2022-23 Phase One: Cassidy Continuous Improvement Diagnostic for Schools_09272022_08:40

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

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Cassidy Elementary School

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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Please enter your name and date below to certify.

Jill Hill

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2022-23 Phase One: Executive Summary for Schools

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
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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?

Cassidy Elementary School is located in Chevy Chase neighborhood. It was built in 1935 by the federal Works Progress Administration on land that once belonged to renowned Kentucky statesman Henry Clay. Additions to the building were built in 1956 and 1987 with the latest renovations completed in 2010. Cassidy embodies the true feel of a neighborhood school. Many families grew up attending Cassidy and now have their children and grandchildren enrolled here. Our student population continues to grow. We presently serve 655 students in grades K-5. Our population includes 72% White, 4% Asian,7% Hispanic, 10% African-American, and 6% 2 or more races. 27% of our students qualify for free and reduced lunch, 9% are English Language Learners, 9% are students with special needs, and 22.6% qualify for gifted/talented services. Our parents, PTA, and community members volunteer countless hours each year to support the work of our teachers and staff. With their support, Cassidy's tradition of excellence in education continues to shine. Our state test results continue to show high levels of academic student achievement each year. Our challenges include being a non title 1 school serving a large student population with lots of diversity of needs.

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.

The mission for our school is "All students will leave Cassidy as proficient learners on a path to graduate from high school prepared for college and careers, ready to excel in a global society." This mission becomes reality through the daily motto of "Work Hard, Be Kind". Every staff member, student, and most guests who enter our building can recite this motto. Every decision we make focuses on what is right for our students. From our PTA to our School Based Decision Making Council, we ensure decisions honor our high expectations for students while challenging them to reach their fullest potential. Our vision is to provide a safe, loving climate where exciting, relevant learning takes place for all students. We want to prepare students to excel in a global society. The staff is empowered to create and maintain an environment of high expectations for all students. We provide the knowledge and critical thinking skills necessary for making effective decisions to be successful. We believe all children can learn and deserve an equitable education; that education should be designed to meet the unique needs of each child; our school community provides opportunities for students to be successful, maximizing academic achievement and building social character to ensure success for the future. Cassidy students have many opportunities to participate in performance and project based

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Cassidy Elementary School

events. We organize 20 or more community service projects each year, some of which support programs such as UK Children's Hospital, United Way, God's Pantry, and Toys for Tots. Students at all grades can participate in the state PTA Reflections contest and school science fair. Fifth graders host Colonial Days and an Entrepreneur Fair. We have many children who participate in academic teams, our district run program and the Governor's Cup competitions. Students may also choose to participate in Battle of the Books teams and have brought home top honors the past several years. Extra curricular activities available to Cassidy students include: Spanish Club, chorus, academic teams, STLP Student Technology Leadership Program, Colt Ambassadors, Yearbook, Science Club, Art Club, Children's Theatre, Tennis Club, Slot Car Racing, Yoga, Chess Club, Girls on the Run, and Safety Patrol. Some of our traditions include hosting an annual Variety Show and an Alumni Night where we name a Hall of Honor recipient.

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.

Cassidy has long been known for a tradition of excellence in education. Our program provides high quality instructional programs for children in grades Kindergarten through fifth along with in-depth reading, writing, science, social studies, problem solving and critical thinking instruction incorporated across all areas of the curriculum. Students are scheduled for art, music, guidance, media, physical education, science lab, and Spanish. Our media center provides a realistic approach to learning through the use of technology. Research, reading, and writing are incorporated into units of study as students use the variety of technology, resources available through the media center and into the classrooms. Every classroom is equipped with SMART technology. In addition we have one to one Chromebooks grades K-5, with several mobile labs including laptops and Ipads.

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

Additional Information

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

We take pride in our intentional culture of success created daily by positive interactions between staff and students, students and students, high expectations, teamwork, and parent and community involvement. Cassidy is proud of our positive

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working conditions, focus on a safe learning environment, and high student achievement. During the 2021-2022 school year, we received the National Green Ribbon Award for sustainability from the U.S. Department of Education. Our outstanding PTA supports the many school events by providing avenues for parents to partner with the school staff. With thousands of volunteer hours logged annually the list of activities range from reading with students daily to face volunteer hours logged annually the list of activities range from reading with students daily to face painting at our annual Fun Day event. The PTA hosts monthly events and provides a constant flow of communication about what is happening at Cassidy each week. With the use of our School DoJo account, PTA newsletter, and school Facebook page staff, students, parents and community members can stay abreast of the many ways we are working hard and being kind daily. Our homeroom teachers strive to make community connections with our students through local field trips and hosting a variety of speakers in our building to build connections outside of our school.

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2022-23 Phase Two: The Needs Assessment for Schools

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

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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.

