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

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Garden Springs Elementary School
Joey Sheroan
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Lexington, Kentucky, 40504
United States of America

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2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• Progress Monitoring

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

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Garden Springs Elementary School

Please enter your name and date below to certify.

Joey Sheroan

September 19, 2022

2022-23 Phase One: Executive Summary for Schools Garden 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?

Garden Springs Elementary originally opened in August 1964 as one of the first open-classroom schools in the nation. In early 1988, fire damaged the school extensively. It was rebuilt and reopened for classes in August 1988. Though the open classroom concept is no longer in place at GSE, the collaborative and teamwork concepts of the open-classroom system remain. This collaborative and teamwork model that the school was built on is most present today in the school wide implementation of Kagan Cooperative Learning strategies and Total Participation Techniques to meet the learning needs of all students in meeting the increased rigor of the common core standards. This collaborative learning environment where students feel part of a family and team of learners has helped Garden Springs maintain an attendance rate well above the district and state. We also have a true professional learning community where all staff play an important part in collaborating to improve our school. Garden Springs Elementary is home to 410 students in grades Kindergarten - 5. GSE proudly serves families in the southwest part of Lexington primarily living in the subdivisions of Garden Springs, Clemens Heights, Dogwood Trace, and Firebrook. Garden Springs employs approximately 34 certified teachers for a student/teacher ratio of 12:1. Garden Springs Elementary students mirror the diversity found in the community the school serves. The ethnic diversity consists of 63.6% of students white (non-Hispanic), 9% African American, 16.8% Hispanic, and 10.6% other. 50.4% of students at Garden Springs are considered economically disadvantaged. Beginning in June 2013 Garden Springs began an extensive renovation project that was completed during the summer of 2015. This renovation included a complete remodel of all existing spaces, the addition of 5 regular classrooms, 2 early start classrooms, a science lab, a new music and art room, and new front office and administration space. The expansion and update greatly improved the library and cafeteria. This renovation ensures that students at Garden Springs can continue to have access to top level resources and technology needed to meet the demands of today.

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.

Garden Springs Elementary Mission Statement: Garden Springs Elementary exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society.

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Garden Springs Elementary Vision Statement: Garden Springs Elementary envisions a learning community that promotes superior student success in all areas through sustaining a culture of high expectations and mutual respect between all stakeholders. Garden Springs will be a "School of Distinction" by focusing exclusively on what is best for students. Student Achievement Garden Springs envisions a systematic, research supported, tiered instructional model that intentionally uses ALL instructional minutes to allow ALL students to reach and/or exceed proficiency levels and yearly make and/or exceed a year's growth through meeting the individual needs of all students. Community Engagement Garden Springs envisions a partnership with the community by which community members and businesses work alongside the school to provide students rich and relevant learning experiences that prepare them to be contributing members of the community in the future. Family Engagement Garden Springs envisions a partnership with families where, through effective communication and education, the school and families are able to communicate to students and community members how the school and families systematically work to support each other to ensure student achievement through a combined home-school effort. Student Engagement Garden Springs envisions intentionally planned instruction that fosters student engagement through students interacting, communicating, creating, and problem solving with content through the use of learning structures that prepare students for work in a global society. Staff Engagement Garden Springs envisions a staff culture that is built around collaboration, mutual respect, intentional team based decision making, and a relentless commitment to continuous improvement and student first decision making. Garden Springs believes that it our responsibility to provide students a safe environment where they know they are cared for and respected so that all students are able to meet the demands of high level teaching and learning.

Garden Springs offers a variety of opportunities to engage all stakeholders. Community partners provide students with health and wellness support, teach students important life lessons, and assist with school activities such as the REAL Read program. Parents are invited to attend open house, parent conferences, Family Nights, PTA events and various school activities throughout the year.

We have high expectations for learning for all students throughout the regular school day. Outside the school day, students have the opportunity to engage in a variety of activities including Battle of the Books, Volleyball Club, Cooking Club, Art Club, Performing Arts Club, and the Cross Country Team.

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.

Garden Springs was proud to achieve a four star rating on the state accountability testing system in 2018-2019. 72% of our students scored at or above grade level in reading and 67% scored at or above grade level in math on the Spring 2022 MAP assessment. Our school has achieved Gold status through the Positive Behavioral Interventions and Support for three consecutive years. These achievements are a

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result of a strong commitment by all staff to continue to help students grow socially, emotionally, and behaviorally. We continue to identify individual students and student groups that are not meeting proficiency goals in core subjects. One specific group we are targeting for improvement are our Economically Disadvantaged students. Our school is working to improve in the following areas: -Implement an effective PLC process, small math groups, school-wide writing, and student engagement strategies.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

At Garden Springs, we continue to strive to improve our academic performance, as well as the social, emotional and behavioral growth of our students. We are able to accomplish this as a collaborative group of faculty and staff who are committed to continuous improvement.

