



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09292022_16:21

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Coventry Oak Elementary
Michelle Grant
2441 Huntly Place
Lexington, Kentucky, 40511
United States of America

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.

Please enter your name and date below to certify.
Michelle Grant 9-28-22



2022-23 Phase One: Executive Summary for Schools_09282022_14:06

2022-23 Phase One: Executive Summary for Schools

Coventry Oak Elementary
Michelle Grant
2441 Huntly Place
Lexington, Kentucky, 40511
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?

Coventry Oak Elementary opened our doors in fall 2016 in a residential area near the junction of Georgetown and Spurr roads. Our school name blends two important neighborhoods in northwest Lexington – Coventry, a newly established neighborhood, and Oakwood, a historic one. Coventry Oak Elementary school is diverse - socioeconomically, racially, in ethnicity and culture. We love to celebrate our uniqueness, and promote respect and discovery among us all. Our motto is “Challenge minds, create learners, cultivate futures.” Coventry Oak is laying the foundations for a bright future. We have developed a solid mission, vision and creed that establishes our hopes, dreams and promises for the futures of our children. Our innovative staff consists of a leadership team (Principal and the Professional Growth and Effectiveness Coach) in collaboration with the Child Guidance Specialist, Positive Behavior Intervention Supports Coach, Family Resource Center Coordinator, 2 Mental Health Specialists and the Social Worker. Beyond our leadership staff we have 26 classroom teachers, 2 preschool teacher, 5 special area teachers, 6 full-time special education teachers (1 MSD), 5.5.5 English as a Second Language teachers, 2 reading recovery interventionists, 5 reading/math interventionist, a speech language pathologist, an occupational therapist, a school psychologist, a diagnostician, a Special Education Facilitator and a gifted/talented teacher.

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.

Mission statement: Our mission is to challenge minds, create lifelong learners and cultivate kindness through a collaborative community that prepares every child for a successful future. Vision statement: All Coventry Oak Elementary students will be respectful, responsible, prepared, problem solvers at school and within the community. Coventry Oak is continuing to lay the foundations and experiencing great success. Thus far, we have developed a solid mission, vision, and creed that establishes our hopes, dreams, and promises for the futures of the children we serve. We have created and designed instruction that aligns to the Common Core State Standards (CCSS) as well as promoting a Project-Based/ Personalized Learning platform for all students and all standards. Our students are now 1:1 in grades K-5 with Chromebook and iPad technology. Inquiry based instruction is not limited to just our science lab here at Coventry Oak. We believe that students learn best by experiencing content through explicit instructional opportunities. This is seen in the classroom, but also through our Coventry Oak Exploration Days with in-school clubs that build knowledge and experiences for students to make real life connections in their learning. We believe that school is beyond our four walls and can be promoted through varieties of learning opportunities. With that said, it is also important that we meet the needs of the whole students by reducing barriers to learning that students may experience. To help meet these needs, we have developed a strong Student Support Team that consists of our Guidance Counselor, School Social Worker, Family Resource Coordinator, Mental Health Specialists, Admin Dean (PBIS Coach), PGES Coach, Assistant Principal, and the Principal.

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.

Notable of Achievements in the past three years: - 2020 increased EL proficiency on the ACCESS by 24.5% (exceeding our state goal by 20.8%); 2020 state recognition for Family Resource Coordinator (Harry J. Cowherd Award for Center Excellence); 2021 state recognition for School Guidance Counselor (2021 Kentucky Elementary School Counselor of the Year); 2020 established Latino Literacy Project; 2021 Family Resource Center awarded the GEER II Grant; 2021 Coventry Oak student pinned Junior Fire Chief of the Year; 2018 Awarded Bronze Banner for PBIS Fidelity Implementation; 2019 Awarded Silver Banner for PBIS Fidelity Implementation; 2020 & 2021 Awarded Gold Banner for PBIS Fidelity Implementation; 2019 awarded the 21st Century Learning Grant; 2018 STLP advanced to state level competition in two categories; 2017-18 Academic Team placed 2nd in regional competition; 2018 received FCEA grant; 2018 received Wellness Banner; PBIS (Positive Behavior Interventions and Supports) School - Established - Sustainability + Wellness Board Recognition: Bronze Blossom Wellness - Regional Level Achievement - STLP Club - 1:1 Student Technology Devices - Established - REAL Men Read Program; Awarded the RTA (Read to Achieve) Grant; Awarded Partners for Youth Grant In the upcoming years, the school is striving to continue novice reduction and show very high growth in reading and math.

