



2022-23 Phase One: Continuous Improvement Diagnostic for Deep Springs Elementary

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Deep Springs Elementary School

Adam Kirk

1919 Brynell Dr

Lexington, Kentucky, 40505

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.



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

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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

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

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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.

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	.



2022-23 Phase Two: School Assurances

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Deep Springs Elementary School

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2022-23 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ 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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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	KCWP 1: Teachers will develop a systematic practice to design and deploy standards 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"> Weekly PLCs focus on planning around Essential Standards 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 Teams worked to create Essential Standard sheets to utilize for design and deploy instruction around the Essential Standards 	PLC Schedule PLC Agendas PLC Minutes	N/A
Reading and Math	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data by developing a progress monitoring system to monitor Reading and Math standards mastery for each student.	<ul style="list-style-type: none"> 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. During PLCs, teachers will create, administer, and monitor Galileo Formative Assessments to track students' KAS Mastery. 	PLC Schedule PLC Agendas PLC Minutes	N/A
Reading, Math, Writing, Social Studies, and Science	KCWP 2: Teachers will develop a systematic process to design and deliver instruction by integrating KAGAN strategies into their	<ul style="list-style-type: none"> During PLCs, teachers will collaborate to determine which KAGAN strategy to include in their lesson plans focusing specifically on our special 	PLC Minutes Lesson Plans Observations	N/A

	classroom lesson plans.	education students to ensure active engagement.		
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>January 2023 March 2023 June 2023</p>				

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.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading	KCWP 3: Administrators will develop a PD schedule that supports teachers as they Design and Deliver Assessment Literacy to ensure they are using the most intentional practices.	<ul style="list-style-type: none"> 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 Our 3-5 Homeroom teachers will receive training and support using Formative Assessment Practices during their small group Reading instruction during Tier 1 	PD Plan Training Agendas	N/A
Reading and Math	KCWP 5: Administrators will develop a systemic process to Design, Align and Deliver Support by utilizing district resource teachers from the Teaching and Learning Department.	<ul style="list-style-type: none"> Beth Magsig will be working directly with our 3rd Grade Team as they make their Tier 1 Reading planning more intentional. 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. 	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	KCWP 2: Teachers will receive training from district resource teachers to create a systematic process to design and deliver Instruction 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"> 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. 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. 	Lesson Plans Observations	Title 1 Funds
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>January 2023 March 2023 June 2023</p>				

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

			Summative Assessments	
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>January 2023 March 2023 June 2023</p>				

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

	work/data.		Summative Assessment	
Reading & Math	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data by creating opportunities for students to self assess.	<ul style="list-style-type: none"> 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. 	Student Monitor Tools & Processes	N/A
<div>January 2024</div> <div>March 2024</div> <div>June 2024</div> <div>Progress Monitoring</div>				

Deep Springs Elementary will develop and use a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading & Math	KCWP 3: Teachers will Design and Deliver Assessment Literacy by collaborating with teammates on common formative and summative assessments.	<ul style="list-style-type: none"> We will develop common unit assessments. 	ELA and Math Common Unit Assessment District Common Unit Assessment Rubrics and Calendars PLC Minutes	N/A
Reading & Math	KCWP 3: Teachers will Design and Deliver Assessment Literacy by using student data to inform instruction.	<ul style="list-style-type: none"> We will continue to collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. 	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	KCWP 1: Teachers will develop a systematic practice to design and deploy standards .	<ul style="list-style-type: none">We will utilize the district-developed frameworks, based on the state standards to plan for engaging instruction.	Navigator Website DLM	District Provided (Title II) Title I
Achievement Gap i.e. Special Education & English Learner Progress	KCWP 5: Administrators will support teachers as they Design, Align and Deliver Support when analyzing data.	<ul style="list-style-type: none">We will collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for students.	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	KCWP 4: Teachers will develop a systematic process to review ,	<ul style="list-style-type: none">We will work with district support and other high-functioning PLCs	PLC Agendas	N/A

	analyze, and apply data 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	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data looking for ways to integrate multiple content areas.	<ul style="list-style-type: none"> 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. 	District Provided Integration Framework	
<div>January 2025</div> <div>March 2025</div> <div>June 2025</div> <div>Progress Monitoring</div>				

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

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

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



2022-23 Phase Four: Professional Development Plan for Deep Springs Elementary School

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Deep Springs Elementary School
Adam Kirk
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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results


Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

See Attachment

ATTACHMENTS

Attachment Name

 Professional Learning Plan


2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

See Attachment

ATTACHMENTS

Attachment Name


 Professional Learning Plan

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

See Attachment

ATTACHMENTS

Attachment Name


 Professional Learning Plan

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See Attachment

ATTACHMENTS

Attachment Name

 Professional Learning Plan

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

See Attachment

ATTACHMENTS

Attachment Name



Professional Learning Plan

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See Attachment

ATTACHMENTS

Attachment Name



Professional Learning Plan

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

See Attachment

ATTACHMENTS

Attachment Name



Professional Learning Plan

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

See Attachment

ATTACHMENTS

Attachment Name



Professional Learning Plan

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

See Attachment

ATTACHMENTS

Attachment Name



Professional Learning Plan

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See Attachment

ATTACHMENTS

Attachment Name



Professional Learning Plan

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See Attachment

ATTACHMENTS

Attachment Name




Professional Learning Plan

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

ATTACHMENTS

Attachment Name


 Professional Learning Plan

5c. How will the professional development be monitored for evidence of implementation?

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
 - ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
 - iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
- See Attachment

ATTACHMENTS

Attachment Name

 Professional Learning Plan


5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

See Attachment

ATTACHMENTS

Attachment Name

 Professional Learning Plan

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

See Attachment

ATTACHMENTS**Attachment Name**



Professional Learning Plan

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

See Attachment

ATTACHMENTS**Attachment Name**



Professional Learning Plan

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See Attachment

ATTACHMENTS**Attachment Name**




Professional Learning Plan

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

See Attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Professional Learning Plan		<ul style="list-style-type: none">• 1• 2• 3• 4a• 4b• 4c• 4d• 4e• 4f• 4g• 5a• 5b• 5c• 5d• 5e• 5f• 5g