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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.

At Garden Springs Elementary, we use a variety of approaches to ensure stakeholders are involved in the improvement planning process. Stakeholder groups include families, district level administration, community partners, students, and faculty and staff from our school. All of these stakeholder groups play an important part in the development of our school improvement plan.

Parents have been involved through our School Based Council and through family surveys. SBDM parents are elected to serve as council members and contribute to our school improvement efforts. They are informed of their roles and responsibilities at their first council meeting. We schedule monthly meetings after school hours to allow parents, teachers and community members the opportunity to attend these meetings and have a voice in school improvement efforts. At our monthly SBDM meetings, we analyze a variety of academic, behavioral and attendance data. We use this data to celebrate accomplishments and to create

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strategies to address areas of need. Finally, parents have an opportunity to provide feedback by completing our parent satisfaction survey.

Faculty and staff are involved through their participation during faculty meetings, PLC meetings, and during School Improvement Team meetings. All teachers participate in our weekly faculty and PLC meetings. We use this time to analyze a variety of data to determine our progress toward improvement goals and evaluate implementation of activities to meet these goals. The School Improvement Team is made up of team leads from all grade levels and departments. This team meets throughout the school year and they are a key part of our school improvement planning and evaluation of progress.

District level administration has been involved by providing support and guidance throughout the improvement planning process. They are instrumental in helping us secure high quality professional learning opportunities for our teachers. The professional learning opportunities directly impact the teaching and learning taking place in the classroom.

Students are selected to serve on our Student Advisory Council. This provides an opportunity for students to provide feedback about things that are going well school-wide and ideas for improvement. 3rd, 4th, and 5th grade students also have an opportunity to complete the Quality of School Climate and Safety survey as part of the Kentucky Summative Assessment.

All of these stakeholder groups play an important role in analyzing a variety of data including MAP, PBIS behavior data, Next Steps in Guided Reading data, formative assessment data, common assessment data, survey data, attendance data, and KSA data to determine needs in our school, identifying improvement efforts that will address these needs, and monitoring progress toward our school-wide goals. This data is analyzed in a timely manner once the data is released and available. Agendas and minutes are kept for all meetings.

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?

Our current CSIP plan focused on the following activities:

effective PLCs following the plan, do, study, act model

improve small group instruction

increase student participation, engagement, and collaboration

implement our school-wide writing program

increase the use of best practice/high yield instructional strategies

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The following information details how successful these activities have been to this point:

effective PLCs following the plan, do, study, act model - We continue to improve our PLC process based on new learning from district level professional learning opportunities around PLCs.

improve small group instruction - We have altered our master schedule to include small group instructional time. We also provide clear expectations, professional learning, partnered with CKEC, provide feedback, and provide support to teachers.

increase student participation, engagement, and collaboration - We provide ongoing professional learning around engagement strategies and are working on a plan to increase Kagan strategies school-wide.

implement our school-wide writing program - We are partnering with the district literacy specialist to review our current writing plan, revise the plan, and create an implementation plan.

increase the use of best practice/high yield instructional strategies - We provide ongoing professional learning around best practice/high yield strategies.

We understand that we will need to continue our work with PLCs, our writing plan, engagement strategies, and small group instruction when we create our CSIP plan for the current school year.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends
• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Reading

We saw a slight decrease in the percentage of students who scored novice from 23.6% in 2021 to 19% in 2022. However, the majority of students (30%) are scoring at the apprentice level.

69% of our non-economically disadvantaged students scored proficient/distinguished while 29% of our economically disadvantaged students scored proficient/distinguished.

Math

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We saw a slight decrease in the percentage of students who scored novice from 28% in 2021 to 23% in 2022. However, the majority of students (35%) are scoring at the apprentice level.

58% of our non-economically disadvantaged students scored proficient/distinguished while 22% of our economically disadvantaged students scored proficient/distinguished.

Science

We were pleased that only 10% of students scored novice on the science assessment, but are concerned that 60% scored apprentice and only 3% scored distinguished.

Social Studies

We had significantly less students score novice (20%) than the state and district averages. However, we had the majority of our students score apprentice (40%).