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.

The school underwent an audit in the winter of 2019 that involved administrators,

students, staff, families, and community members. The families were able to provide input not only during the audit, but also during a forum to imagine what characteristics and skills they would like their child to obtain while at Coventry Oak. Using the results from the audit and the parent forum, a team of administrators and teachers developed the school's improvement plan through strategic planning the directives of a professional consultant, Cambridge Education. The plan was presented and approved by the FCPS Board of Education.

Additional Information

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

As we have developed our role in our community and we have established several community partnerships. Some of those include YMCA, Bethune Institute, Georgetown College, Lexington Police Department, Lexington Fire Department; Matthew Mitchell Foundation, Nerd Squad, Spellbinder, District High School affiliations with Teens Against Tobacco, Dunbar Peer Tutors, Junior Achievement, and Fifth Third Bank. In addition, our Family Resource Center has established partnerships with God's Pantry, Health First of the Bluegrass (Dental Van), Bluegrass United Christian Church, Circle of Love, Emerald 24, Fayette County Operations Department, Fayette Electric, Sweet Dream Project, Salvation Army, Clothing Center, and more.



2022-23 Phase Two: The Needs Assessment for Schools_10302022_20:51

2022-23 Phase Two: The Needs Assessment for Schools

Coventry Oak Elementary
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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.

School data is reviewed in Instructional Leadership Team and PLC meetings to discuss instructional results and needs. These teams consists of grade level representatives, interventionists, instructional coaches and administration. Data results are presented to the School Advisory Council monthly for review and feedback. The Advisory Council consists of two parents, three teachers and the principal. Additional survey data collected throughout the year from families consist of the Title 1 survey, Family Resource survey and PBIS survey.

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?

In reviewing last year's goals Coventry has shown some improvement in the combined reading and math percentage of students scoring proficient/ distinguished from 39.4 to 41.0. There was also improvement in the combined science, social studies, and writing scores with a total of 40.2. Our ELL proficiency score was also 46.9 which was an increase.

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.

The 2021-2022 KSA data showed less than 25% proficiency in both reading and math. Our KSA data showed achievement gaps among the subgroups of Hispanic, African American and White students; in the KSA data the school saw a gap with White students performing at a higher level than Hispanic and African American. We also have an achievement gap with our students with disabilities in reading and math. These trends also show up in our Fall MAP data for reading and math.

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.

The 2021-2022 Brigance revealed that 60% of kindergarten students did not meet the national standards for being Kindergarten readiness. Current MAP data for Fall 2022: 35% of students scored in the average to high performance category on the Reading portion of the MAP test for fall. 30% of students scored in the low performance category on the Reading portion of the MAP test for fall. 47% of students scored in the average to high performance category on the Math portion

of the MAP test for fall. 30 % of students scored in the low performance category on the Math portion of the MAP test for fall.

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.

Teachers and administration are looking at our MTSS and Intervention frameworks to ensure that we are meeting the needs of all students and meeting them where they are with their current state of learning. For grades 3- 5 Fall MAP data reflected less than 50% proficiency in Math and ELA. In addition, our Family Resource Coordinator and Systematic Problem Solving (SPS) team are closely monitoring the non-academic needs of students and families that may be a barrier to learning through the pandemic.

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.

Coventry Oak exceeded our EL ACCESS 2022 goal. The goal set from KDE was 21.5, but our actual score was 46.9. KSA writing proficiency did increase in spring 2022(remains at 45.4%). We remain at Gold Status for PBIS. We have a fully functional PBIS team, Family Resource Center and Systematic Problem Solving (SPS) team to meet the needs of our high need population. All students receive tier 1 SEL and the program Second Step if utilized as tier 2 intervention as needed.

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.

Attached you will find the Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
 COE School Key Elements Template		.



2022-23 Phase Two: School Assurances_10252022_09:34

2022-23 Phase Two: School Assurances

Coventry Oak Elementary

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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

☐ 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 under section 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

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

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

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

☐ 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,

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

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

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

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Coventry Oak Elementary Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, *Coventry Oak Elementary* will increase Reading proficient and distinguished level to 53% as measured by KSA. Current level is 25%.

State Assessment Results in Math

- By 2025, *Coventry Oak Elementary* will increase Math proficient and distinguished level to 47% as measured by KSA. Current level is 19%.