   Cassidy teachers review data as grade level teams each week during their grade level meetings. Teachers review unit assessments with administration at the end of each unit assessment. MAP data is shared with the SBDM Council at the end of each assessment window (fall, winter, spring). KPREP data is shared with SBDM council during the month of public release. Our SBDM council meets once a month and data related to the CIP is shared when appropriate. Our school support team includes our intervention team, MTSS lead, G/T teacher, guidance counselor, mental health specialist, principal and assistant principal. The support team meets every 4 weeks to discuss student needs both academic and behavior as part of our MTSS process. The support team meets with each grade level every 4 weeks to discuss specific student concerns. During these meetings the team makes and instructional or behavior plan of interventions as well as a plan to track student performance data. Data from support team meetings and MTSS meetings are documented in the school support team Google Folder. MTSS documentation is collected in each grade

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level folder. SBDM meeting minutes are collected and saved in the school SBDM google folder as well as the SBDM portal.

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 strategies and goals from the previous plan have been initiated but not implemented as fully as we would have liked due to COVID. However, we are sticking with the same objectives and strategies as we have seen improvement in student achievement. Our school is on the right track with the overall plan. We will be putting a stronger focus on the development of common formative assessments this year to track standards mastery.

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.

For the last 2 years the number of economically disadvantaged students scoring in the novice range has significantly increased from 18% to 32%

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.

18% of our students in the achievement gap scored novice in reading on the KSA

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23% of our student in the achievement gap scored proficient or distinguished on the KSA in reading

18% of our students in the achievement gap scored novice in math on the KSA

21% of our students in the achievement gap scored proficient or distinguished on the KSA in math

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.

2022 data indicates that economically disadvantaged students performed below in all tested areas

32% of economically disadvantaged students scored in the novice range for reading

32% of economically disadvantaged students scored in the novice range for math

19% of economically disadvantaged students scored in the novice range for science

33% of economically disadvantaged students scored in the novice range for social studies

12% of economically disadvantaged students scored in the novice range for writing

African American students were noted as a subgroup for both reading and math

27% of African American students scored in the novice range for reading

37% of African American students scored in the novice range for math

English Language Learners were noted a subgroup for both reading and math

32% of EL students scored in the novice range for reading

32% of EL students scored in the novice range for math

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

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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.

72% of our students scored proficient or distinguished in writing

67% of our students scored proficient or distinguished in reading

65% of our students scored proficient or distinguished in math

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.

We will focus our work around the design and delivery of instruction and designing and deploying standards. As a school we will focus our PLC work around deconstructing standards, creating common formative assessments, developing congruent learning targets, and aligning them with the assessment measures. We will work to determine if assignments/activities/assessments reflect the learning targets students should have had the opportunity to learn. We will use the task analysis protocol for both reading and math as as method of analyzing grade level assignments based on the work of TNTP. Our staff will continue working on

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implementing culturally responsive teaching strategies to support our students in the achievement gap.

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2022-23 Phase Two: School Assurances

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, null, 40502

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Cassidy Elementary School

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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)

Cassidy Elementary's 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

State Assessment Results in Reading

- By 2025, *Cassidy School* will increase Reading proficient and distinguished level to 74% as measured by KSA. Current level is 67%.
  - By 2025, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 48%
  - By 2025, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 61%
  - By 2025, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Math

- By 2025, *Cassidy School* will increase Math proficient and distinguished level to 72% as measured by KSA. Current level is 65%.
  - By 2025, Cassidy will increase math proficient and distinguished levels for African American students from 30% to 45%
  - By 2025, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 61%
  - By 2025, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Science

- By 2025, *Cassidy School* will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 34%.
  - By 2025, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 30%

State Assessment Results in Social Studies

- By 2025, *Cassidy School* will increase Social Studies proficient and distinguished level to 67% as measured by KSA. Current level is 52%.
  - By 2025, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to 45%

State Assessment Results in Combined Writing
• By 2025, *Cassidy School* will increase Combined Writing proficient and distinguished level to 79% as measured by KSA. Current level is 72%.   ○ By 2025, Cassidy will increase writing proficient and distinguished levels for Economically Disadvantaged Students from 51% to 65%
English Learner Progress
• By 2025, *Cassidy School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 51%.
Quality of School Climate and Safety
• By 2025, *Cassidy School* will increase the quality of school climate and safety index to 83 as measured by KSA. Current level is 78.7.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, *Cassidy School* will increase P/D in Reading to 70%. • By 2023, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 38% • By 2023, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 51% • By 2023, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 43% By 2023, *Cassidy School* will increase P/D in Math to 68%. • By 2023, Cassidy will increase math proficient and distinguished levels for	By 2024, *Cassidy School* will increase P/D in Reading to 72%. By 2024, *Cassidy School* will increase P/D in Math to 71%.	By 2025, *Cassidy School* will increase P/D in Reading to 75%. By 2025, *Cassidy School* will increase P/D in Math to 74%.

