2022-2023 Breckinridge Elementary Phase One: Continuous Improvement Diagnostic for Schools_09182022_18:19

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Madeline M Breckinridge Elem School
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United States of America

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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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2022-23 Phase One: Executive Summary for Schools

Description of the School

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

Located in the historic Idle Hour neighborhood, Breckinridge Elementary is named after Madeline McDowell Breckinridge, a well-known philanthropist and great-great granddaughter of statesman Henry Clay. The original building had only 16 classrooms, but now we service approximately 480 students. Breckinridge is a true picture of diversity. The ethnic balance is as follows: 18.35% white, 37.34% African-American, 32.91% Hispanic, 1.90% Asian, and 9.49% Two or More Races. Students qualifying for free and reduced lunch make up 89% of the population. The schools English Language Learner population is 35% and students receiving special education services makes up 13% of the population. During the 2014 school year the school received a $14 million dollar renovation that provided modern updates to the facility space. Breckinridge is proud to partner with faith based organizations in the area, including Southland and the local university, University of Kentucky. Breckinridge partners with the University of Kentucky College Mentoring Program to support college and career readiness at the elementary level. Breckinridge has an average of 60 community members who serve annually to mentor students in supporting social, emotional, and academic growth. Breckinridge has developed a partnership with Valvoline to include the Big Brothers/Big Sisters program, as well as Junior Achievement (JA in a Day) and field trip opportunities. Our school has also adopted a co-teaching initiative to promote academic achievement by utilizing the strategies to achieve excellence.

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.

Breckinridge Elementary exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society. Students who attend Breckinridge will receive rich and diverse learning experiences that challenge and inspire them to achieve. Our school envisions a learning community that promotes superior student success in all areas through sustaining a culture of high expectations and mutual respect between all stakeholders. We will be a "school of distinction" by focusing on exclusively what is best for students. We believe in fostering collaborative and community partnerships, engaging families, creating a student centered school system, and developing a culture of caring and mutual respect that supports life long learning. As we focus on the development of the whole child, we encourage all stake holders to participate in clubs and activities that develop community and interest within our

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schools. Every child receives a targeted learning plan according to their specific needs that includes an action plan to support growth and proficiency.

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.

Over the last three years, literacy has been a focus of the school. The teachers are provided with sub-release days for common planning to implement literacy best practice strategies to increase student achievement. Kindergarten teachers have been trained in Wonders Literacy, Letterland, and Fountas & Pinnell Phonics and Word Study, first grade teachers have been trained in Fountas & Pinnell Curriculum (including mini-lessons, Shared Reading, Interactive Reading, and Phonics and Word Study), second grade teachers have been trained on Ready Reading and Fountas & Pinnell Word Study and Phonics and third through fifth grade teachers have been trained in Magnetic Reading for teaching reading during their literacy block. Teachers have also had mini lessons on Guided Reading using Jan Richardson's The Next Step Forward in Guided Reading, mini lessons on word work using Jan Richardson's The Next Step Forward in Word Study and Phonics, and mini lessons on running records using Jan Richardson's The Next Step Forward in Running Records. Intervention teachers have been trained in Jan Richardson's RISE/RISE Up model for Tier 2 reading services. We have also implemented a "Behind the Mirror" observation schedule, where teachers watch each other teach lessons and we highlight the positive aspects of the lesson for others to implement in their teaching. This has greatly improved instruction and communication amongst teachers. Teachers have been trained in KAGAN engagement strategies to help move students to a more authentic engagement. They also have ongoing professional learning in Zones of Regulation and The Restorative Practices Playbook to improve classroom behavior. The MTSS leadership team has developed a school handbook that clearly outlines intervention protocols and the systemic problem solving process for students who need additional tier 2 and tier 3 support for academic growth. Our school strives for every child to be a successful independent reader. The school uses the EnVisions math curriculum as our core math program. These programs have lessons and a framework that aligns with the common core math standards. Our school has an intentional focus on data driven instruction to promote a culture of learning and celebrate student achievement.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

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Additional Information

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

In addition to providing high quality instruction for all children at Breckinridge, we are continuing to prepare our students for college or future careers. Included in this plan are community, college, and faith based partnerships. Students from Breckinridge have the opportunity to work with mentors from colleges and the business community to enhance their core curriculum with real world experiences. Our school partners provide mentors who volunteer weekly with students. These mentors serve as both academic and life coaches. These relationships form bonds that provide security and support to our students. These partnerships through the year provide additional support for our teachers as they volunteer and also provide random acts of kindness to show our teachers how much they are valued. At Breckinridge, we focus not just on the core subjects, but emphasize the development of the whole child. All children receive a social emotional curriculum to promote alternative thinking solutions. All students also receive foreign language instruction and the arts as part of their balanced education. Teachers meet weekly in professional learning communities to collaboratively plan research based instructional strategies and design units of instruction aligned with the common core standards. In addition, teachers meet to review formative, summative, and benchmark assessments. This data is essential when targeting areas of student needs to allow strategic planning to deliver tier 2 and tier 3 instruction for maximum student growth.

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2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Breckinridge has adopted the Data Wise Project from the Harvard Graduate School as our method of collecting, reviewing, analyzing, and implementing data to make instructional decisions. The process has 8 continuous components for improvement: 1.) Organize for Collaborative Work 2.) Build Assessment Literacy 3.) Create Data Overview 4.) Dig into Student Data 5.) Examine Instruction 6.) Develop Action Plan 7.) Plan to assess progress 8.) Act and Assess. In addition to the Data Wise process our school analyzes data through Professional Learning Communities. Teachers meet weekly to analyze data during the course of teaching a unit of instruction, as well as at the end of each Unit to make instructional decisions by identifying learner center problems and next steps (problem of practice). Administrators meet weekly with teams to make data driven decisions based around our school mission and vision. All meetings are documented on a PLC reflection document, as well as in rolling agendas.

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When looking at state assessment data, the administration team, including the Principal, PGES Coach, Curriculum Coach, and Guidance Specialist look at data and graph the findings to then share with grade level teams. During team meetings the admin team and the teachers dive deep into the data and discuss what we see and have lengthy conversations on what we can do to improve the data. The data is also shared with the SBDM council. This year we have already had extensive conversations with our ACC on ways to target the subgroup - Disabilities with IEP's since that is the area with the biggest gap.