State Assessment Results in Science

- By 2025, *Coventry Oak Elementary* will increase Science proficient and distinguished level to 25% as measured by KSA. Current level is 6%.

State Assessment Results in Social Studies

- By 2025, *Coventry Oak Elementary* will increase Social Studies proficient and distinguished level to 40% as measured by KSA. Current level is 23%.

State Assessment Results in Combined Writing

- By 2025, *Coventry Oak Elementary* will increase Combined Writing proficient and distinguished level to 40% as measured by KSA. Current level is 19%.

English Learner Progress

- By 2025, *Coventry Oak Elementary* will increase the English Learner progress index to for 1.5 levels or higher each year on the ACCESS assessment. Current level index level is 46.9.

Quality of School Climate and Safety

- By 2025, *Coventry Oak Elementary* will increase the quality of school climate and safety index to 88.2 as measured by KSA. Current level is 74.2 .

Achievement GAP Goal

- By 2025, *Coventry Oak Elementary* will **decrease novice with identified achievement gap groups in Reading and Math by 15%; Science, Social Studies, and Combined Writing by 25%** as measured by KSA.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Reading to 32%.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Reading to 46 %.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Reading to 53%.
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Math to 26%.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Math to 40%.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Math to 47 %.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Science to 27%.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Science to 34%.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Science to 41%.
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Social Studies to 30 %.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Social Studies to 37%.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Social Studies to 44%.
By 2023, <i>Coventry Oak Elementary</i> will increase P/D in Combined Writing to 26%.	By 2024, <i>Coventry Oak Elementary</i> will increase P/D in Combined Writing to 33%.	By 2025, <i>Coventry Oak Elementary</i> will increase P/D in Combined Writing to 47%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Coventry Oak Elementary</i> will decrease Novice in Reading to 39. Currently there are 49 Novices.	By 2024, <i>Coventry Oak Elementary</i> will decrease Novice in Reading to 29. Currently there are 39 Novices.	By 2025, <i>Coventry Oak Elementary</i> will decrease Novice in Reading to 19 . Currently there are 29 Novices.
By 2023, <i>Coventry Oak Elementary</i> will decrease Novice in Math to 53. Currently there are 63 Novices.	By 2024, <i>Coventry Oak Elementary</i> will decrease Novice in Math to 43. Currently there are 53 Novices.	By 2025, <i>Coventry Oak Elementary</i> will decrease Novice in Math to 23. Currently there are 33 Novices.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Coventry Oak Elementary</i> will increase English Learner Progress index to 66.8% as measured by KSA. Current level is 65.3%.	By 2024, <i>Coventry Oak Elementary</i> will increase English Learner Progress index to 68.3% as measured by KSA. Current level is 65.3%.	By 2025, <i>Coventry Oak Elementary</i> will increase English Learner Progress index to 69.8% as measured by KSA. Current level is 65.3%.

Year 1 Focus Areas

PLC Focus on Teaching, Learning, and Assessment Literacy				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress	KCWP 2 - Design & Deliver Instruction :	<p>Develop, implement, and monitor strong effective PLCs using the district PLC Framework. Sustain the system for designing and delivering instruction using high yield instructional strategies in order to ensure that all students are receiving highly effective instruction at appropriate levels of rigor.</p> <p>Administration and support staff will design, align, and deliver support for Science, Social Studies and Writing classroom activities to ensure that resources are aligned to needs in order to make all systems work together for continuous improvement and success. Administration will monitor student data regularly and to ensure a continuous improvement model that monitors what is working</p>	<p>PLC monitoring/observation/self assessment</p> <p>Classroom observations</p>	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 1 - Design & Deploy Standards	<p>Ensure that standard deconstruction and backwards planning are occurring at an efficient and high level. Grade level classroom teachers will collaborate to refine the planning process for science to ensure they are teaching grade level content, teaching science standards, and using appropriate learning targets. Amplify will be taught with fidelity at all grade levels and unit assessment data will be administered and results will be analyzed to make curricular decisions. PLC minutes will reflect collaboration around</p>	<p>PLC monitoring/observation/self assessment</p> <p>Common assessment monitoring</p>	N/A

