



## **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.***



2022-23 ACE Phase One: Executive Summary for  
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2022-23 Phase One: Executive Summary for Schools

**Athens-Chilesburg Elementary**  
**Tyson Steelman**  
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Lexington, Kentucky, 40509  
United States of America

## 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 school opened in 2006, we were on the cutting edge with new computers being purchased; now 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 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 behavioral 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.

## 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.



ACE 2022-23 Phase Two: The Needs Assessment for  
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2022-23 Phase Two: The Needs Assessment for Schools

**Athens-Chilesburg Elementary**  
**Tyson Steelman**  
930 Jouett Creek Dr  
Lexington, Kentucky, 40509  
United States of America

## **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?



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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.

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- 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.

## 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.

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		.
 <a href="#">ACE Assessment Data</a>		.
 ACE KSA DATA		.
 <a href="#">ACE MTSS 22-23</a>		.

## 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
<p>By 2023, <i>Athens-Chilesburg Elementary</i> will increase P/D in Reading to 77.3%.</p> <p>By 2023, <i>Athens-Chilesburg Elementary</i> will increase P/D in Math to 74.3%.</p>	<p>By 2024, <i>Athens-Chilesburg Elementary</i> will increase P/D in Reading to 79.6%.</p> <p>By 2024, <i>Athens-Chilesburg Elementary</i> will increase P/D in Math to 76.6%.</p>	<p>By 2025, <i>Athens-Chilesburg Elementary</i> will increase P/D in Reading to 82%.</p> <p>By 2025, <i>Athens-Chilesburg Elementary</i> will increase P/D in Math to 79%.</p>

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

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

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

<b>EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Increase proficiency in our EL population in combined reading from	KCWP 1	<ul style="list-style-type: none"> <li>Morning phonics group for newcomers</li> <li>Universal Academic Language schoolwide (teach, model, use, discuss, and implement)</li> </ul>	<ul style="list-style-type: none"> <li>PLC evidence with item analysis</li> <li>Classroom observations</li> </ul> <p>If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.</p>	N/A
<b><u>Progress Monitoring</u></b>				
December, 2022: March, 2023: June, 2023:				

<b>GT- Accelerated team will extend and accelerate learning for qualified gifted students.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Increase GT and Accelerated Learning	KCWP 2 & 4	<ul style="list-style-type: none"> <li>Introduce a new accelerated program for 4th and 5th grade students who meet the criteria for this team.</li> <li>Analyze Data and set the criteria for the ACE accelerated team.</li> <li>Teachers and students will be identified and informed of the team.</li> </ul>	<ul style="list-style-type: none"> <li>Criteria checklist for accelerated program.</li> <li>Teacher recommendation sheet</li> <li>PLC observations with 4th and 5th grade teachers</li> </ul>	N/A
<b><u>Progress Monitoring</u></b>				

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

**Year 2 Focus Areas**

<b>EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Increase proficiency in our EL population in combined reading from	KCWP 1	<ul style="list-style-type: none"> <li>• Morning phonics group for newcomers</li> <li>• Universal Academic Language schoolwide (teach, model, use, discuss, and implement)</li> </ul>	<ul style="list-style-type: none"> <li>• PLC evidence with item analysis</li> <li>• Classroom observations</li> </ul> <p>If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.</p>	N/A
<b><u>Progress Monitoring</u></b>				
December, 2023: March, 2024: June, 2024:				

<b>GT- Accelerated team will extend and accelerate learning for qualified gifted students.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Increase GT and Accelerated Learning	KCWP 2 & 4	<ul style="list-style-type: none"> <li>• Groups and teachers will be identified for the accelerated team.</li> <li>• Students progress will be monitored</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria checklist for accelerated program.</li> <li>• Teacher</li> </ul>	N/A

		through assessment data such as (MAP, common assessments, KSA) for continuation of the program.	recommendation sheet <ul style="list-style-type: none"> <li>• PLC observations with 4th and 5th grade teachers</li> <li>• PLC Data meetings with 4th/5th</li> </ul>	
<b><u>Progress Monitoring</u></b>				
December, 2023: March, 2024: June, 2024:				

### Year 3 Focus Areas

<b>EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Increase proficiency in our EL population in combined reading from	KCWP 1	<ul style="list-style-type: none"> <li>• Morning phonics group for newcomers</li> <li>• Universal Academic Language schoolwide (teach, model, use, discuss, and implement)</li> </ul>	<ul style="list-style-type: none"> <li>• PLC evidence with item analysis</li> <li>• Classroom observations</li> </ul> <p>If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.</p>	N/A
<b><u>Progress Monitoring</u></b>				
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	<ul style="list-style-type: none"> <li>● Groups and teachers will be identified for the accelerated team.</li> <li>● Students progress will be monitored through assessment data such as (MAP, common assessments, KSA) for continuation of the program.</li> </ul>	<ul style="list-style-type: none"> <li>● Criteria checklist for accelerated program.</li> <li>● Teacher recommendation sheet</li> <li>● PLC observations with 4th and 5th grade teachers</li> <li>● PLC Data meetings with 4th/5th</li> <li>● Item analysis on assessments to determine gaps in learning and overall proficiency on assessments.</li> <li>● All students and subgroups will be monitored through MTSS, PBIS, and through PLCs in order to meet the needs of all students</li> </ul>	N/A

**Progress Monitoring**

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