



## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

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

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

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

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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



# 2022-23 Phase One: Executive Summary for Deep Springs Elementary

2022-23 Phase One: Executive Summary for Schools

**Deep Springs Elementary School**

**Adam Kirk**

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Lexington, Kentucky, 40505

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?

Deep Springs Elementary is located in Northeast Lexington. Built in 1963, with a full renovation in 2015, our school serves roughly 500 students from Early Start through 5th Grade. The school community includes a median home value of \$112,000 and a median household income of \$34,000. Approximately 39 percent of the homes within this sector are classified as rental property. The student population is transient, which contributes to the challenges of increasing student achievement. The school trends indicate an increase in student diversity--more minorities, more immigrants, more students learning English as a second language, and more students from poverty. The student demographics consist of 33% white, 31% black, 30% Hispanic, and 6% other. 78% of the student population is eligible for free and reduced lunch. 30% of the student population is classified as EL (English Learners) and 18% of the student population qualifies for special education services.

### 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.

Faculty and staff believe in our Mission and Vision Statements. The Mission Statement is: We are the difference makers who will ensure: All students enter a positive and safe learning environment where they are loved and supported. All students are held accountable for their learning and behavior. All students, families, and staff are respected through authentic positive relationships. The Vision Statement is "Building Success, Nurturing Potential." The Guidelines for Success are "Always Try, Be Responsible, Cooperate with Others, Do Your Best, Every Day Respect Every One.

### 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.

Faculty and staff work with our families and students to ensure individual needs are being met. In order to meet the increasing demand of the changing transient population, several new initiatives were implemented. The instructional initiatives include a focus on Small Group Tier 1 Reading instruction, implementing KAGAN strategies, the use Galileo Assessments, and Imagine Learning online software. In

addition to the instructional initiatives, the faculty and staff have begun using the eOS system to track and monitor student behavior as part of our Positive Behavior Intervention and Supports (PBIS) System. We are a gold level PBIS School! Both of our instructional and behavioral components are a part of a Multi-Tiered System of Supports (MTSS). MTSS provides us with a coherent system for continuous improvement. Lastly, we have rebuilt and restarted our PTA (Parent-Teacher Association) and have developed a FACE (Family and Community Engagement) committee designed to increase engagement between our families, the community, and our school.

#### 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.

We are classified as a TSI school year. We missed the special ed. cut score by 1.7 points (28.3 out of a minimum of 30). We are being more intentional with how we assign student accommodators. We developed the 'Change Champions' initiative that connects staff with students who have special needs (now/at the beginning of the year) to ensure relationships are built and accommodation strategies are mastered throughout the entire year - not just during KSA testing.

#### Additional Information

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

N/A



# 2022-23 Phase Two: The Needs Assessment for Deep Springs Elementary

2022-23 Phase Two: The Needs Assessment for Schools

**Deep Springs Elementary School**

**Adam Kirk**

1919 Brynell Dr

Lexington, Kentucky, 40505

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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.

Members of the Deep Springs Elementary Leadership Team and SBDM reviewed, analyzed, and applied data results from the spring 2022 KSA (Kentucky Summative Assessment) in October 2022 to determine our priorities for this year's needs assessment.

#### **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?

21-22 Comprehensive School Improvement Plan (CSIP):

1. Proficiency Objective: Increase the combined percentage of students scoring Proficient in Reading and Math from 22% to 36% by the spring of 2022, as measured by the required state academic assessment. We did not meet this objective. However, we did grow. Our combined percentage of students scoring Proficient in Reading and Math is 27%.

2. Separate Academic Indicator Objective: Increase the percent of proficient students in Science, Social Studies, and Writing from 30% to 40% by the spring of 2022, as measured by the required state academic assessment. We did not meet this objective. In fact, we decreased overall to only 16% Proficiency.

3. Achievement Gap Objective: Increase the percent proficient of our African American students in Math from 12% to 26% by the spring of 2022, as measured by the required state academic assessment. We did not meet this objective. However, we did grow. Our African American students' percent proficiency in Math is 13%.

This year's CSIP plan will continue to focus on increasing overall Proficiency across subject areas. In addition, we will target our special education students as they scored below the set cut score by 1.7 points.