		<p>planning for science. Lesson Review will show science standards alignment to instruction. Data Analysis will show an increase in students' mastery of science standards when compared to previous year's data. Grade level classroom teachers will collaborate to refine the planning process for social studies to ensure they are teaching grade level content, teaching social studies standards, and using appropriate learning targets. My World will be taught with fidelity at all grade levels and unit assessment data will be administered and results will be analyzed to make levels and unit assessment data will be administered and results will be analyzed to make curricular decisions.</p>		
Reading, Math, Science, SS, Writing, EL Progress	KCWP 3 - Design and Deliver Assessment Literacy	<p>Develop rigorous grade level common assessments that allow for assessment literacy practice.</p> <p>School administration and grade level teams will use formative and summative evidence to inform what comes next for individual students and groups of students by analyzing data and making a plan for next steps of instruction to ensure that students reach mastery of standards.</p>	<p>Common assessment monitoring</p> <p>PLC observation</p> <p>Common Planning with Admin Team using Galileo</p>	N/A
Reading, Writing, EL Progress	KCWP 2 - Design and Deliver Instruction	<p>High quality Reading and Writing Professional Learning.</p> <p>Formative and summative assessment data will be analyzed bi-weekly and based around unit assessment data within PLCs and instructional team meetings. Administration and support staff will monitor the fidelity of implementation and provide feedback and support as needed.</p>	<p>Classroom observations</p> <p>Common assessment monitoring</p>	ESSER & School Funds
Reading, Math, Science, SS, Writing, EL Progress	KCWP 4 - Review, Analyze, Apply Data Results	<p>Continue to monitor results and refine data trackers for use of refinement and improvement</p> <p>The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy</p>	<p>Common assessment monitoring</p> <p>District Common Assessments on ADAM (Pearson)</p>	N/A

		usage within lessons. Teachers will then utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery	Platform	
<u>Progress Monitoring</u>				

MTSS will continue to offer support to students and families				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to improve our MTSS processes and supports for academics & behavior, to include both coaching and targeted interventions Administration and support staff will design, align, and deliver support for Science, Social Studies and Writing classroom activities to ensure that resources are aligned to needs in order to make all systems work together for continuous improvement and success. Administration will monitor student data regularly and to ensure a continuous improvement model that monitors what is working	MTSS Process Minutes Fidelity Checks MTSS Student Tracker and PBIS Reports	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Design master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible.	Master & Teacher Schedules to ensure Common Plannings and Co-Teaching IEP monitoring	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School	KCWP 6 - Establish Learning Culture & Climate	Design and improve FACE (Family and Community Engagement) Opportunities to improve communication and two way facilitation of interventions with families.	FACE Committee Family surveys	N/A

Climate and Culture				
<u>Progress Monitoring</u>				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress	KCWP 2 - Design & Deliver Instruction	Initial MTSS Form is built and utilized to initiate support to ensure decisions are data driven. Ensure high quality, data driven instruction is occurring at all 3 tiers of instruction.	MTSS Process Minutes Fidelity Checks MAP, Common Assessment, Formative Assessment Data	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 1 - Design & Deploy Standards	Ensure high quality and rigorous instruction is occurring at Tier 1.	TNTP Rubric to Ensure Rigor is being Met PLC monitoring/observation/self assessment Common assessment monitoring	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 3 - Design and Deliver Assessment Literacy	Rigorous grade level common assessments leaning more on deeper DOK levels (in alignment to the standard) are utilized to determine student achievement.	Common assessment monitoring PLC observation	N/A

			Common Planning with Admin Team	
Reading, Writing, EL Progress	KCWP 2 - Design and Deliver Instruction	Continual building on Reading and Writing professional learning to ensure rigorous instruction appropriate for standards are utilized	Classroom observations Common assessment monitoring	ESSER & School Funds
Reading, Math, Science, SS, Writing, EL Progress	KCWP 4 - Review, Analyze, Apply Data Results	Continual monitoring of assessment results using PLC data trackers and online platforms to determine instructional needs and improvement	Common assessment monitoring District Common Assessments on ADAM (Pearson) Platform	N/A
<u>Progress Monitoring</u>				

MTSS Supports, to include FACE				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to improve our MTSS processes and support for academics & behavior, to ensure rigorous Tiered instruction is occurring that will support the student's learning in Tier 1.	MTSS Process Minutes Fidelity Checks MTSS Student Tracker and PBIS Reports	N/A
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Design master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible. Co-Teaching and push-in models will be utilized when applicable to not only support the Tiered instruction but the overall Tier 1 as well.	Master & Teacher Schedules to ensure Common Plannings and Co-Teaching IEP monitoring	N/A
Reading, Math,	KCWP 6 -	Design and improve FACE (Family and	FACE Committee	N/A

Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	Establish Learning Culture & Climate	Community Engagement) Opportunities to improve communication and two way facilitation of interventions with families. Parent rep will be invited to participate and will communicate to their stakeholders?	Family surveys	
<u>Progress Monitoring</u>				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress	KCWP 2 - Design & Deliver Instruction	Ensure high levels of student achievement and growth are occurring at all 3 tiers as evidenced by an appropriate ratio of students at all 3 tiers of instruction- Tier 1, 2 and 3.	MTSS Process Minutes Fidelity Checks MAP, Common Assessment, Formative Assessment Data MTSS Student Tracker	N/A
Reading, Math, Science, SS, Writing, EL Progress	KCWP 1 - Design & Deploy Standards	Ensure high quality and rigorous instruction is occurring at Tier 1, 2 and 3.	TNTP Rubric to Ensure Rigor is being Met PLC monitoring/observation/self assessment Common assessment monitoring	N/A

Reading, Math, Science, SS, Writing, EL Progress	KCWP 3 - Design and Deliver Assessment Literacy	Rigorous grade level common assessments leaning more on deeper DOK levels (in alignment to the standard) are utilized to determine student achievement. All classes are performing with at least 80% of their students on proficiency level on all Tier 1 assessments.	Common assessment monitoring PLC observation Common Planning with Admin Team	N/A
Reading, Writing, EL Progress	KCWP 2 - Design and Deliver Instruction	Continual building on Reading and Writing professional learning to ensure rigorous instruction appropriate for standards are utilized	Classroom observations Common assessment monitoring	ESSER & School Funds
Reading, Math, Science, SS, Writing, EL Progress	KCWP 4 - Review, Analyze, Apply Data Results	Continual monitoring of assessment results using PLC data trackers and online platforms to determine instructional needs and improvement	Common assessment monitoring District Common Assessments on ADAM (Pearson) Platform	N/A
<u>Progress Monitoring</u>				

MTSS Supports, to include FACE				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 5 - Design, Align, Deliver, Support Processes	Continue to improve our MTSS processes and support for academics & behavior. Based on data trackers, it is evident more students are able to return back into Tier 1 instruction rather than staying in Tier 2 or 3.	MTSS Process Minutes Fidelity Checks MTSS Student Tracker and PBIS Reports	N/A
Reading, Math, Science, SS, Writing, EL Progress,	KCWP 5 - Design, Align, Deliver,	Continue to refine master schedule to ensure collaboration of interventionists, Special Education staff, and EL specialists are utilized in Tier 1 as effectively as possible.	Master & Teacher Schedules to ensure Common Plannings and Co-Teaching	N/A

Achievement GAP, Quality of School Climate and Culture	Support Processes	Co-Teaching and push-in models will be utilized when applicable to not only support the Tiered instruction but the overall Tier 1 as well.	IEP monitoring	
Reading, Math, Science, SS, Writing, EL Progress, Achievement GAP, Quality of School Climate and Culture	KCWP 6 - Establish Learning Culture & Climate	Continue to refine and improve FACE (Family and Community Engagement) Opportunities to improve communication and two way facilitation of interventions with families ensuring that all backgrounds are represented. Translators will be invited and utilized as much as possible.	FACE Committee Family surveys	N/A
MTSS Supports, to include FACE				
<u>Progress Monitoring</u>				



FCPS Professional Learning Plan 2023-2024
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS

2022-2023 Phase 4

FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Coventry Oak

District Mission

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.

School Mission

Our mission is to challenge minds, create lifelong learners, and cultivate kindness through a collaborative community that prepares every child for a successful future.

Focus Area 1

PLC: COE's PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area

Assessment: COE will implement a balanced assessment system.

How do the identified top two focus areas requiring professional learning relate to district goals?

Strategic Plan Priority Areas are:

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**



Describe Strategic Plan Priority Areas:

The COE's goals include:

- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**

Describe CDIP alignment:

The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress.

Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2023-2024](#)

[FCPS Professional Learning Timeline 2023-2024 At-A-Glance](#)



[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

Focus Area 1

[Focus Area 1 Objectives](#)

PLC: COE will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Short-Term Changes:

Knowledge: Teachers develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.

Knowledge: Teachers develop an understanding of the **Four Critical PLC Questions**.

Knowledge: Teachers will develop an understanding of the **Professional Learning Communities at Work Continuum**.

Knowledge: Teachers will develop an understanding of the **Three PLC Big Ideas**.

