ACE 2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09192022_09:20

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Athens-Chilesburg Elementary
Tyson Steelman
930 Jouett Creek Dr
Lexington, Kentucky, 40509
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

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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?

Athens-Chilesburg Elementary is located in the southern end of Lexington, Kentucky in one of the fastest growing suburbs of the city. The school which opened in 2006 and was built for 650 students and currently houses 540 students. New home construction is growing so rapidly that the school district has already built two schools in close proximity to keep the school at a manageable size. Athens-Chilesburg Elementary (nicknamed ACE) has always been a strong school academically and socially. In the past three years, we scored Proficient on state assessment in 2018, that year we awarded a 4 STAR school. 2018 was the last for state accountability. Our academic successes can be attributed to many factors—an experienced staff with little turnover; a great deal of parental involvement; a student population that sees the value in education; a central office that works to help us provide for all students; and the most incredible PTA ever. An example of our wonderful PTA can be seen in our procurement of technology. When the opened in 2006, we were on the cutting edge with new computers being purchased; now we those being outdated we want to maintain that edge in the world of technology, thus purchasing ViewSonics for every classroom. During the past 12 years, ACE's technology has quickly become outdated. With the help of our PTA, we now have chrome books for 1:1 in grades K - 5. The PTA has also purchased many new technology programs that our teachers can use as resources. The PTA has also funded each grade level for relevant learning opportunities outside of the school. ACE is under new leadership for the 2022 - 2023 school year, and with this being the 1st year of the new régime administration is eager to continue the traditions, while implementing proven strategies to move the school even further. During the 2022 - 2023 school year ACE has about 540 students, about 15% of the population qualifies for free/reduced lunch status and ACE has about 20% of students from diverse backgrounds. According to US News and World Report ACE is ranked #2 in FCPS and #19 in the state for achievement.

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.

Fayette County adopted the following mission statement for our entire district. Everything that we do, is supported by the following: The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. To accomplish this, we will provide excellent student opportunities, excellent staff, excellent schools, excellent supports, and excellent relationships. Athens-Chilesburg

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Elementary (ACE) added a few things to this to make it ours: We are a community of excellence where: high achievement is the standard; students are motivated and challenged in a safe, fun environment that nurtures lasting memories; families, staff and students unite to build a community that contributes to a lifetime of learning. At ACE, Eagles SOAR - they demonstrate Safety, On-Task, Act Responsibly, and Respectful. At ACE, we make all decisions collaboratively based on the concept that all decisions should be based on what is in the best interest of the students. Within the school, there are 2 leadership teams who meet regularly to discuss both academic and management issues. These leadership teams are made up of representatives from all grade levels, special areas, special education, other teachers and classified employees. Recommendations from these two committees are either shared directly with all staff or discussed with SBDM and then shared with all staff. Additionally, we have a committee structure that meets regularly. These committees are given charges by SBDM and are to report back at assigned times. One of the best examples of how we live our mission is this: we our offer a GT Program expands students horizons to meet their areas of giftedness. Our EL program supports our English language learners, and our extracurriculars gives students opportunities outside of the classroom.

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.

Achievements: strong academic performance on state exams; strong programs for recognizing Positive Student Behavior; High student and staff attendance; Strong school wide structures— arrival, dismissal, drills, special events; multiple extra-curricular activities; strong interventionists with an emphasis on early intervention; RTA grant to pay for Reading Recovery; a smooth MTSS system; strong staff willing to grow and improve; families who support the mission and vision of our school; a well developed PLC process; a highly functioning GT Program, and a wonderful PTA who work tirelessly on our behalf. One of our biggest achievements is our school wide behavorial PBIS/eOS system. For the 21-22 school our PBIS was named 21-22 Coach of the Year in Fayette County. Our school wide behavioral systems create our positive culture and is a huge benefit to our student and teacher success. Areas for improvement: writing across the curriculum; more instructional time devoted to enrichment; providing more opportunities for science and social studies instruction and time for vertical planning. In the past two years, ACE has focused on the use of manipulatives during math instruction especially in older grades and the use of universal academic language across all curriculum and grade levels. Another area of improvement would be our continuing focus on our EL population.

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.