Review of Previous Plan

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

All of the goals and objectives in the previous plan were geared around increasing the percentage of proficient and distinguished students and decreasing the percentage of novice students. Breckinridge met all goals in last years plan and met all but one of the objectives. The plan was successful. Breckinridge increased proficiency in reading, math, science, and writing. We increased the percentage of English Language Learners in reading also. We decreased the percentage of males scoring novice in reading. The objectives in last years plan need to be continued because the data shows they worked, however, we will need to add more objectives in this years plan to specifically target certain areas. We need to add objectives around the subgroup - disabilities with IEP's because that area is our biggest gap and we were identified as a TSI school for that subgroup.

Trends

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

Example of Trends
• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

    • Females are outperforming males in all areas tested. The percentage of P/D for females in reading is 54% compared to 32% for males, in math 44% P/D for females and 35% P/D for males, in science 29% P/D for females and 9% P/D for males, in social studies 33% P/D for females and 24% P/D for males, and in writing 67% P/D for females and 52% P/D for males.

    • Math - From 2018-19 to 2021-22, Breckinridge saw a 20.6% decrease in P/D scores for math, but from 2020-21 we saw a 9.8% increase in P/D scores for math. Overall, a 10.8% decrease in P/D scores in math from 2018-19 to 2021-22.

    • Math - From 2020-21 to 2021-22, Breckinridge saw an 11.6% increase in novice scores in math among males.

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- Math - From 2018-19 to 2021-22, Breckinridge saw a 17% increase in novice scores in math among African Americans.
- Social Studies - From 2018-19 to 2021-22, Breckinridge saw a 23.2% decrease in P/D scores in social studies.
- Social Studies - From 2018-19 to 2021-22, Breckinridge saw a 25.9% decrease in P/D scores in social studies among African Americans.
- Reading - From 2018-19 to 2020-21, Breckinridge saw a 2.8% decrease in P/D scores for reading, but from 2020-21 to 2021-22 we saw a 4.9% increase in P/D scores for reading. Overall, a 2.1% increase in P/D scores in reading from 2018-19 to 2021-22.
- Reading - From 2018-19 to 2020-21, Breckinridge saw a 4% decease in P/D scores in reading among African Americans.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

- On the 2021-22 KSA, Breckinridge had an overall score of 58.8.
- On the 2021-22 KSA, Breckinridge reading, math, science, social studies, writing, and climate & safety data were all of medium level (yellow) and our ELP was very high (blue). However, we have a federal label of TSI for Disability.
- On the 2021-22 KSA, Breckinridge had 42% of students score P/D in reading, 39% of students score P/D in math, 20% of students score P/D in science, 28% of students score P/D in social studies, and 59% of students score P/D in writing.
- On the 2021-22 KSA, Breckinridge had 64% of students in the disability with IEP subgroup score novice in reading and 73% of students in the disability with IEP subgroup score novice in math.

Priorities/Concerns

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

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

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

- 64% of students in the disability with IEP subgroup scored novice in reading on the KSA.
- 73% of students in the disability with IEP subgroup scored novice in math on the KSA.
- KSA data shows that males are underperforming females in all subject areas tested. The percentage of P/D for females in reading is 54% compared to 32% for males, in math 44% P/D for females and 35% P/D for males, in science 29% P/D for females and 9% P/D for males, in social studies 33% P/D for females and 24% P/D for males, and in writing 67% P/D for females and 52% P/D for males.
- KSA data shows there is an achievement gap with African Americans. 17% increase in novice and 7.7% decrease in P/D in math among African Americans. 18% increase in novice and 25.9% decrease in P/D in social studies among African Americans. 4% decease in P/D in reading among African Americans.
- 28% of students scored P/D in social studies on KSA.
- 20% of students scored P/D in science on KSA.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- Females reading achievement has increased from 43.9% P/D to its current rate of 54%. The systems we implemented for females can be implemented for males. We need to make sure we are choosing books of interest to males.
- Reading achievement had a slight increase from 39.9% P/D to its current rate of 42%. The systems of support we implemented for reading need to continue, but we need to add additional systems to increase P/D even more and we

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need to adapt these systems to address our lower performance areas, such as science and social studies.

- ELP data was very high (blue). The systems of support we implement for EL learners needs to be implemented for all populations and subgroups. We especially need to implement some of the systems for our African Americans, males, and our targeted area of disability with IEP. We need to make sure we are making all students listen, speak, read, and write in all subject areas.

- Writing achievement has increased from 37.5% P/D to its current rate of 59%. We need to make sure we keep these strategies and skills in place and extend further what we did last year.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

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

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

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

Through the implementation of the Data Wise process and Professional Learning Community processes, we will focus our resources and efforts on assessment literacy and reviewing, analyzing, and applying data results in effort to reduce novice and increase overall proficiency for everyone, especially for our targeted area of disability with IEP. We will be implementing a variety of professional development opportunities and social/emotional learning opportunities (Bloomsights and DESSA), common curriculum (Magnetic Reading, Ready Common Core for reading, F & P Reading Curriculum, F & P Phonics and Word Study, foundational skills,

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Envisions math, math fluency block, 4 Square Writing, and Guided/Small group reading), and improving school culture (Removing Labels and Cultural Competence book studies) to enhance our instruction and meet the needs of all students at Breckinridge. By implementing these core processes, we will be working on monitoring assessment data to ensure congruency to the standards/targets, deconstruct standards and ensure our success criteria aligns with the standards, utilize formative and summative assessment data to make instructional decisions, weekly PLCs to collect and analyze data to drive instruction, monitor and evaluate assessment results to determine student grouping and tiered instruction, as well as monitoring and tracking standards mastery. We will look closely at IEP's and make sure we are meeting the needs of these students through all the things listed above and the action plan we have already devised.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
22-23 School Key Elements Template		.