Knowledge: Teachers will develop an understanding of the **PLC+ Framework** and associated **Five Key Questions**.

Long-Term Changes:



Behavior: Teachers will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.

Skill: Teachers will use the four critical PLC questions to guide the PLC when it convenes.

Skill: Teachers will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.

Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.

Skill: Teachers will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy.

Focus Area 1 Intended Results

Student Outcomes:

- By 2024, COE will increase Reading proficient and distinguished on KSA.
- By 2024, COE will increase Math proficient and distinguished on KSA.
- By 2024, COE will increase Science proficient and distinguished on KSA.
- By 2024, COE will increase Social Studies proficient and distinguished on KSA.
- By 2024, Fayette County Public Schools will increase Combined Writing proficient and distinguished on KSA.
- By May 2024, COE will decrease **Reading** Novice on KSA.
 - **COE**
 - Reduce the number of African American scoring novice.
 - Reduce the number of EL students scoring novice.
 - Reduce the number of students with disabilities scoring novice.



- By May 2024, COE will decrease **Math Novice** in
 - **COE**
 - Reduce the number of African American students scoring novice.
 - Reduce the number of EL students scoring novice.
 - Reduce the number of students with disabilities scoring novice.
- By 2024, 100% of EL students will grow by at least .5 in their composite score.
- By 2024, COE will increase the Quality of School Climate and Safety index.

Educator Beliefs:

- By 2024, COE will ensure 100% of school PLCs (teachers and school administrators) use a PDSA model effectively to improve student learning.
- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.



- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

Focus Area 1 Monitoring

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- i. Collaborative teams will complete the PLC Continuum Self-Assessment
 - ii. Teachers and school administrators
 - iii. Three times a year
- i. COE will have a PLC monitoring plan/feedback form
 - ii. Teachers and school administrators
 - iii. Quarterly
- i. Professional learning agenda
 - ii. Teachers and school administrators
 - iii. Each meeting as appropriate
- i. Collaborative teams will provide access to their meeting notes and agendas
 - ii. Teachers and school administrators
 - iii. Each meeting
- i. The district will monitor PLC implementation through observations using district tools
 - ii. Directors, chiefs
 - iii. Twice yearly
- i. Site visit feedback form
 - ii. Principals, chiefs, directors



iii. Twice yearly

- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive
 - ii. Teachers, school administrators
 - iii. Each meeting
- i. The district will provide a needs assessment to determine the current state and next steps for PLCs
 - ii. Teachers, school administrators, chiefs
 - iii. Twice yearly
- i. Student work analysis protocols, curriculum pacing, common assessment data
 - ii. Teachers, school administrators
 - iii. Each meeting
- i. Student monitoring tools and processes
 - ii. Teachers, school administrators
 - iii. Each meeting
- i. Literacy integration - unit frameworks
 - ii. Teachers, school administrators
 - iii. Each meeting

This monitoring information will be housed in the COE Google Drive and will ensure:

- Everything related to professional learning is in one place
- Regular routing of employees of all role groups to the professional learning guiding documents and support materials
- Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring documentation
- collective accountability through a structure
- centralized information for relevant role groups



Focus Area 1 Indicators of Success

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to knows,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

Monitoring Each Student’s Learning

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

Turning Data Into Information

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- The PLC team implements a system for using data to identify professional learning needs.
- The PLC team implements a system for using data to inform MTSS decisions and practices.



Providing Students with Systematic Interventions and Extensions

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.

Interventions

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

Focus Area 1 Targeted Audience

The targeted audience is all teachers.

Focus Area 1 Resources

Staff: teacher

Funding: Title I

Technology: PLC Shared Drive

Instructional Resources: FCPS PLC Framework, *PLC +: Better Decisions and Greater Impact by Design*, *The PLC + Playbook: A Hands-On Guide to Collectively Improving Student Learning*, *The PLC + Facilitation and Activator's Guide*



Professional Learning Support from Vendors: N/A

Release Time: A release day for each grade level for each reading and math unit on the framework.