## 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.

Results of testing a year after a 15 month world-wide pandemic showed, understandably, a drop in student achievement and proficiency across the board. Based on our scores from the Kentucky Summative Assessment (KSA), our combined Proficiency in Reading and Math decreased from 34% in 2019 to 22% in 2021. This year, we had a slight increase to 24%. In addition, our Gap score from the Spring 2021 Math KSA increased between our African American and our White students. In 2019, 29% of our African American students were Proficient/Distinguished in Math. In 2021, only 12% of our African American students are Proficient/Distinguished in Math. This year, we had a slight increase to 13%.

## 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.

Based on 2022 Kentucky Summative Assessment (KSA) Data, only 27% of our 3rd-5th Grade students are Proficient/Distinguished in Reading while 37% are Novice. In Math, only 21% of our 3rd-5th Grade students are Proficient/Distinguished while 45% are Novice. The overall minimum KSA index score for each sub-population of students was 30. We exceeded that score with all groups except special education students. Our 3rd-5th Grade special education students scored a 28.3 missing the cut score by 1.7 points.

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.

Based on our scores from the Spring 2022 Kentucky Summative Assessment (KSA), our greatest area of weakness continues to be our low combined Proficiency percentage in Reading and Math. It decreased from 34% in 2019 to 22% in 2021 after COVID, but has increased ever so slightly this year to 24%. Another area of weakness is missing the cut score of 30 for our special education students. A third area of weakness is the overall percent proficiency for our 3rd-5th Grade students in Science, Social Studies, & Writing at only 16%.

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.

Our strength has always been the ability to move and grow kids academically. The hurdle we have is how far can we grow kids in the amount of time given. For example, a majority of our data indicates that we can grow a 4th Grader who is on Kindergarten Reading level up to mastery with 3rd Grade Reading Standards. However, that doesn't necessarily help them when they're asked to read and respond to 4th Grade Standard questions. We must continue 'bend time' by intentionally adjusting our Tier 1 & Tier 2 lesson planning to meet kids where they are - utilizing Galileo data to indicate which students have made growth, which students have met mastery, and which students need to be retaught on each grade level standard.

### 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.

After analyzing the Key Elements of our teaching and learning environment, we will focus on strengthening our Reading Tier 1 Small Group processes and practice using Orton Gillingham. In addition, we will improve our testing accommodator practice and conditions so that students can be assigned earlier to a key adult in the building that will help mentor and accommodate for them throughout the school year.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements Template	Key Elelments for DSE	•

# Deep Springs Elementary Comprehensive School Improvement Plan 2022-2025

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

### State Assessment

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

### MAP (K-8)

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

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

### State Assessment

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

### State Assessment Results in Reading

- By 2025, Deep Springs Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 27%.

### State Assessment Results in Math

- By 2025, Deep Springs Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 21%.

### State Assessment Results in Science

- By 2025, Deep Springs Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 8%.

### State Assessment Results in Social Studies

- By 2025, Deep Springs Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 21%.

State Assessment Results in Combined Writing

- By 2025, Deep Springs Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 20%.

English Learner Progress

- By 2025, Deep Springs Elementary will grow 100% of EL students by at least 1.5 in their composite score as measured by ACCESS.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Deep Springs Elementary will increase P/D in Reading to 38%.	By 2024, Deep Springs Elementary will increase P/D in Reading to 49%.	By 2025, Deep Springs Elementary will increase P/D in Reading to 61%.
By 2023, Deep Springs Elementary will increase P/D in Math to 32%.	By 2024, Deep Springs Elementary will increase P/D in Math to 44%.	By 2025, Deep Springs Elementary will increase P/D in Math to 56%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Deep Springs Elementary will increase P/D in Science to 20%.	By 2024, Deep Springs Elementary will increase P/D in Science to 33%.	By 2025, Deep Springs Elementary will increase P/D in Science to 46%.
By 2023, Deep Springs Elementary will increase P/D in Social Studies to 34%.	By 2024, Deep Springs Elementary will increase P/D in Social Studies to 48%.	By 2025, Deep Springs Elementary will increase P/D in Social Studies to 61%.
By 2023, Deep Springs Elementary will increase P/D in Combined Writing to 33%.	By 2024, Deep Springs Elementary will increase P/D in Combined Writing to 47%.	By 2025, Deep Springs Elementary will increase P/D in Combined Writing to 61%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Deep Springs Elementary will decrease novice in Reading to 30%.	By 2024, Deep Springs Elementary will decrease novice in Reading to 22%.	By 2025, Deep Springs Elementary will decrease novice in Reading to 14%.
By 2023, Deep Springs Elementary will decrease novice in Math to 35%.	By 2024, Deep Springs Elementary will decrease novice in Math to 25%.	By 2025, Deep Springs Elementary will decrease novice in Math to 14%.