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Not a CSI/TSI or Title One School

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 2017-2018, our district purchased a new ELA program from McGraw Hill called Wonders. We have seen some great improvement in the area of comprehension but we still need to focus on the writing piece of the program. For 2018-2019, our district has purchased 2 math programs; for K-2, Investigations and for 3-5, Envisions. ACE is now participating in the new science curriculum, Amplify Science, and are working with the newly adopted state Social Studies standards with the SAVVAS Social Studies curriculum. Additionally, our district has developed a walk through instrument to use for formative classroom visits. While just in the beginning stages of use, we look forward to using the data that this program will provide to improve Tier I instruction. In 2022-23 a few of our big focuses is the use of Universal Academic language across all curriculum. We are also making a big push for teaching to be more student led where teachers become the facilitators and students gain more of the ownership in their learning.

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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.

Admin Team, Leadership Team, Team Leaders, Grade Level Teams, Full Staff, PBIS, MTSS, SST along with Literacy, Math and Separate Academic committees meet during multiple different settings to analyze next steps, identify strengths, identify areas for growth, and to develop action plans for next steps to ensure all students are receiving the best Tier I instruction, or the most effective Tier II and Tier III services. Most committees or teams meet weekly, although some (Literacy, Math, MTSS) meet monthly. These meetings are documented through agendas and minutes. These minutes are in the staff google site or on the school website.

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?

The areas of focus from the previous 21-22 school year was to focus on continuing to move students who were in High Achievement/High Growth categories on MAP and continuing to extend those GT students. Students were scoring very high in the percentiles and in distinguished, thus it is hard to move them to a higher status. Two other areas of concerns from the previous plan were students with IEPs and EL students not meeting proficiency. These are still areas of concern and we will be a huge center of focus from the 22-23 school year.

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.

Non-Academic Data Enrollment - enrollment continues to fluctuate from 551 in 21-22 to 536 in 22-23. Attendance - is trending the same from year to year with 21-22 being 96.42% and 22-23 being 96.37&. Our behavior incidents are down from 22 in 20-21 to 13 in 21-22 reported with currently with most events occurring in the classroom between 7 and 5 on Wednesdays and Thursdays. Behavior data is being gathered using the eoS system this year and using our SOAR expectations. Data is seen by parents almost immediately. Academic Data Reading: % of Distinguished students rising from 27.5 to 32.7 to 48.6; % without including Kindergarten. Kindergarten did participate for the first time in the Fall MAP of Novice fluctuating from 6.5 to 8.1 to 9; African American scoring distinguished from 15.9 to 25.64 to 23.8. Math: % of Distinguished students rising from 36.8 to 42..8 to 48.1; Novice fluctuating from 3.7 to 5.3 to 4.5; African American scoring distinguished from 13.6 to 17.9 to 20.5.

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.

Academic MAP Reading Fall 2022 - ALL students High Growth/High Achievement = 25%; African Americans with High Growth/High Achievement 21%; Asian with High Growth/High Achievement = 26%; White students with High Growth/High Achievement = 26%; Two or More Races with High Growth/High Achievement = 21%. Percent of students that met/exceeded the projected growth target in Reading = 47.50%. MAP Math Fall 2019 - ALL students High Growth/High Achievement = 32%; African Americans with High Growth/High Achievement = 29%; Hispanic with High Growth/High Achievement = 30%; Asian students with High Growth/High achievement = 30%; . Percent of students that met/exceeded the projected growth target in Math = 58.20%. KSA Scores (Spring of 2021) - The proficiency rating for ACE was overall 85.7 which place us in the top of the scale ratings with an overall Blue score. The Growth Rating was 57.3 and that was medium growth according to state standards. Our indicator Scores and ratings were 91.1 for combined Math/Reading; 83.8 for Science/Social Studies/Writing. Our English Learner Progress was 48.9. Our quality of school and climate and safety was 81.0.