Focus Area 1 Ongoing Supports for Implementation

FCPS will initiate phase two of our PLC work as a districtwide team including district administrators, specialists, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning, school directed professional learning, and an administrator retreat. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS will provide responsive coaching based on need. The coaching emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. OAS directors and specialists will collaborate with school administrators and teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices established by tights and the integration of DEIB elements (district PLC priorities). This monitoring information will be housed in the professional learning website and will ensure:
 - Everything related to professional learning is in one place
 - Regular routing of employees of all role groups to the professional learning guiding documents and support materials
 - Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring documentation
 - collective accountability through a structure
 - centralized information for relevant role groups
2. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams professional learning and networking opportunities to develop their skills on co-constructing success criteria aligned to essential standards with learners to engage them in learning and increase self-efficacy.
3. OAS directors and specialists will provide principals, APs, ITLs and PLC teams tools to analyze student work aligned to essential standards to provide specific feedback to students and inform teaching, learning, and assessment practices.
4. OAS directors and specialists will collaborate with Principals, APs, ITLs and teacher leaders to develop tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth.



5. OAS directors and specialists will provide professional learning on processes to integrate literacy standards across content areas; create varied approaches to creating and communicating success criteria; formative assessment, and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.
6. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams professional learning and networking opportunities through the initiation of stage 1 of the *PLC +: Better Decisions and Greater Impact by Design* book study specifically emphasizing collective efficacy and establishing a balance for the planning and implementation of student learning as well as our own professional learning. **(This responsive professional learning opportunity will be offered for schools who self-assess as developing and sustaining for the PLC indicating that the foundational elements are present within the PLC. Schools who self-assess below developing and sustaining will receive responsive support based on a continuum of support.)**
7. School administrators will meet as triads three times a year to showcase PLC implementation and to give and receive collegial feedback. This will serve as a calibration mechanism, a time to learn, and a time to share ideas utilizing districtwide processes and protocols.

Focus Area 2

Assessment: COE will develop a balanced assessment system.

Focus Area 2 Objectives

Short-Term Changes:

Knowledge: Teachers develop an understanding of district common unit assessments and how they can be utilized to inform intentional planning.

Knowledge: Teachers develop an understanding of student learning throughout the year based on district benchmark assessments and state level assessments.



Knowledge: Teachers develop an understanding of the Assessment Guidance Document.

Knowledge: District administrators and specialists will gain an understanding of how to incorporate an explicit data review, analysis, and application components into all district level teams and meetings.

Long-Term Changes:

Behavior: Teachers consistently utilize district common assessments to inform their planning and instructional practices.

Behavior: Teachers consistently utilize benchmark assessments and state level assessments to inform their planning and instruction practices.

Behavior: Teachers and school administrators consistently utilize the Assessment Guidance Document.

Behavior: District administrators and specialists will incorporate an explicit data review, analysis, and application components into all district level teams and meetings.

Focus Area 2 Intended Results

Student Outcomes:

- By 2024, COE will increase Reading proficient and distinguished on KSA.
- By 2024, COE will increase Math proficient and distinguished on KSA.
- By 2024, COE will increase Science proficient and distinguished on KSA.
- By 2024, COE will increase Social Studies proficient and distinguished on KSA.
- By 2024, Fayette County Public Schools will increase Combined Writing proficient and distinguished on KSA.



- By May 2024, COE will decrease **Reading** Novice on KSA.
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 - Reduce the number of African American scoring novice.
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- By May 2024, COE will decrease **Math** Novice in
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 - Reduce the number of EL students scoring novice.
 - Reduce the number of students with disabilities scoring novice.
- By 2024, 100% of EL students will grow by at least .5 in their composite score.
- By 2024, COE will increase the Quality of School Climate and Safety index.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe analyzing student assessment is an important step of the planning process that leads to more targeted and responsive instruction.

Educator Practices:

- Teachers consistently utilize district common assessments to inform their planning and instructional practices.
- Teachers consistently utilize benchmark assessments and state level assessments to inform their planning and instruction practices.
- Teachers and school administrators consistently utilize the Assessment Guidance Document.
- District administrators and specialists will incorporate an explicit data review, analysis, and application components into all district level teams and meetings.



Focus Area 2 Monitoring

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- i. ELA and Math common unit assessments
 - ii. Teachers
 - iii. Every two weeks
- i. Science (4, 7, Biology) and Social Studies (5, 8, US History)
 - ii. Teachers
 - iii. Every two weeks
- i. District common unit assessment rubrics and calendars
 - ii. Teachers
 - iii. Every two weeks
- i. FCPS ROIS
 - ii. Teachers
 - iii. Every two weeks
- i. District data protocols
 - ii. School administrators, specialists, district administrators
 - iii. Every two weeks
- i. ADAM
 - ii. Teachers
 - iii. Weekly
- i. District Common Unit Assessments
 - ii. Teachers



iii. Every two weeks

- i. District team meetings and products
 - ii. Specialists, district administrators
 - iii. Every two weeks
- i. District formative and summative data
 - ii. District administrators
 - iii. Quarterly