Writing

We had the majority of our students (51%) score apprentice on the on-demand assessment.

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.

52% of our students scored proficient/distinguished on the reading portion of the KSA assessment compared to the state average of 45%.

42% of our students scored proficient/distinguished on the math portion of the KSA assessment compared to the state average of 39%.

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29% of our students scored proficient/distinguished on the science portion of the KSA assessment compared to the state average of 39%.

43% of our students scored proficient/distinguished on the social studies portion of the KSA assessment compared to the state average of 35%.

39% of our students scored proficient/distinguished on the writing portion of the KSA assessment compared to the state average of 40%.

We continue to see a significant gap between our non-economically disadvantaged students and our economically disadvantaged students.

69% of our non-economically disadvantaged students scored proficient/distinguished in reading while 29% of our economically disadvantaged students scored proficient/distinguished.

58% of our non-economically disadvantaged students scored proficient/distinguished in math while 22% of our economically disadvantaged students scored proficient/distinguished.

Our EL proficient (reached attainment) percentage of 7.5% is below the state average of 7.9%.

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.

49% of students scored below proficiency in reading on the KSA assessment.

58% of students scored below proficiency in math on the KSA assessment.

We continue to see a significant gap between our non-economically disadvantaged students and our economically disadvantaged students.

69% of our non-economically disadvantaged students scored proficient/distinguished in reading while 29% of our economically disadvantaged students scored proficient/distinguished.

58% of our non-economically disadvantaged students scored proficient/distinguished in math while 22% of our economically disadvantaged students scored proficient/distinguished.

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29% of our students scored proficient/distinguished on the science portion of the KSA assessment compared to the state average of 39%.

60% of white students scored proficient/distinguished on the KSA reading assessment while 32% of Hispanic students scored in this category.

57% of students without an IEP scored proficient/distinguished on the KSA reading assessment while 14% of students with an IEP scored in this category.

48% of white students scored proficient/distinguished on the KSA math assessment while 23% of Hispanic students scored in this category.

45% of students without an IEP scored proficient/distinguished on the KSA math assessment while 24% of students with an IEP scored in this category.

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.

We saw a slight decrease in the percentage of students who scored novice from 23.6% in 2021 to 19% in 2022. However, the majority of students (30%) are scoring at the apprentice level.

We saw a slight decrease in the percentage of students who scored novice from 28% in 2021 to 23% in 2022. However, the majority of students (35%) are scoring at the apprentice level.

52% of our students scored proficient/distinguished on the reading portion of the KSA assessment compared to the state average of 45%.

43% of our students scored proficient/distinguished on the social studies portion of the KSA assessment compared to the state average of 35%.

We are only 3.4 points away from a high rating on the combined reading and math index score on the KSA assessment.

We are only 3.6 points away from a high rating on the combined science, social studies, writing index score on the KSA assessment.

We are only 2.4 points away from a high rating on our English Learner index score on the KSA assessment.

Our Quality of School Climate and Safety Indicator score was in the high range.

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We are only 3.8 points away from a high rating on our overall accountability indicator score on the KSA assessment.

We feel the reduction in novice is a direct result of our continued improvement in our MTSS program. We also feel the increase in small group instruction in the classroom will contribute to an increase in proficiency. These two strategies will help improve our areas of concern.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

We will focus our improvement efforts around KCWP 4: Review, Analyze, and Apply Data. We have identified all students who scored below the 50th percentile on MAP and reviewed all of their service support plans. We will administer weekly formative assessments in reading and math, analyze individual student data, and determining next steps for students who master standards and for those who need additional support. An emphasis has been placed on small group instruction to respond to student needs whether they be remediation of acceleration.

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2022-23 Phase Two: School Assurances
Introduction

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

Federal Programs

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

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

- ○ Yes

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○ No

● **N/A**

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

○ Yes

○ No

● **N/A**

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

○ Yes

○ No

● **N/A**

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

○ Yes

○ No

● **N/A**

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

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program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

10. The school provides materials and training to help parents to work with their

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children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

○ Yes

○ No

● **N/A**

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

○ Yes

○ No

● **N/A**

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

○ Yes

○ No

● **N/A**

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

○ Yes

○ No

● **N/A**

COMMENTS

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14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ○ Yes
- ○ No

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- **N/A**
COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- **N/A**

COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- **N/A**

COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- Yes
- No
- **N/A**

COMMENTS

21. If the school is implementing a schoolwide program, the school developed,

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pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ○ Yes
- ○ No
- ● **N/A**
- **COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- ○ Yes
- ○ No
- ● **N/A**
- **COMMENTS**