Priorities/Concerns

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

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

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

Our current top area of concern is our English Language Learners with those students score a 48.8% overall on the Kentucky State assessment. With that concern our Administration will continue to meet with 3-5 grade teachers to discuss data in PLCs for plan for meeting student needs. We will meet with EL teacher to discuss plan for Tier 1 push in and small group. We will use our remaining ESSER funds to supplement material for support of students. We will use the Certified Sub to push in with EL students in morning small group and 3-5 grade Tier 1 instruction. Para educator has been hired to specifically target Reading and Math groups in grade (3-5). Also ESS funds have been allocated in a daytime waivers for teacher support from January to May. Also another area of focus is science with 38% of our 4th grade students not meeting proficiency. Our plan action to increase science proficiency will be to have intentional weekly hands on exploration time by 4th grade teachers. Also look to use Amplify multiple choice assessment and station rotations quarterly for storyline clusters. We will measure the progress through teachers analyzing quarterly Amplify assessment data for monitoring of progress. Teachers will also measure progress through weekly common formative (exit tickets, etc.) and summative assessments.

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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.

Overall, our academic areas continue to show improvement on various measures. Our PLC process is focused on students - academically, behaviorally, and their well-being. The majority of our students perform above national norms on MAP, Iowa, and CoGat. Students seem to come to school prepared and eager to learn. The school culture and climate is warm, welcoming, and encouraging. Our PTA is very involved and support our efforts to make ACE a fun, safe, and conducive learning center. Our SBDM has all new policies and procedures to ensure a quality educational program.

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.

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KCWP 5: Design, align, and deliver support instruction. We will evaluate the effectiveness of our EL and interventions systems to make sure they support student learning at the highest level. We make sure our instruction meet the intent of standards , meets the needs of all students, monitor learning, have learning expectations, analysis of student data, have high yield strategies, and active engagement through our work with differentiation. Hope with these persistent protocols and high expectations our students will move toward mastery of standards.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 ACE 22-23 Fall Map Data		•
🔗 ACE Assessment Data		•
📄 ACE KSA DATA		•
🔗 ACE MTSS 22-23		•

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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

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Parent Involvement Policy		•

Athens-Chilesburg Elementary's Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, *Athens-Chilesburg Elementary* will increase Reading proficient and distinguished level to 82% as measured by KSA. Current level is 75%.

State Assessment Results in Math

- By 2025, *Athens-Chilesburg Elementary* will increase Math proficient and distinguished level to 79% as measured by KSA. Current level is 72%.

State Assessment Results in Science

- By 2025, *Athens-Chilesburg Elementary* will increase Science proficient and distinguished level to 59% as measured by KSA. Current level is 52%.

State Assessment Results in Social Studies

- By 2025, *Athens-Chilesburg Elementary* will increase Social Studies proficient and distinguished level to 78% as measured by KSA. Current level is 71%.

State Assessment Results in Combined Writing

- By 2025, *Athens-Chilesburg Elementary* will increase Combined Writing proficient and distinguished level to 77% as measured by KSA. Current level is 70%.

English Learner Progress

- By 2025, *Athens-Chilesburg Elementary* will increase English Learner progress index to 55.9% as measured by KSA. Current level is 48.9%.

Quality of School Climate and Safety

- By 2025, *Athens-Chilesburg Elementary* will increase the quality of school climate and safety index to 88% as measured by KSA. Current level is 81%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, *Athens-Chilesburg Elementary* will increase P/D in Reading to 77.3%. By 2023, *Athens-Chilesburg Elementary* will increase P/D in Math to 74.3%.	By 2024, *Athens-Chilesburg Elementary* will increase P/D in Reading to 79.6%. By 2024, *Athens-Chilesburg Elementary* will increase P/D in Math to 76.6%.	By 2025, *Athens-Chilesburg Elementary* will increase P/D in Reading to 82%. By 2025, *Athens-Chilesburg Elementary* will increase P/D in Math to 79%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, *Athens-Chilesburg Elementary* will increase P/D in Science to 54.3%. By 2023, *Athens-Chilesburg Elementary* will increase P/D in Social Studies to 73.3%. By 2023, *Athens-Chilesburg Elementary* will increase P/D in Combined Writing to 72.3%.	By 2024, *Athens-Chilesburg Elementary* will increase P/D in Science to 56.6%. By 2024, *Athens-Chilesburg Elementary* will increase P/D in Social Studies to 75.6%. By 2024, *Athens-Chilesburg Elementary* will increase P/D in Combined Writing to 74.6%.	By 2025, *Athens-Chilesburg Elementary* will increase P/D in Science to 59%. By 2025, *Athens-Chilesburg Elementary* will increase P/D in Social Studies to 78%. By 2025, *Athens-Chilesburg Elementary* will increase P/D in Combined Writing to 77%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, *Athens-Chilesburg Elementary* will decrease Novice in Reading to 10%. By 2023, *Athens-Chilesburg Elementary* will decrease Novice in Math to 10%.	By 2024, *Athens-Chilesburg Elementary* will decrease Novice in Reading to 7%. By 2024, *Athens-Chilesburg Elementary* will decrease Novice in Math to 7%.	By 2025, *Athens-Chilesburg Elementary* will decrease Novice in Reading to 5%. By 2025, *Athens-Chilesburg Elementary* will decrease Novice in Math to 5%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, *Athens-Chilesburg Elementary* will increase English Learner Progress index to 51.1% as measured by KSA. Current level is 48.8%.	By 2024, *Athens-Chilesburg Elementary* will increase English Learner Progress index to 53.4% as measured by KSA. Current level is 48.8%.	By 2025, *Athens-Chilesburg Elementary* will increase English Learner Progress index to 55.7% as measured by KSA. Current level is 48.8%.