Focus Area 2 Indicators of Success

At Tier 1, a balanced assessment system is used to make decisions at the district, school, classroom, and student level. Formative assessments and common formative assessments provide data about student learning and help teachers determine if instruction is effective or if adjustments to instruction are needed. Common summative assessments are used to provide data at the end of units/end of course to measure standards mastery. Standardized tests are used to determine if students are meeting state academic standards. They also can be used to inform decisions about systems-level programming and the overall effectiveness of MTSS.

Universal screening is used at Tier 1 to:

- evaluate the effectiveness of the guaranteed and viable curriculum and classroom instruction provided to all students
- identify students who may be at risk in academics and/or social behaviors
- identify students who need supplemental or intensive interventions

When assessing Tier 1 effectiveness, teams look for evidence that at least 80% of students are at or above the established cut score. Diagnostic assessments are used to help educators identify strengths and weaknesses and provide data about students' content knowledge and skills. The diagnostic assessments allow the SPS team to identify an appropriate intervention for an individual student or group of students. The goal of the MTSS framework is to provide interventions for approximately 20% of the school. When schools find that more than 20% of the student population meets cut scores for intervention, the school adjusts cut scores to serve the bottom 20% through the MTSS framework. In schools where there is not 80% meeting proficiency, ongoing diagnostic assessment should be used to regularly monitor progress.



School leadership teams use universal screening data to monitor the implementation and effectiveness of Tier 1 instruction. If data indicate that less than 80% of students are meeting benchmarks for academic proficiency, behavior expectations or social emotional-skills, MTSS leadership teams examine the difference between the actual and the desired performance in order to identify areas in need of improvement at the systems level.

Upon completion of the universal screener for academic and social, examine data at the student level to determine where additional screenings are needed, using the [Data Informed Decision Flowchart](#). For students scoring below the cut point, additional diagnostic assessments are given to identify the specific area(s) of focus, providing a triangulation of data to meet student needs and accelerate learning. For students scoring above 80% on specific skills, opportunities for enrichment and/or extensions shall be provided by the classroom teacher and/or gifted and talented resource teacher.

Focus Area 2 Targeted Audience

The targeted audience is all district administrators, principals, assistant principals, and teachers from all levels.

Focus Area 2 Resources

Staff: chiefs, directors, specialists, principals, assistant principals, teachers

Funding: Title II, District Assessment

Technology: ADAM, ROIS, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: Assessment Guidance Document

Professional Learning Support from Vendors: N/A

Focus Area 2 Ongoing Supports for Implementation

FCPS will initiate phase two of our assessment work as a districtwide team including district administrators, specialists, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning, school directed professional learning, and an administrator retreat. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning



Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS will provide responsive coaching based on need. The coaching emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. The OAS (Assessment) director and specialists will collaborate with teachers in the development of district common unit assessments.
 - Elementary: ELA and math for the second year of recovery work; science and social studies for the second year of recovery with full implementation of all core content benchmarks in the third year of recovery.
 - Secondary: ELA, Math, Science and Social Studies for the second year of recovery with full implementation.
 - These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 2, these will be given multiple/year for grades 2-5. 6-12 will be given at the end of each unit for the core subjects of math, english, science and social studies. The common unit assessment will include items that mirror formats on state assessment as appropriate, including multiple choice, technology enhanced items, short answer, and extended responses.
 - Continue to collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.
2. The OAS (Assessment) director and specialists will utilize a districtwide formative assessment tool to monitor student learning by grade level and by standard to determine next steps and “just in time” supports to principals and school teams based on a continuum of support.
3. The OAS (Assessment) director and specialists will provide district formative and summative updates on student learning throughout the year of the progress made based on district benchmark assessments and state level assessments. This will inform responsive professional learning opportunities providing district leadership, principals, APs, ITLs, and PLC teams professional learning and networking opportunities.
4. The OAS (Assessment) director and specialists will develop and implement an Assessment Guidance Document and provide associated professional learning and networking opportunities for district leadership, principals, APs, ITLs, and PLC teams.
5. The OAS (Assessment) director and specialists will provide professional learning and networking opportunities for district level leadership on incorporating an explicit data review, analysis, and application components into all district level teams and meetings.



Optional Extension