Title I Targeted Assistance School Programs

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● **N/A**
- **COMMENTS**

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24. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

   ○ Yes

   ○ No

   ● **N/A**

   COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

   ○ Yes

   ○ No

   ● **N/A**

   COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

   ○ Yes

   ○ No

   ● **N/A**

   COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

   ○ Yes

   ○ No

   ● **N/A**

   COMMENTS

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28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

  COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

  COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

  COMMENTS

  Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

Garden Springs Elementary
Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, Garden Springs Elementary will increase Reading proficient and distinguished level to 72% as measured by KSA. Current level is 51%. This is an increase of 7% per year.

State Assessment Results in Math

- By 2025, Garden Springs Elementary will increase Math proficient and distinguished level to 63% as measured by KSA. Current level is 42%. This is an increase of 7% per year.

State Assessment Results in Science

- By 2025, Garden Springs Elementary will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 29%. This is an increase of 7% per year.

State Assessment Results in Social Studies

- By 2025,Garden Springs Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 40%. This is an increase of 7% per year.

State Assessment Results in Combined Writing

- By 2025, Garden Springs Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 39%. This is an increase of 7% per year.

Achievement Gap

- By May 2025, Garden Springs Elementary will decrease the percentage of Special Education and Economically Disadvantaged novice students to below 15%.

English Learner Progress

- By May 2025, 100% of EL students will grow by at least 1.5 on their ACCESS total composite score.

Quality of School Climate and Safety

- By 2025,Garden Springs Elementary will increase the quality of school climate and safety index to 98.8% as measured by KSA. Current level is

77.8%. This is an increase of 7% per year.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023,Garden Springs Elementary will increase P/D in Reading to 58%. By 2023,Garden Springs Elementary will increase P/D in Math to 49%.	By 2024, Garden Springs Elementary will increase P/D in Reading to 65%. By 2024, Garden Springs Elementary will increase P/D in Math to 56%.	By 2025, Garden Springs Elementary will increase P/D in Reading to 72%. By 2025,Garden Springs Elementary will increase P/D in Math to 63%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Garden Springs Elementary will increase P/D in Science to 36%. By 2023,Garden Springs Elementary will increase P/D in Social Studies to 47%. By 2023,Garden Springs Elementary will increase P/D in Combined Writing to 46%.	By 2024,Garden Springs Elementary will increase P/D in Science to 43%. By 2024,Garden Springs Elementary will increase P/D in Social Studies to 54%. By 2024, Garden Springs Elementary will increase P/D in Combined Writing to 53%.	By 2025, Garden Springs Elementary will increase P/D in Science to 50%. By 2025, Garden Springs Elementary will increase P/D in Social Studies to 61%. By 2025, Garden Springs Elementary will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
Reading By 2023, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in Reading to 40%. Currently 52% By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in Reading to 27%. Currently 33% Math By 2023, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in math to 34%. Currently 44% By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in math to 31%. Currently 39% Science By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in science to 34%. Currently 44% Social Studies By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 24%. Currently 29%	Reading By 2024, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in Reading to 27%. By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in Reading to 21%. Math By 2024, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in math to 24%. By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in math to 23%. Science By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in science to 24%. Social Studies By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 19%.	Reading By 2025, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in Reading to 14%. By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in Reading to 14%. Math By 2025, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in math to 14%. By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in math to 14%. Science By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in science to 14%. Social Studies By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 14%.

Editing and Mechanics By 2023, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social social studies to 32%. Currently 40% On Demand Writing By 2023, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in social studies to 36%. Currently 46%	Editing and Mechanics By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 23%. On Demand Writing By 2024, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in social studies to 25%.	Editing and Mechanics By 2025, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged students scoring Novice in social studies to 14%. On Demand Writing By 2024, Garden Springs Elementary will decrease the percentage of Special Education students scoring Novice in social studies to 14%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By May 2023, 100% of EL students will grow by at least .5 on their ACCESS total composite score.	By 2024, 100% of EL students will grow by at least 1.0 on their ACCESS total composite score.	By 2025, 100% of EL students will grow by at least 1.5 on their ACCESS total composite score.

Quality of School Climate and Safety		
Year 1	Year 2	Year 3
By 2023, Garden Springs Elementary will increase the quality of school climate and safety index to 84.8% as measured by KSA. Current level is 77.8%.	By 2024, Garden Springs Elementary will increase the quality of school climate and safety index to 91.8% as measured by KSA. Current level is 77.8%.	By 2025, Garden Springs Elementary will increase the quality of school climate and safety index to 98.8% as measured by KSA.