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

Year 1 Focus Areas

EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase proficiency in our EL population in combined reading from	KCWP 1	- Morning phonics group for newcomers - Universal Academic Language schoolwide (teach, model, use, discuss, and implement)	- PLC evidence with item analysis - Classroom observations If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.	N/A
Progress Monitoring				
December, 2022: March, 2023: June, 2023:				

GT- Accelerated team will extend and accelerate learning for qualified gifted students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase GT and Accelerated Learning	KCWP 2 & 4	- Introduce a new accelerated program for 4th and 5th grade students who meet the criteria for this team. - Analyze Data and set the criteria for the ACE accelerated team. - Teachers and students will be identified and informed of the team.	- Criteria checklist for accelerated program. - Teacher recommendation sheet - PLC observations with 4th and 5th grade teachers	N/A
Progress Monitoring				

December, 2022:
March, 2023:
June, 2023:

Year 2 Focus Areas

EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase proficiency in our EL population in combined reading from	KCWP 1	- Morning phonics group for newcomers - Universal Academic Language schoolwide (teach, model, use, discuss, and implement)	- PLC evidence with item analysis - Classroom observations If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.	N/A
Progress Monitoring				
December, 2023: March, 2024: June, 2024:				

GT- Accelerated team will extend and accelerate learning for qualified gifted students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase GT and Accelerated Learning	KCWP 2 & 4	- Groups and teachers will be identified for the accelerated team. - Students progress will be monitored	- Criteria checklist for accelerated program. - Teacher	N/A

		through assessment data such as (MAP, common assessments, KSA) for continuation of the program.	• recommendation sheet • PLC observations with 4th and 5th grade teachers • PLC Data meetings with 4th/5th	

Progress Monitoring
December, 2023: March, 2024: June, 2024:

Year 3 Focus Areas

EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase proficiency in our EL population in combined reading from	KCWP 1	• Morning phonics group for newcomers • Universal Academic Language schoolwide (teach, model, use, discuss, and implement)	• PLC evidence with item analysis • Classroom observations If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.	N/A

Progress Monitoring
December, 2024: March, 2025: June, 2025:

GT- Accelerated team will extend and accelerate learning for qualified gifted students.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Increase GT and Accelerated Learning	KCWP 2 & 4	- Groups and teachers will be identified for the accelerated team. - Students progress will be monitored through assessment data such as (MAP, common assessments, KSA) for continuation of the program.	- Criteria checklist for accelerated program. - Teacher recommendation sheet - PLC observations with 4th and 5th grade teachers - PLC Data meetings with 4th/5th - Item analysis on assessments to determine gaps in learning and overall proficiency on assessments. - All students and subgroups will be monitored through MTSS, PBIS, and through PLCs in order to meet the needs of all students	N/A
Progress Monitoring				

December, 2024:
March, 2025:
June, 2025:

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Athens-Chilesburg Elementary
Tyson Steelman
930 Jouett Creek Dr
Lexington, null, 40509

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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?
We are a community of excellence where high achievement is the standard; students are motivated and challenged in a safe, fun environment that nurtures lasting memories; and families, staff, and students unite to build a safe community that contributes to a lifetime of learning

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 - Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.