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2022-23 Phase Two: School Assurances

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2022-23 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

2. 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

COMMENTS

Title I Programs

3. 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**

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○ No

○ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**

○ No

○ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**

○ No

○ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**

○ No

○ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

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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
COMMENTS

8. 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
COMMENTS

9. 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
COMMENTS

10. The school provides materials and training to help parents to work with their

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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

COMMENTS

11. 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

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- **Yes**
- No
- N/A

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- **Yes**
- No
- N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

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○ N/A
COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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
COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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
COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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 CFR 200.26 (Code of Federal Regulations).

● **Yes**
○ No
○ N/A
COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

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pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Targeted Assistance School Programs
23. 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**

COMMENTS

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24. 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**

   COMMENTS

25. 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**

   COMMENTS

26. 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**

   COMMENTS

27. 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**

   COMMENTS

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28. 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**

  COMMENTS

29. 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**

  COMMENTS

30. 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**

  COMMENTS

Schools Identified for Targeted Support and Improvement

31. 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

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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

COMMENTS

32. 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

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

Breckinridge Elementary Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)
State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)
State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in Reading

- By 2025, Breckinridge Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 42%.

State Assessment Results in Math

- By 2025, Breckinridge Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 39%.

State Assessment Results in Science

- By 2025, Breckinridge Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 20%.

State Assessment Results in Social Studies

- By 2025, Breckinridge Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 28%.

State Assessment Results in Combined Writing

- By 2025, Breckinridge Elementary will increase Combined Writing proficient and distinguished level to 66% as measured by KSA. Current level is 59%.

Achievement Gap

- By 2025, Breckinridge Elementary will decrease Novice in Reading and Math to <15%; Science to <21%; Social Studies to <23%; Combined Writing to <10% as measured by KSA.

- By 2025, Breckinridge Elementary will decrease Novice in Reading and Math for males to <15%. Current level in Reading is 42%. Current level in Math is 40%.

- TSI - By 2025, Breckinridge Elementary will decrease Novice in Reading for students with disabilities to <15%. Current level is 64%.

- TSI - By 2025, Breckinridge Elementary will decrease Novice in Math for students with disabilities to <15%. Current level is 73%.

English Learner Progress

- By 2025, Breckinridge Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, Breckinridge Elementary will increase the quality of school climate and safety index to 82.6% as measured by KSA. Current level is 75.6%.

Graduation Rate

- N/A

Post-Secondary Readiness

- N/A

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Breckinridge Elementary will increase P/D in Reading to 48%. By 2023, Breckinridge Elementary will increase P/D in Math to 44%.	By 2024, Breckinridge Elementary will increase P/D in Reading to 54%. By 2024, Breckinridge Elementary will increase P/D in Math to 50%.	By 2025, Breckinridge Elementary will increase P/D in Reading to 61%. By 2025, Breckinridge Elementary will increase P/D in Math to 56%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Breckinridge Elementary will increase P/D in Science to 28%. By 2023, Breckinridge Elementary will increase P/D in Social Studies to 39%. By 2023, Breckinridge Elementary will increase P/D in Combined Writing to 61%.	By 2024, Breckinridge Elementary will increase P/D in Science to 37%. By 2024, Breckinridge Elementary will increase P/D in Social Studies to 50%. By 2024, Breckinridge Elementary will increase P/D in Combined Writing to 63%.	By 2025,Breckinridge Elementary will increase P/D in Science to 46%. By 2025, Breckinridge Elementary will increase P/D in Social Studies to 61%. By 2025, Breckinridge Elementary will increase P/D in Combined Writing to 66%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Breckinridge Elementary will decrease novice in Reading to 26%. By 2023, Breckinridge Elementary will decrease novice in Math to 27%. By 2023, Breckinridge Elementary will decrease novice in Science to 12%. By 2023, Breckinridge Elementary will decrease novice in Social Studies to 32%. By 2023, Breckinridge Elementary will	By 2024, Breckinridge Elementary will decrease novice in Reading to 20%. By 2024, Breckinridge Elementary will decrease novice in Math to 21%. By 2024, Breckinridge Elementary will decrease novice in Science to 11%. By 2024, Breckinridge Elementary will decrease novice in Social Studies to 27%. By 2024, Breckinridge Elementary will decrease	By 2025, Breckinridge Elementary will decrease novice in Reading to 14%. By 2025, Breckinridge Elementary will decrease novice in Math to 14%. By 2025, Breckinridge Elementary will decrease novice in Science to 10%. By 2025, Breckinridge Elementary will decrease novice in Social Studies to 22%. By 2025, Breckinridge Elementary will decrease

decrease novice in Combined Writing to 17%.	novice in Combined Writing to 13%.	novice in Combined Writing to 9%.
By 2023, Breckinridge Elementary will decrease novice in Reading for males to 33%.	By 2023, Breckinridge Elementary will decrease novice in Reading for males to 24%.	By 2023, Breckinridge Elementary will decrease novice in Reading for males to 14%.
By 2023, Breckinridge Elementary will decrease novice in Math for males to 32%.	By 2023, Breckinridge Elementary will decrease novice in Math for males to 235.	By 2023, Breckinridge Elementary will decrease novice in Math for males to 14%.

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

TSI Subgroup Objectives (Students with Disabilities: IEP)		
Year 1	Year 2	Year 3
By 2023, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Reading to 48%. By 2023, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Math to 54%.	By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Reading to 31%. By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Math to 34%.	By 2025, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Reading to <15%. By 2025, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Math to <15%.

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

📄 Breckinridge Elementary Special Considerations for TSI Schools

Year 1 Focus Areas

PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5, 6	PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process.	PLC Training Certificate	ESSER
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	A PLC schedule will be created that will include special education, English language teachers, and intervention teachers.	PLC Schedules	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2, 3, 4	The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC Data Unit & Weekly Assessments iReady and MAP Data BTM Lessons/Guided Reading/Running Records	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Each grade level team and special area teams will complete the PLC self-assessment and mid-year assessment to determine priority areas for improvement.	PLC Self-Assessment PLC Mid year Assessment	N/A

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	The Instructional Transformation Leaders (ITL), Curriculum Coach, and PGES will attend monthly district meetings and receive training in the district framework and resources of PLCs.	Professional Learning Artifacts	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Implement a Math Coalition, including one member from each grade level, special education, EL, and intervention to focus on math standards and vertical alignment of standards.	PLC Document Agenda/Meeting Minutes KY Math standards	N/A