Year 1 Focus Areas

PLC: PLCs will use the Plan, Do, Study, Act (PDSA) model effectively to improve student learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1: Design and Deploy Standards	All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan-Do - Study - Act model.	PLC Self-Assessment Where Do We Go from Here? Plan	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1: Design and Deploy Standards	PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model.	PLC observations PLC minutes Classroom walkthroughs and observations Lesson Plans Long Range Plans	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4: Review, Analyze, and Apply Data	PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.	PLC observations PLC minutes Data tracking tool	n/a

Progress Monitoring

- Analyze walkthrough data to ensure alignment with standards and effective implementation of small group instruction
- Lesson plans will be reviewed through PLCs and monitored as they are uploaded into the Google Drive to ensure alignment
- Long range plans will be developed and monitored to ensure alignment
- Administrators will attend PLC meetings regularly to analyze formative and summative assessment data

January 2023 - share revised CSIP and CDIP
March 2023 - check progress
June 2023 - check progress and create year 2 plan

Small Math Group Instruction: Teachers will implement math small groups to address skill deficits identified through formative and summative assessments.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Math	KCWP 5: Design, Align, and Deliver Support	Teachers will participate in professional learning around small math group instruction. We are partnering with CKEC to provide professional learning opportunities. Teachers will meet the expectations created in our school's math small group instruction guidelines.	Classroom walkthroughs and observations	n/a

Progress Monitoring
- Analyze walkthrough data to ensure math small groups are being implemented during the scheduled time
- Analyze formative and summative assessment data

January 2023 - share revised CSIP and CDIP
March 2023 - check progress
June 2023 - check progress and create year 2 plan

Small Reading Group Instruction: Teachers will implement reading small groups to meet the individual learning needs of all students in reading.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading	KCWP 5:	Teachers will participate in professional	Classroom	n/a

	Design, Align, and Deliver SUpport	learning around small reading group instruction. Teachers will meet the expectations created in our school's reading small group instruction guidelines.	walkthroughs and observations	

Progress Monitoring
- Analyze walkthrough data to ensure reading small groups are being implemented during the scheduled time
- Analyze formative and summative assessment data

January 2023 - share revised CSIP and CDIP
March 2023 - check progress
June 2023 - check progress and create year 2 plan

School Wide Writing Plan: We will revise our school - wide writing plan and create a scope and sequence that includes expectations for each grade level.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1: Design and Deploy Standards	We are partnering with the district ELA Instructional Specialist to revise our school's writing plan. Teachers will participate in professional learning around our revised writing plan. Teachers will meet the expectations created in our school's current writing guidelines.	Analyze student writing at PLCs and Faculty Meetings	n/a

Progress Monitoring
- Analyze walkthrough data to ensure writing is occurring across the curriculum
- Analyze student writing at PLCs and Faculty Meetings

January 2023 - share revised CSIP and CDIP
March 2023 - check progress
June 2023 - check progress and create year 2 plan

Engagement Strategies: Teachers will use a variety of strategies to engage students in learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2: Design and Deliver Instruction	Teachers will participate in professional learning around engagement strategies. Teachers will meet the expectations created in our school's Kagan Structures and Kagan Grade Level "Must Dos"	Classroom walkthroughs and observations	n/a
Progress Monitoring				

- Analyze walkthrough data to ensure cooperative learning is being implemented.
- Analyze formative and summative assessment data

January 2023 - share revised CSIP and CDIP
March 2023 - check progress
June 2023 - check progress and create year 2 plan

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Progress Monitoring				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring				

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

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

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Progress Monitoring				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Progress Monitoring				

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

Garden Springs Elementary School
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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 <u>KRS 158.6451</u> and the local needs assessment. The basis of the professional development plan aligns to <u>704 KAR 3:035,</u> which states the following:

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

Garden Springs Elementary exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society.

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.

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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.

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

2. Accelerated Learning: We will develop and implement standard-based instruction to accelerate learning focus on improving small group instruction, develop and implement a school-wide writing plan, and research and implement highly effective engagement strategies.

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

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, Post-secondary Readiness, and Graduation Rate.

The identified focus areas are also aligned with the Garden Springs Elementary CSIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, and Quality of School Climate and Safety.

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.