Accelerated team will extend and accelerate learning for qualified gifted students

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

The top two focuses area were selected by looking at school wide data and needs assessment for our school.

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: Master Schedule examination for push in and pull of students in non Tier 1 areas.

Long-Term Changes: Look at individualized student plans and use multiple strategies for each student in all areas

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:

Educator Beliefs: 100% of EL students can work at the same level of mastery as regular aged peers. Research shows that early years are critical for children's later years in academic success.

Educator Practices:

All teachers participate in a collaborative team.

All teachers will cultivate relations and be culturally aware for English Language Learners.

All teachers will teach language skills across all curriculum.

All teachers will use Tier 1 vocabulary kinesthetic movements and prioritize productive language to meet the needs of ELL students.

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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.)

What data will be considered and gathered?

Data will be collected through ELL teacher aggressive monitoring, through Access testing, and through regular classroom common formative and summative assessments.

Who is responsible for gathering data?

Admin team, ELL Teachers, and regular classroom teachers.

How frequently will it be analyzed?

Data will be analyzed through weekly PLCs

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.**

School Indicators

Enrollment in gifted and talented programs

Enrollment in special education, intervention, or remedial programs.

The number of students exiting the program.

Overall oral language proficiency.

Student Outcomes

ELL student reading and writing proficiency.

ELL student content area mastery in English.

ELL student leadership opportunities.

At the School Level: Leadership

School climate allows ELL students to thrive and feel welcomed.

Accountability to the ELL program as a whole.

Professional Development allows staff to grow and obtain mastery in EL strategies.

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At the School Level: Support

Parent involvement is a top priority for making ELL students feel welcomed.

Teachers will be accountable for student assessment data.

School based program selection will be appropriate for ELL inclusivity.

School interest inventory surveys will be sent to families.

At the Classroom Level: Programmatic and Instructional Practices

ELL students will be academically challenged by curriculum and classroom instruction.

Program articulation will be fluid for all ELL students

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)
All school 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: Principal, Assistant Principal, Team Leaders, Teachers

Technology: PLC Shared Drive, FCPS Professional Learning Website

Instructional Resources: FCPS ELL Department

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.

1. Principal, Assistant Principal and teachers will develop tools to expand opportunities for students to m

2. Principal and Assistant Principal will work to provide professional learning on processes to integrate li

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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: to accelerate GT student a fast pace and give opportunities for leadership in and outside of the school.

Long-Term Changes: To create a culture that this long lasting where students push themselves and the community as a whole buys into the success of the program

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

Student Outcomes: ACE-AP Program

Educator Beliefs: For high ability students to develop their full potential they require evidence based interventions tailored to their exceptional needs. Educational acceleration has proven effective with many high ability students.

Educator Practices: Measure and monitor student progress during and upon completion of ACE-AP program. Identify existing stakeholders and partner with them where appropriate. School will reach out to additional community partners for exposure to different experiences. Collaboration will take place between ACE-AP teachers, regular classroom teachers, and gifted and talent teachers

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.)

What data will be considered and gathered? MAP data, Common formative and summative assessment, rubric for PBL projects and debates, success rate in school wide programs.

Who is responsible for gathering data? Admin Team, ACE-AP teachers, GT teacher

How frequently will it be analyzed? Weekly

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.**

- Ability for to students to comprehend material grade levels above their age peers

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- Strong sense of curiosity

- Creative problem solving and imaginative expression

- Self-aware, socially aware, and aware of global issues

- Level of success on district and school level assessments

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

All school stakeholders.

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: Admin Team, ACE-AP, GT Teacher

Technology: FCPS Professional Learning Website, online platforms of PBL

Instructional Resources: Above grade level text

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.

- Frequency of monitoring program and ideas for improvement

- Communication with all stakeholders

- Consistent Collaboration with community stakeholders and their involvement

- Engage families in ACE-AP programs in supporting their students academically, socially, and culturall

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.

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N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Athens-Chilesburg PL Plan		•
🔗 Athens-Chilesburg Professional Learning Plan	Specific Plan	•