Progress Monitoring

January, 2023:
March, 2023:
June, 2023:

Assessment: Breckinridge Elementary will develop a balanced assessment system.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 3, 4, 5	Teachers will analyze assessment data to make informed decisions on classroom instruction. This will include decisions for the whole class, small group, and individual reteaches. Teachers will pay close attention to the data of males and students with disabilities to make sure they are progressing as they should be and noting what changes they need to make to their instruction to help advance these two particular areas.	Unit assessments Weekly assessments Running Records iReady and MAP data PLC data	N/A
Reading, Math, Students with disabilities: IEP, Achievement Gap	KCWP 2, 3, 4, 5	Special Education teachers and Intervention teachers will use iReady Reading and Math assessment data to inform instructional decisions for students in SPED or MTSS.	iReady Reading and Math data IReady Progress	ESSER

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
		They will also analyze weekly progress monitoring data to see what changes need to be made, if any, to their daily instruction for each individual child. They will pay close attention to data of the male population. They will adjust their instruction accordingly.	Monitoring (Reading)

FAST Progress Monitoring (Math) | |
| Reading, Math, English Learner Progress, Students with disabilities: IEP, Achievement Gap | KCWP 3 | District common assessments will be administered to grades 3, 4, and 5 in Reading and Math. | District Common Unit Assessments | N/A |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap | KCWP 4, 5 | All teachers will do three explicit data reviews throughout the school year. One at the beginning of the year, mid-year, and then around Spring Break. They will utilize the Data Wise Cycle for this review. They will come up with their Focus Area, Priority Question, Learner-Centered Problem, Problem of Practice, Action Plan, and a Plan to Assess Progress. This process will help make informed decisions on classroom and small group instruction. | Weekly and Unit Assessments

iReady Reading and Math data

Running Records

Foundational Skills | N/A |
| **Progress Monitoring** | | | | |
| January, 2023:
March, 2023:
June, 2023: | | | | |

Accelerated Learning: Breckinridge Elementary will develop and implement standards-based instruction to accelerate learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress,	KCWP 5	The administration team will implement a coaching cycle for teachers. They will work with teachers to offer support, training, coaching, co teaching, feedback, etc. They will use the Get Better Faster Scope and	Get Better Faster Book

Coaching Tracker | N/A |

Students with disabilities: IEP, Achievement Gap		Sequence to anchor this work.	Coaching Notebook	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Focus on standard-based instruction using Teacher Clarity Playbook and Success Criteria Playbook.	Teacher Clarity Playbook Success Criteria Playbook	Title I
Student with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5	Request District Audit - During this time we will be working on understanding and writing IEPs with a focus on adding in more opportunities for co teaching. The district will be coming out for Release Days with the SPED team. Our SPED team and support staff will begin building relationships and providing accommodations on all assessments with the students they will provide accommodations for on KSA. Implement the PASS program for SPED students. The SPED teachers will join the general education release time for standards deconstruction, curriculum alignment, and modifications. SPED team will meet weekly in PLC Data Meetings with their grade levels. Progress Monitoring will be implemented based on i-Ready and SPED Goals. Teachers	Agenda/Meeting Minutes with District Staff Sample IEPs Co Teaching Professional Learning Accomodation Schedule PASS Professional Learning PLC Data Progress Monitoring - iReady Reading and FAST Math Data Trackers	District SPED funds Title I Professional Learning Funds

		will use this data to inform instructional decisions. Data trackers will be completed with KSA data, iReady data, as well as unit and topic assessments for Magnetic Reading and EnVisions. This will help SPED teachers know how their students are doing, not only on IEP goals, but on grade level standards.		
Achievement Gap	KCWP 2, 5	Intentional relationship building and planning for the students in the achievement gap. Plan lessons using books of interest or relatable content and start data driven, friendly competitions. Focusing on the achievement gap population and their interests will help reduce novice.	Interest Inventory	Title I or General Funds
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap	KCWP 1	Grade level classroom teachers will collaborate to refine the planning process for all subjects to ensure they are teaching grade level content, teaching grade level standards, and using appropriate learning targets and success criteria.	PLC Document KY State Standards	N/A
Progress Monitoring				
January, 2023: March, 2023: June, 2023:				

Culture/Climate: Breckinridge Elementary will provide support to meet students' academic and social-emotional needs.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP,	KCWP 1, 5	Teachers will be given the opportunity to attend professional learning throughout the school year and in the summer that supports the needs of their students and/or themselves. There will be structures in place through the district that will allow for collaboration across the district. Examples of	Professional Learning Certificate Professional Development Plan District Professional	

Achievement Gap		PD could be, but not limited to: Diversity, Equity and Inclusion, Engagement Strategies, SEL, etc.	Learning Catalog MTSS Meeting Agenda/Minutes	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 6	Provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom.	SEL program Bloomsights DESSA MTSS Meeting Agenda/Minutes	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	The administration team will provide teachers professional learning experiences on effective implementation of culturally responsive teaching and learning strategies throughout the school year. Slides on culturally responsive teaching and learning will be discussed during team meetings and staff meetings.	Team meeting/staff meeting attendance Slides from meeting powerpoint	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	The administration team will provide teachers with professional learning experiences on effective implementation of how to have better conversations. Slides and handouts will be discussed during team meetings and staff meetings.	Team meeting/staff meeting attendance Slides from meeting powerpoints Handouts	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap		Teachers are provided the opportunity to complete a needs assessment each month. This gives administration ideas of things teachers need for their students to be successful and make sure there are no barriers to learning.	Needs Assessment Document	Title I
Progress Monitoring				
January, 2023: March, 2023:				

June, 2023:

Year 2 Focus Areas

PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5, 6	Continuation from year 1 - PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process. (This will keep occurring until most of the teachers have been to PLC conference)	PLC Training Certificate	Title I
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Continue to create a PLC schedule that will include special education, English language teachers, and intervention teachers.	PLC Schedules	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2, 3, 4	The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC Data Unit & Weekly Assessments iReady and MAP Data BTM Lessons/Guided Reading/Running Records	N/A
Reading, Math, Science, Social Studies, Combined	KCWP 1	Continuation from year 1 - the Math Coalition, including one member from each grade level, special education, EL, and	Agenda/Meeting Minutes	N/A

		intervention will focus on math standards and vertical alignment of standards. Team will analyze math results using unit assessments, iReady Math, MAP Math, Fact Fluency, and Kentucky Summative Assessment (KSA) to see what standards they need to focus on.	KY Math Standards Math Data - unit assessments, iReady, MAP, fact fluency, and KSA	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Implement a Literacy Coalition, including one member from each grade level, special education, EL, and intervention to focus on ELA standards and vertical alignment of standards.	Agenda/Meeting Minutes KY ELA Standards	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 4, 5	The administration team will work with teachers in PLCs to focus attention on data from identified subgroups and plan instruction and reteaches accordingly.	PLC Data Unit Assessments	N/A
Progress Monitoring				
January, 2024: March, 2024: June, 2024:				

Assessment: Breckinridge Elementary will develop a balanced assessment system.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3, 4, 5	Teachers will analyze assessment data to make informed decisions on classroom instruction. This will include decisions for the whole class, small group, and individual reteaches. Teachers will pay close attention to the data of males and students with disabilities to make sure they are progressing as they should be and noting what changes	Unit assessments Weekly assessments Running Records iReady and MAP data PLC data	N/A

		they need to make to their instruction to help advance these two particular areas.		
Reading, Math, Students with Disabilities:IEP, Achievement Gap	KCWP 2, 3, 4, 5	Special Education teachers and Intervention teachers will use iReady Reading and Math assessment data to inform instructional decisions for students in SPED or MTSS. They will also analyze weekly progress monitoring data to see what changes need to be made, if any, to their daily instruction for each individual child. They will pay close attention to the data of the male population. They will adjust their instruction accordingly.	iReady Reading and Math data IReady Progress Monitoring (Reading) FAST Progress Monitoring (Math)	Title I
Reading, Math, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3	Continue to administer the District Common Assessments for Reading and Math for grades 3, 4, and 5. District Common Assessments will be administered for Science (grade 4) and Social Studies (grade 5).	District Common Unit Assessments	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 4, 5	All teachers will do three explicit data reviews throughout the school year. One at the beginning of the year, mid-year, and then around Spring Break. They will utilize the Data Wise Cycle for this review. They will come up with their Focus Area, Priority Question, Learner-Centered Problem, Problem of Practice, Action Plan, and a Plan to Assess Progress. This process will help make informed decisions on classroom and small group instruction.	Weekly and Unit Assessments iReady Reading and Math data Running Records Foundational Skills	N/A
Progress Monitoring				
January, 2024: March, 2024: June, 2024:				

Accelerated Learning: Breckinridge Elementary will provide support to meet students' academic and social-emotional needs.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 4, 5	Use data to develop a coaching schedule for teachers. Administration and coaches will work with teachers to offer support, training, coaching, co teaching, feedback, etc. They will use the Get Better Faster Scope and Sequence to anchor this work.	Get Better Faster Book Coaching Tracker Coaching Notebook Subgroup Data Progress Monitoring Data Unit Assessment Data	N/A
Students with disabilities: IEP, Achievement Gap	KCWP 5	Collaborate and use achievement gap data and aligned curriculum to differentiate supports and instruction to improve student learning.	PLC Documents Data Snapshots Support Team Meeting Agenda/Minutes	Title I Special Education
Student with Disabilities: IEP	KSWp 1, 2, 3, 4, 5	Continue to work with District SPED members on understanding and writing IEPs with a focus on adding in more opportunities for co teaching (Especially for new SPED teachers). Utilize release days for this work. Assessment accommodations schedule will be implemented throughout the year. This will provide the opportunity for the accommodator and the student to build a relationship and the child to feel at ease during testing sessions. Continue implementation of the PASS program for SPED students. The SPED teachers will continue to join the general education release time for standards deconstruction, curriculum alignment, and modifications.	Agenda/Meeting Minutes with District Staff Sample IEPs Co Teaching Professional Learning Accomodation Schedule PASS Professional Learning PLC Data Progress Monitoring - iReady Reading and FAST Math Data Trackers	District SPED funds Title I Professional Learning Funds

		SPED team will continue to meet weekly in PLC Data Meetings with their grade levels. Progress Monitoring will continue to be implemented based on i-Ready and SPED Goals. Teachers will use this data to inform instructional decisions. Data trackers will be completed with KSA data, iReady data, as well as unit and topic assessments for Magnetic Reading and EnVisions. This will help SPED teachers know how their students are doing, not only on IEP goals, but on grade level standards.		
Achievement Gap	KCWP 2, 5	Continue intentional relationship building and planning for the students in the achievement gap. Plan lessons using books of interest or relatable content and start data driven, friendly competitions. Provide more hands-on learning opportunities and start intentional groups to focus on fun, friendly activities that spark their interest and tie academics to the activities. Focusing on the achievement gap population and their interests will help reduce novice.	Interest Inventory Lesson Plans PLC Data	N/A

Progress Monitoring

January, 2024:
March, 2024:
June, 2024:

Culture/Climate: Breckinridge Elementary will provide support to meet students' academic and social-emotional needs.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social	KSWP 2	The administration team will continue to provide teachers professional learning	Team meeting/staff meeting attendance	N/A

Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap		experiences on effective implementation of culturally responsive teaching and learning strategies throughout the school year. Slides on culturally responsive teaching and learning will be discussed during team meetings and staff meetings.	Slides from meeting powerpoint	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 5	Teachers will continue to be given the opportunity to attend professional learning throughout the school year and in the summer that supports the needs of their students and/or themselves. There will be structures in place through the district that will allow for collaboration across the district. Examples of PD could be, but not limited to: Diversity, Equity and Inclusion, Engagement Strategies, SEL, etc.	Professional Learning Certificate Professional Development Plan District Professional Learning Catalog MTSS Meeting Agenda/Minutes	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 6	Continue to provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom.	SEL program Bloomsights DESSA MTSS Meeting Agenda/Minutes	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	Provide opportunities for students and their families to attend and engage in cultural and multilingual family literacy nights.	School Survey Attendance Sign-in sheets	N/A
Progress Monitoring				