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

### **Special Considerations for Targeted Support and Improvement (TSI) Schools**

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

## Year 1 Focus Areas

Deep Springs Elementary's PLC process will include integrating KAGAN strategies into classroom lessons as well as using the Galileo Assessment Platform to effectively improve student learning.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading and Math	<b>KCWP 1:</b> Teachers will develop a systematic practice to <b>design and deploy standards</b> by constructing Learning Intentions (Content Based) and Success Criteria (Performance Based) for Reading and Math by 'unpacking' the standards.	<ul style="list-style-type: none"> <li>Weekly PLCs focus on planning around Essential Standards</li> <li>Learning Intentions and Success Criteria are crafted and shared with the team in PLC to ensure that they meet the depth and intention of the KAS</li> <li>Teams worked to create Essential Standard sheets to utilize for design and deploy instruction around the Essential Standards</li> </ul>	PLC Schedule  PLC Agendas  PLC Minutes	N/A
Reading and Math	<b>KCWP 4:</b> Teachers will develop a systematic process to <b>review, analyze, and apply data</b> by developing a progress monitoring system to monitor Reading and Math standards mastery for each student.	<ul style="list-style-type: none"> <li>During PLCs, teachers participate in Professional Learning around administration and monitoring of the Galileo Benchmark Assessments to monitor KAS Mastery, given 3 times a year.</li> <li>During PLCs, teachers will create, administer, and monitor Galileo Formative Assessments to track students' KAS Mastery.</li> </ul>	PLC Schedule  PLC Agendas  PLC Minutes	N/A
Reading, Math, Writing, Social Studies, and Science	<b>KCWP 2:</b> Teachers will develop a systematic process to <b>design and deliver instruction</b> by integrating KAGAN strategies into their	<ul style="list-style-type: none"> <li>During PLCs, teachers will collaborate to determine which KAGAN strategy to include in their lesson plans focusing specifically on our special</li> </ul>	PLC Minutes  Lesson Plans  Observations	N/A

	classroom lesson plans.	education students to ensure active engagement.		
<b><u>Progress Monitoring</u></b>				
January 2023 March 2023 June 2023				

<b>Deep Springs Elementary's Professional Development will include targeted strategies to improve Reading and Math instruction as well as strategies to better meet the needs of our special education students in order to effectively improve student learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/ Monitoring</b>	<b>Funding Source</b>
Reading	<b>KCWP 3:</b> Administrators will develop a PD schedule that supports teachers as they <b>Design and Deliver Assessment Literacy</b> to ensure they are using the most intentional practices.	<ul style="list-style-type: none"> <li>• Our K-2 Homeroom teachers will receive training and support throughout the year from the Assistant Principal on Tier 1 Small Group Planning and Instruction using/Orton Gillingham</li> <li>• Our 3-5 Homeroom teachers will receive training and support using Formative Assessment Practices during their small group Reading instruction during Tier 1</li> </ul>	PD Plan  Training Agendas	N/A
Reading and Math	<b>KCWP 5:</b> Administrators will develop a systemic process to <b>Design, Align and Deliver Support</b> by utilizing district resource teachers from the Teaching and Learning Department.	<ul style="list-style-type: none"> <li>• Beth Magsig will be working directly with our 3rd Grade Team as they make their Tier 1 Reading planning more intentional.</li> <li>• Debbie Waggoner will be working directly with our 2nd Grade Team as they begin using enVisions Math while making their Tier 1 Math planning more intentional.</li> </ul>	District's Teaching and Learning Action Plan  Lesson Plans  3rd Grade Reading Formative and Summative Assessments	N/A