African American students from 30% to 35% ● By 2023, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 51% ● By 2023, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 43%		

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, *Cassidy School* will increase P/D in Science to 39%. ● By 2023, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 18% By 2023, *Cassidy School* will increase P/D in Social Studies to 57%. ● By 2023, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to 35% ● By 2023, *Cassidy School* will increase P/D in Combined Writing to 75%. ● By 2023, Cassidy will increase writing proficient and distinguished levels for Economically Disadvantaged Students from 51% to 56%	By 2024, *Cassidy School* will increase P/D in Science to 44%. By 2024, *Cassidy School* will increase P/D in Social Studies to 62%. By 2024, *Cassidy School* will increase P/D in Combined Writing to 77%.	By 2025, *Cassidy School* will increase P/D in Science to 50%. By 2025, *Cassidy School* will increase P/D in Social Studies to 67%. By 2025, *Cassidy School* will increase P/D in Combined Writing to 79%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, *Cassidy School* will decrease novice in Reading to 11%. ● By 2023, Cassidy will decrease reading novice levels for African American students from 27% to 22% ● By 2023, Cassidy will decrease reading novice levels for English Learners from 32% to 27% ● By 2023, Cassidy will decrease reading novice levels for Economically Disadvantaged Students from 32% to 27% By 2023, *Cassidy School* will decrease novice in Math to 13%. ● By 2023, Cassidy will decrease math novice levels for African American students from 37% to 32% ● By 2023, Cassidy will decrease math novice levels for English Learners from 32% to 27% ● By 2023, Cassidy will decrease math novice levels for Economically Disadvantaged Students from 32% to 27%	By 2024, *Cassidy School* will decrease novice in Reading to 9%. By 2024, *Cassidy School* will decrease novice in Math to 11%.	By 2025, *Cassidy School* will decrease novice in Reading to 7%. By 2025, *Cassidy School* will decrease novice in Math to 9%.

English Learner Progress Objectives	

Year 1	Year 2	Year 3
By 2023, *Cassidy School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, *Cassidy School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.	By 2025, *Cassidy School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.

Additional Goal- Optional		
Year 1	Year 2	Year 3

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

Year 1 Focus Areas

PLC: PLCs will use a continuous improvement cycle to effectively improve student learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, SS, Science, Writing, EL Progress	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments.	PLC Meeting Agenda/Minutes/Docs Classroom Walkthrough PLC data collection tool	n/a
Reading, Math, SS,	KCWP 1 & 4	School admin provides training for	PLC Meetings	n/a

Science, Writing, EL Progress		instructional leads in creating an effective PLC centered around a continuous improvement model	PLC Self-Assessment PLC Evidence	
Reading, Math, SS, Science, Writing, EL Progress	KCWP 2	Begin training staff on diversity, equity, inclusion, and belonging to develop a common language that will be utilized in the curriculum development process	Faculty Meeting Agendas Classroom Walkthrough	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence Classroom Walkthrough	ESSER Funds
Reading, Math, SS, Science, Writing, EL Progress	KCWP	Ensure that assessments are designed to best evaluate student learning	PLC Evidence PLC Agenda PLC data tool	n/a
Progress Monitoring				

Assessment: Assessment development, review, analysis, and applying data results.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, SS, Science, Writing, EL Progress	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate.	District common assessments District rubrics	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 3	Collect and use student data from common and formative assessments to inform classroom instruction and task selection. Data from assessments will be collected and organized on our PLC data collection tool. Our school PLC Google folder will house reports.	FCPS ROIS PLC documentation PLC data collection	n/a

Reading, Math, SS, Science, Writing, EL Progress	KCWP 4	Incorporate explicit data review, analysis, and application components into all PLC meetings	PLC Data Protocols School formative and summative data PLC meetings	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 4	Ensure formative assessments results function as effective feedback to students and teachers	PLC Data Protocols School formative and summative data PLC meetings	n/a
Progress Monitoring				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring

Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**

Progress Monitoring

Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**

Progress Monitoring

Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**

Progress Monitoring				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Progress Monitoring				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Progress Monitoring				

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Jill Hill
1125 Tates Creek Rd
Lexington, null, 40502

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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?

All students will leave Cassidy as proficient learners on a path to graduate from high school prepared for college and careers, ready to excel in a global society.

ATTACHMENTS

Attachment Name

📄 PD Plan

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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.

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.
        see attachment

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

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.
        See attachment

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

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.)
        See attachment

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.**
        See attachment

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

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.)
See attachment

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.
See attachment

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.
See attachment

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

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?

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ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
    See attachment

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.**
    See attachment

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

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.)
    See attachment

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.
    See attachment

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.
    See attachment

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 PD Plan	Cassidy PD Plan	• 1