January, 2024:
March, 2024:
June, 2024:

Year 3 Focus Areas

PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5, 6	Continuation from year 1 & 2 - PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process. (This will keep occurring until most of the teachers have been to PLC conference)	PLC Training Certificate	Title I
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 2, 3, 4	The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC Data Unit & Weekly Assessments iReady and MAP Data BTM Lessons/Guided Reading/Running Records	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress,	KCWP 1	Continuation from year 1 & 2 - The Math Coalition, including one member from each grade level, special education, EL, and intervention will focus on math standards and vertical alignment of standards. Team will	Agenda/Meeting Minutes KY Math Standards	N/A

Students with Disabilities: IEP, Achievement Gap		continue to analyze math results using unit assessments, iReady Math, MAP Math, Fact Fluency, and Kentucky Summative Assessment (KSA) to see what standards they need to focus on.	Math Data - unit assessments, iReady, MAP, fact fluency, and KSA	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Continuation from year 2 - The Literacy Coalition, including one member from each grade level, special education, EL, and intervention will focus on ELA standards and vertical alignment of standards. Team will continue to analyze reading/writing results using unit assessments, iReady Reading, MAP Reading, Running Records, Literacy Profile Card, Writing samples, and Kentucky Summative Assessment (KSA) to see what standards they need to focus on.	Agenda/Meeting Minutes KY ELA Standards Literacy Data - unit assessments, iReady, Math, running records, Literacy Profile card, writing samples, and KSA	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 4, 5	The administration team will continue to work with teachers in PLCs to focus attention on data from identified subgroups and plan instruction and reteaches accordingly.	PLC Data Unit Assessments	N/A
Progress Monitoring				
January, 2025: March, 2025: June, 2025:				

Assessment: Breckinridge Elementary will develop a balanced assessment system.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with	KCWP 3, 4, 5	Teachers will analyze assessment data to make informed decisions on classroom instruction. This will include decisions for the whole class, small group, and individual reteaches. Teachers will continue to pay close attention to the data of males and students	Unit assessments Weekly assessments Running Records iReady and MAP data	N/A

Disabilities: IEP, Achievement Gap		with disabilities to make sure they are progressing as they should be and noting what changes they need to make to their instruction to help advance these two particular areas.	PLC data	
Reading, Math, Students with Disabilities:IEP, Achievement Gap	KCWP 2, 3, 4, 5	Special Education teachers and Intervention teachers will use iReady Reading and Math assessment data to inform instructional decisions for students in SPED or MTSS. They will also analyze weekly progress monitoring data to see what changes need to be made, if any, to their daily instruction for each individual child. They will pay close attention to data of males. They will adjust their instruction accordingly.	iReady Reading and Math data IReady Progress Monitoring (Reading) FAST Progress Monitoring (Math)	Title I
Reading, Math, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3	Continue to administer the District Common Assessments for Reading and Math (grades 3, 4, & 5), Science (grade 4), and Social Studies (grade 5).	District Common Unit Assessments	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 4, 5	All teachers will do three explicit data reviews throughout the school year. One at the beginning of the year, mid-year, and then around Spring Break. They will utilize the Data Wise Cycle for this review. They will come up with their Focus Area, Priority Question, Learner-Centered Problem, Problem of Practice, Action Plan, and a Plan to Assess Progress. This process will help make informed decisions on classroom and small group instruction.	Weekly and Unit Assessments iReady Reading and Math data Running Records Foundational Skills	N/A
Progress Monitoring				
January, 2025: March, 2025: June, 2025:				

Accelerated Learning: Breckinridge Elementary will provide support to meet students' academic and social-emotional

needs.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 4, 5	Continue to use data to develop a coaching schedule for teachers. Administration and coaches will work with teachers to offer support, training, coaching, co teaching, feedback, etc. They will use the Get Better Faster Scope and Sequence to anchor this work.	Get Better Faster Book Coaching Tracker Coaching Notebook Subgroup Data Progress Monitoring Data Unit Assessment Data	N/A
Students with disabilities: IEP, Achievement Gap	KCWP 5	Continue to use achievement gap data and aligned curriculum to differentiate supports and instruction to improve student learning. Monitor student progress for all tiers of instruction.	PLC Documents Data Snapshots Support Team Meeting Agenda/Minutes	Title I Special Education
Student with Disabilities: IEP	KSWP 1, 2, 3, 4, 5	Continue to work with District SPED members on understanding and writing IEPs with a focus on adding in more opportunities for co teaching (Especially for new SPED teachers). Utilize release days for this work. Assessment accommodations schedule will be implemented throughout the year. This will provide the opportunity for the accommodator and the student to build a relationship and the child to feel at ease during testing sessions. Continue implementation of the PASS program for SPED students. The SPED teachers will continue to join the general education release time for standards	Agenda/Meeting Minutes with District Staff Sample IEP's Co Teaching Professional Learning Accomodation Schedule PASS Professional Learning PLC Data Progress Monitoring - iReady Reading and FAST Math Data Trackers	District SPED funds Title I Professional Learning Funds

| | | deconstruction, curriculum alignment, and modifications.

SPED team will continue to meet weekly in PLC Data Meetings with their grade levels.

Progress Monitoring will continue to be implemented based on i-Ready and SPED Goals. Teachers will use this data to inform instructional decisions.