			2nd Grade Math Formative and Summative Assessments	
Reading and Math	<b>KCWP 2:</b> Teachers will receive training from district resource teachers to create a systematic process to <b>design and deliver Instruction</b> by utilizing the most current co-teaching strategies to ensure our special education students are learning at high levels.	<ul style="list-style-type: none"> <li>Administrators will schedule Co-Teaching Training on February 8, 2023 with Sumyr Elkins and Page Harman from the district's special education and EL department.</li> <li>Administrators will order 30 copies of the book 'Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection / Edition 1' for the co-teaching training.</li> </ul>	Lesson Plans Observations	Title 1 Funds
<b><u>Progress Monitoring</u></b>				
January 2023 March 2023 June 2023				

<b>Deep Springs Elementary's Master Schedule will be adjusted in order to effectively improve student learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/ Monitoring</b>	<b>Funding Source</b>
Science and Social Studies	<b>KCWP 6:</b> Administrators and SBDM Council will collaborate while <b>Establishing Learning Culture and Environment</b> to guarantee student access to the curriculum.	<ul style="list-style-type: none"> <li>The master schedule will be adjusted to provide our 4th graders additional time with Science content and our 5th graders additional time with our Social Studies content.</li> </ul>	Master Schedule  Science Formative & Summative Assessments  Social Studies Formative &	N/A

			Summative Assessments	
<b><u>Progress Monitoring</u></b>				
January 2023 March 2023 June 2023				

### Year 2 Focus Areas

Deep Springs Elementary will continue to use the PDSA model to improve our PLC processes.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading & Math	<b>KCWP 6:</b> Administrators will collaborate with teachers to <b>Establish a Learning Culture and Environment</b> to ensure our PLCs result in improved student achievement.	<ul style="list-style-type: none"> <li>We will monitor the effectiveness of PLC practices established by district expectations.</li> </ul>	PLC Minutes  District Attendance in PLC Trainings	N/A
Reading & Math	<b>KCWP 3:</b> Teachers will <b>Design and Deliver Assessment Literacy</b> by backwards planning and creating common Learning Intentions and Success Criteria.	<ul style="list-style-type: none"> <li>We will review past success criteria/learning intentions to ensure alignment with standards so that learners engage in learning and increase self-efficacy.</li> </ul>	PLC Minutes  Professional Learning Agenda  Site Visit Feedback	N/A
Reading & Math	<b>KCWP 3:</b> Teachers will <b>Design and Deliver Assessment Literacy</b> by analyzing student	<ul style="list-style-type: none"> <li>We will analyze student work aligned to essential standards to provide specific feedback to students and inform teaching, learning, and assessment practices.</li> </ul>	Student Work Analysis  PLC Minutes  Common/	N/A

	work/data.		Summative Assessment	
Reading & Math	<b>KCWP 4:</b> Teachers will develop a systematic process to <b>review, analyze, and apply data</b> by creating opportunities for students to self assess.	<ul style="list-style-type: none"> <li>We will work with our district support team to develop tools to expand the opportunities for students to monitor their learning and the PLCs to monitor student growth.</li> </ul>	Student Monitor Tools & Processes	N/A
<u>Progress Monitoring</u>				
January 2024 March 2024 June 2024				

<b>Deep Springs Elementary will develop and use a balanced assessment system.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/ Monitoring</b>	<b>Funding Source</b>
Reading & Math	<b>KCWP 3:</b> Teachers will <b>Design and Deliver Assessment Literacy</b> by collaborating with teammates on common formative and summative assessments.	<ul style="list-style-type: none"> <li>We will develop common unit assessments.</li> </ul>	ELA and Math Common Unit Assessment  District Common Unit Assessment Rubrics and Calendars  PLC Minutes	N/A
Reading & Math	<b>KCWP 3:</b> Teachers will <b>Design and Deliver Assessment Literacy</b> by using student data to inform instruction.	<ul style="list-style-type: none"> <li>We will continue to collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions.</li> </ul>	PLC Minutes  District Assessment Platform	N/A

