schoolwide program. During this night a copy of the policy is offered to parents and we ask for feedback. The school compact to learning is sent home with parents at the beginning of each school year. Our family resource and 21st century programs also host parent nights and we offer parent teacher conferences yearly and as requested by the parents. We reflect on these events using parent surveys and feedback from the events. Parent surveys are sent home at the end of each school year and results are used to make adjustments to the program the following year.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

Parent feedback indicates the need to coordinate events between the school, 21st CCLC and FRYSC to better meet the needs of parents and their schedules. Events will start later in the evening. We use social media and E-tips to reach our parents. We will continue to invite parents to participate in our schoolwide events and more openly advertise volunteer opportunities.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: School Assurances_09042019_14:15

2019-20 Phase Two: School Assurances

Northern Elementary School

Darell Pugh
925 Hwy 177 E
Butler, Kentucky, 41006
United States of America

Last Modified: 10/22/2019

Status: Locked

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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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2019-20 Phase Two: School Safety Report_09042019_14:16

2019-20 Phase Two: School Safety Report

Northern Elementary School

Darell Pugh
925 Hwy 177 E
Butler, Kentucky, 41006
United States of America

Last Modified: 10/22/2019

Status: Locked

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2019-20 Phase Two: School Safety Report

2019-20 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

August 2018, Reviewed August 2019 for the current school year.

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

8/12/2019

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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