Data trackers will be completed with KSA data, iReady data, as well as unit and topic assessments for Magnetic Reading and EnVisions. This will help SPED teachers know how their students are doing, not only on IEP goals, but on grade level standards. | | |
|---|---|---|---|---|

Progress Monitoring

January, 2025:
March, 2025:
June, 2025

Culture/Climate: Breckinridge Elementary will provide support to meet students' academic and social-emotional needs.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Quality of School Climate and Safety	KCWP 5, 6	Analyze data from Quality of School Climate and Safety Survey and other surveys about student's feelings and sense of belonging. Use the data to provide appropriate services to students.	Surveys	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with	KCWP 1, 5	Teachers will continue to be given the opportunity to attend professional learning throughout the school year and in the summer that supports the needs of their students and/or themselves. There will be structures in place through the district that will	Professional Learning Certificate

Professional Development Plan | N/A |

disabilities: IEP, Achievement Gap		allow for collaboration across the district. Examples of PD could be, but not limited to: Diversity, Equity and Inclusion, Engagement Strategies, SEL, etc.	District Professional Learning Catalog MTSS Meeting Agenda/Minutes	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 6	Continue to provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom.	SEL program Bloomsights DESSA MTSS Meeting Agenda/Minutes	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	Continue to provide opportunities for students and their families to attend and engage in cultural and multilingual family literacy nights.	School Survey Attendance Sign-in sheets	N/A
Progress Monitoring January, 2025: March, 2025: June, 2025:				

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Development Plan for Schools for School Year
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2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Madeline M Breckinridge Elem School
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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 <u>KRS 158.6451</u> and the local needs assessment. The basis of the professional development plan aligns to <u>704 KAR 3:035,</u> 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 <u>KRS 158.6451</u> and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

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

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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

    1. What is the school's mission?

Breckinridge exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society.

    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.

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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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

> Focus Area 1: PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.
>
> Focus Area 2: Assessment: Breckinridge Elementary will develop a balanced assessment system.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

> The identified top two focus areas are two of the same focus areas of the Fayette County Public Schools CDIP. They are both centered around increasing proficiency/ distinguished and decreasing novice.

4a. For the first focus area, 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.

> Short-Term Changes:

- Teachers and administrators attend the Professional Learning Communities at Work professional dev
- Teachers and administrators will develop an understanding of the PLC process and are able to impler
- Teachers and administrators will develop an understanding of the Four Critical PLC questions.
- Teachers and administrators will develop an understanding of the Three PLC Big Ideas.
- Teachers and administrators will implement a Math Coalition to focus on math standards and vertical

> Long-Term Changes:

- Teachers and administrators continue to attend the Professional Learning Communities at Work profe
- Teachers and administrators will consistently apply their knowledge and skills of the PLC process and
- Teachers and administrators will consistently use the Four Critical PLC questions to guide the PLC.
- Teachers and administrators believe in the collaborative process to ensure all students learn at high l
- Teachers and administrators will continue to implement a Math Coalition to focus on math standards a

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4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Student Outcomes:

- By 2024, Breckinridge Elementary will increase P/D in Reading to 54%.

- By 2024, Breckinridge Elementary will increase P/D in Math to 50%.

- By 2024, Breckinridge Elementary will increase P/D in Science to 37%.

- By 2024, Breckinridge Elementary will increase P/D in Social Studies to 50%.

- By 2024, Breckinridge Elementary will increase P/D in Combined Writing to 63%.

- By 2024, Breckinridge Elementary will decrease novice in Reading to 20%.

- By 2024, Breckinridge Elementary will decrease novice in Math to 21%.

- By 2024, Breckinridge Elementary will decrease novice in Science to 11%.

- By 2024, Breckinridge Elementary will decrease novice in Social Studies to 27%.

- By 2024, Breckinridge Elementary will decrease novice in Combined Writing to 13%.

- By 2024, Breckinridge Elementary will decrease novice in Reading for males to 24%.

- By 2024, Breckinridge Elementary will decrease novice in Math for males to 23%.

- By 2024, Breckinridge Elementary will grow 100% of EL students by at least .5 in their composite sco

- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) sco

- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) sco

Educator Beliefs:

- Educators believe they must work collaboratively for the success of each student.

- Educators believe that all students can learn at high levels.

- Educators believe that every child is awarded access and opportunity.

- Educators in a PLC believe in focusing on data and letting the data drive instruction.

Educator Practices:

- All certified teachers are part of a PLC.

- PLCs meet weekly. All members of the PLC follow the meeting agenda template and provide the age

- All members of a PLC work together to establish norms, review the norms at the beginning of every r

- PLCs will provide access to all documents in the PLC Shared Drive.

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- PLC members create short and long term goals and action plans based on students' needs.

- PLCs focus their work around the Three PLC Big Ideas and the Four PLC questions.

- PLCs will use a self-assessment and a mid-year assessment to evaluate their effectiveness.

- PLCs focus on students' and improving the learning for all students.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
  i. PLC training will be provided to staff members

  ii. Administrators, staff members

  iii. Yearly

  i. PLC schedule and rolling agenda (access to all documents in a Shared Drive)

  ii. Teachers, administrators

  iii. Each meeting

  i. PLC template with data analysis (access to all documents in a Shared Drive)

  ii. Teachers, Administrators

  iii. Each meeting

  i. PLC's will produce evidence of planning high yield instructional strategies within lessons

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ii. Teachers, Administrators

iii. Each meeting

i. Each grade level team and special area team will complete the PLC self-assessment and mid-year as

ii. Teachers, Administrators

iii. Twice yearly

i. Implement a Math Coalition

ii. Each member of Math Coalition

iii. Each meeting

i. Focus attention on identified subgroups data and plan for instruction

ii. Administrators, teachers

iii. Weekly

4d. 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. **Please describe in detail.**

- The PLC teams consistently:

    ◦ Identify outcomes that are essential for students to learn and those that are "good to know" bu

    ◦ Write learning intentions and success criteria in language that everyone understands.

    ◦ Develop unit pacing guides, that includes starting dates, ending dates, weekly assessment da

    ◦ Take assessments together and talk about possible misconceptions.

    ◦ Design exemplar pieces to model the expectations.

    ◦ Analyze data and determine the effectiveness of instruction.

    ◦ Use data to identify professional learning needs.

    ◦ Use data to inform MTSS decisions and practices.

    ◦ Maintain a list of students who are above, on, approaching, and/or far from grade level for eac

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- Design instruction to meet needs of those students that need intervention in an area.

- Develop additional assessments to monitor progress after interventions have been delivered.

- Use evidence based strategies to deliver remedial instruction to struggling students.

- Use instructional strategies to provide extensions for those that are able to go above and bey

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The targeted audience is all teachers and administrators.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Staff: Administrators, teachers

Funding: ESSER, Title I

Technology: PLC Shared Drive

Instructional Resources: PLC Template, FCPS District Framework, BTM Lesson Template, State Standards

Professional Learning Support from Vendors: N/A

Release Time: One half day each month per team

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- Teachers will continue to attend Professional Learning Communities at Work provided by Solution Tre

- Administrators will continue to meet with teachers in PLCs to plan strategically in the selection of high

- Teachers/Administrators will continue to facilitate weekly PLC meetings and continue to complete the

- Each team will continue to complete the PLC self-assessment and mid-year assessment to determine

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- Continue to implement the Math Coalition.