Progress Monitoring

January 2024  
March 2024  
June 2024

**Deep Springs Elementary will develop and implement standards-based instruction to accelerate learning.**

Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading & Math	<b>KCWP 1:</b> Teachers will develop a systematic practice to <b>design and deploy standards.</b>	<ul style="list-style-type: none"> <li>We will utilize the district-developed frameworks, based on the state standards to plan for engaging instruction.</li> </ul>	Navigator Website DLM	District Provided (Title II)  Title I
Achievement Gap i.e. Special Education & English Learner Progress	<b>KCWP 5:</b> Administrators will support teachers as they <b>Design, Align and Deliver Support</b> when analyzing data.	<ul style="list-style-type: none"> <li>We will collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for students.</li> </ul>	PLC Minutes	N/A

Progress Monitoring

January 2024  
March 2024  
June 2024

**Year 3 Focus Areas**

**Deep Springs Elementary will continue to use the PDSA model to improve our PLC processes.**

Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading & Math	<b>KCWP 4:</b> Teachers will develop a systematic process to <b>review,</b>	<ul style="list-style-type: none"> <li>We will work with district support and other high-functioning PLCs</li> </ul>	PLC Agendas	N/A

	<b>analyze, and apply data</b> during each PLC meeting.	to enhance effective PLC practices. Practices include teaching and learning, assessment analysis processes, student opportunities to respond to learning, and students becoming assessment-capable.	PLC Minutes	
Reading & Math	<b>KCWP 4:</b> Teachers will develop a systematic process to <b>review, analyze, and apply data</b> looking for ways to integrate multiple content areas.	<ul style="list-style-type: none"> <li>We will follow the process for interdisciplinary PLC practices for utilizing the integrated content with the unit frameworks to include clarity of teaching and learning practices and student self-assessment practices across multiple areas of learning.</li> </ul>	District Provided Integration Framework	
<u>Progress Monitoring</u>				
January 2025 March 2025 June 2025				

<b>Deep Springs Elementary will develop and use a balanced assessment system.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/ Monitoring</b>	<b>Funding Source</b>
Reading & Math	<b>KCWP 3:</b> Teachers will <b>Design and Deliver Assessment Literacy</b> by collaborating with teammates on common formative and summative assessments.	<ul style="list-style-type: none"> <li>We will develop common unit assessments.</li> </ul>	ELA and Math Common Unit Assessments  PLC Minutes	N/A
Reading & Math	<b>KCWP 3:</b> Teachers will <b>Design and Deliver Assessment Literacy</b> by using student data to inform	<ul style="list-style-type: none"> <li>We will collect and use student data from common assessments to inform classroom instruction and decisions. Data from assessments will be collected and organized.</li> </ul>	PLC Minutes	N/A

	instruction.			
Reading & Math	<b>KCWP 4:</b> Teachers will develop a systematic process to <b>review, analyze, and apply data</b> by standards mastery.	<ul style="list-style-type: none"> <li>We will monitor learning by grade level and by standard to determine the next steps for instruction for our students.</li> </ul>	ADAM  District Common Unit Assessments  PLC Minutes	N/A
<u>Progress Monitoring</u>				
January 2025 March 2025 June 2025				

Deep Springs Elementary will develop and implement standards-based instruction to accelerate learning.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Achievement Gap i.e. Special Education & English Learner Progress	<b>KCWP 4:</b> Teachers will develop a systematic process to <b>review, analyze, and apply data</b> utilizing various platforms.	<ul style="list-style-type: none"> <li>We will measure student outcomes through data platforms, ensuring the reduction of achievement gaps.</li> </ul>	Data Platforms (MAP, KSA, FastBridge, etc)	N/A
Achievement Gap i.e. Special Education & English Learner Progress	<b>KCWP 2:</b> Teachers will <b>design and deliver instruction</b> by monitoring student progress.	<ul style="list-style-type: none"> <li>We will continue to monitor student progress in all tiers of instruction with fidelity checks, unit framework alignment, and student success criteria.</li> </ul>	Walkthrough Data  PLC Minutes	N/A
<u>Progress Monitoring</u>				
January 2025 March 2025 June 2025				