- Start the Literacy Coalition next school year.

5a. For the second focus area, 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.
Short-Term Changes:

- Teachers will develop an understanding of how to use assessment data to make informed decisions o

- Special Education teachers and intervention teachers will develop an understanding of how to use iR

- Teachers will develop an understanding of district common assessments and how they can be used t

- Teachers will develop an understanding of how to incorporate three explicit data reviews throughout t

Long-Term Changes:

- Teachers consistently analyze assessment data to make informed decisions on classroom instruction

- Special Education teachers and intervention teachers consistently use iReady Reading and Math dat

- Teachers consistently use district common assessments to inform their planning and instructional pra

- Teachers will consistently incorporate three explicit data reviews throughout the school year and use

5b. What are the intended results of the professional development as related to the specific objectives in (a)?
Student Outcomes:

- By 2024, Breckinridge Elementary will increase P/D in Reading to 54%.

- By 2024, Breckinridge Elementary will increase P/D in Math to 50%.

- By 2024, Breckinridge Elementary will increase P/D in Science to 37%.

- By 2024, Breckinridge Elementary will increase P/D in Social Studies to 50%.

- By 2024, Breckinridge Elementary will increase P/D in Combined Writing to 63%.

- By 2024, Breckinridge Elementary will decrease novice in Reading to 20%.

- By 2024, Breckinridge Elementary will decrease novice in Math to 21%.

- By 2024, Breckinridge Elementary will decrease novice in Science to 11%.

- By 2024, Breckinridge Elementary will decrease novice in Social Studies to 27%.

- By 2024, Breckinridge Elementary will decrease novice in Combined Writing to 13%.

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- By 2024, Breckinridge Elementary will decrease novice in Reading for males to 24%.

- By 2024, Breckinridge Elementary will decrease novice in Math for males to 23%.

- By 2024, Breckinridge Elementary will grow 100% of EL students by at least .5 in their composite sco

- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) sco

- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) sco

Educator Beliefs:

- Educators believe that all students can learn at high levels.

- Educators believe that every child is awarded access and opportunity.

- Educators believe that analyzing assessment data is crucial in making informed decisions on instruct

- Educators believe that data drives the instruction.

- Educators believe that analyzing student assessment data leads to targeted and responsive instructio

Educator Practices:

- Teachers consistently analyze weekly and unit assessments to make informed decisions on classroo

- Teachers use district common assessments to inform their planning and instructional practices.

- Teachers analyze the data of males and students with disabilities to make informed decisions on their

- Special Education and intervention teachers analyze weekly progress monitoring data to drive their d

- Teachers conduct explicit data reviews three times per year to help them make informed decisions on

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

    i. ELA, Math, Science, Social Studies common assessments

    ii. Teachers, administrators

    iii. Each time given

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   i. Weekly Assessment

  ii. Teachers, Administrators

 iii. Weekly

   i. Unit Assessments

  ii. Teachers, Administrators

 iii. About every five or six weeks

   i. Running Records

  ii. Teachers, Administrators

 iii. Monthly

   i. iReady and MAP Data (Reading and Math)

  ii. Teachers, Administrators

 iii. Three times per year

   i. FAST Progress Monitoring

  ii. Teachers, Administrators

 iii. Every week for some and every other week for some

   i. Data Reviews

  ii. Teachers, Administrators

 iii. Three times per year

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5d. 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. **Please describe in detail.**

- Teachers use formative assessment data and District common assessment data to make informed de

- Teachers use data from formative assessments to determine if instruction is effective and what, if any

- Teachers use formative assessment data to help make informed decisions about students in the MTS

- Standardized assessments are used to determine how students are doing in regards to state standar

- Universal screenings are used to evaluate the effectiveness of the curriculum and the instruction stud

- Universal screenings are used to identify students who are at risk in reading, math, writing, behavior,

- Universal screenings are used to identify students who need additional support or intensive small gro

- Diagnostic assessments are used to identify students' content knowledge and their strengths and/or v

- Diagnostic assessments are used to identify the intervention needed for students to be successful.

- The MTSS framework provides interventions to most students below the 25 percentile on diagnostic a

- FAST progress monitoring is used to assess grade level progress of those students identified for inter

- Bloomsights is taken by students and is used to determine behavior and/or social/emotional intervent

- DESSA is a program completed by teachers about students and their possible needs for intervention

- Explicit data reviews are completed three times per year using the Data Wise Cycle. This process hel

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The targeted audience is all teachers and administrators.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Staff: Teachers, administrators

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-2023 Breckinridge Elementary

Phase Four: Professional Development Plan for Schools for School Year 2023-2024_09182022_18:27 - Generated on 05/09/2023

Madeline M Breckinridge Elem School

Funding: ESSER, District Assessment

Technology: ADAM, Assessment and MTSS Hub, iReady, MAP, FAST, PLC Shared Drive

Instructional Resources: iReady, MAP, FAST, PLC Template

Professional Learning Support from Vendors: N/A

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- Teachers will continue to use formative assessment data and District common assessment data to m
- Teachers will begin to closely look at data from the male population and students with disabilities to tr
- Teachers will continue to use formative assessment data to help make informed decisions in the MTS
- Breckinridge will continue to use standardized assessments to determine how our students are doing
- Universal screenings will continue to be used to evaluate the effectiveness of the curriculum and the
- Diagnostic assessments will continue to be used to identify students' content knowledge and their str
- The MTSS framework will continue to be followed and most of those below the 25 percentile will cont
- FAST progress monitoring will continue to be used to assess grade level progress for those students
- Bloomsights and DESSA will continue to be used to identify students who need intervention in behavi
- Explicit data reviews will continue to occur three times per year using the Data Wise Cycle.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 PDF Breckinridge PL Plan Template 2023-2024		•
📄 PDF Breckinridge School-Based Professional Learning Plan Template 2023-2024		•