Short Term ChangesLong Term ChangesKnowledge: Teachers and school administrators 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.Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.Knowledge: Teachers and school administrators develop an understanding of the Four Critical PLC Questions. Skill: Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes. Knowledge: Teachers and school administrators will develop an understanding of the Professional Learning Communities at Work Continuum.Skill: Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.Knowledge: Teachers and school administrators will develop an understanding of the Three PLC Big Ideas.Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each

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student ensuring all students learn at high levels.Knowledge: Teachers and school administrators will develop an understanding of the PLC+ Framework and associated Five Key Questions.Skill: Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy.

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

Measured by the Kentucky Summative Assessment

- By 2024, Garden Springs Elementary will increase P/D in Reading to 65%.

- By 2024, Garden Springs Elementary will increase P/D in Math to 56%.

- By 2024,Garden Springs Elementary will increase P/D in Science to 43%.

- By 2024,Garden Springs Elementary will increase P/D in Social Studies to 54%.

- By 2024, Garden Springs Elementary will increase P/D in Combined Writing to 53%.

- By 2024, Garden Springs Elementary will decrease the percentage of Special Education students sc

- By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged s

- By 2024, Garden Springs Elementary will decrease the percentage of Special Education students sc

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- By 2024, Garden Springs Elementary will decrease the percentage of Economically Disadvantaged s

- By 2024, Garden Springs Elementary will decrease the percentage of Special Education students sc

Educator Outcomes:

- By 2024, Garden Springs Elementary will ensure 100% of school PLCs (teachers and school adminis

Educator Beliefs:

- 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

- Educators believe they must work collaboratively and take collective responsibility for the success of

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- 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

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 a

- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a

- Collaborative teams create long-term and short-term SMART Goals and action plans based on stude

- Collaborative teams report progress made toward their goals to the building administrator(s) at least

- Collaborative teams keep their work focused on the Three PLC Big Ideas and use the Four PLC Que

- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness an

- 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 m

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.)
    What data will be considered and gathered?

- **Collaborative teams will complete the PLC Continuum Self-Assessment**

- PLC agendas and minutes

- Use of observation tools

- Formative assessment data tracking tool

- Collaborative teams will complete the PLC Continuum Self-Assessment

- Common assessment data

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Who is responsible for gathering data?

- Teachers and school administrators

How frequently will it be analyzed?

- Ongoing throughout the 23-24 school year

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.**

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outc
- The PLC team consistently implements a system to work through curriculum materials to identify outc
- The PLC team consistently implements a system to write learning intentions and success criteria in la
- The PLC team consistently implements a system to develop teacher pacing guidelines that include te
- The PLC team consistently implements a system to use the team's expertise to identify critical skills a
- The PLC team consistently implements a system for sharing two or three promising instructional strat

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 c
- The PLC team implements a system for organizing, reflecting on, and acting around common formati
- The PLC team implements a system for using evidence of student learning to determine the effective
- The PLC team implements a system to develop rubrics for proficiency scales that define different leve
- The PLC team implements a system to develop exemplars of subjective tasks representing different l
- The PLC team implements a system to utilize digital tools for assessing and reporting on student lear

Turning Data Into Information

- The PLC team implements a system to frequently analyze multiple sources of data to inform decision
- The PLC team analyzes trends within and between student groups to inform decisions about equitabl
- 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.

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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 l
- 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
- The PLC team consistently implements a system to maintain lists of common misconceptions or mist
- The PLC team consistently implements a system to share one promising instructional strategy for rete
- The PLC team consistently implements a system to identify one instructional strategy for teaching co
- The PLC team consistently implements a system to develop additional assessments to monitor progr
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mast
- The PLC team consistently implements a system to maintain lists of additional concepts that can exte
- The PLC team consistently implements a system to share one promising instructional strategy for pro
- The PLC team consistently implements a system to develop sets of challenge tasks for each essentia
- The PLC team consistently implements a system to develop additional assessment to measure progr
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering

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

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.)
Staff: principals, assistant principals, teachers

Funding: Title II

Technology: PLC Shared Drive, FCPS Professional Learning Website, PLC Professional Learning Hub

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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: N/A

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.

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

   - Everything related to professional learning is in one place

   - Regular routing of employees of all role groups to the professional learning guiding document

   - Systemically maintained district professional learning plan related artifacts, evaluation, and m

   - collective accountability through a structure

   - centralized information for relevant role groups

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2. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams pr

3. OAS directors and specialists will provide principals, APs, ITLs and PLC teams tools to analyze stude

4. OAS directors and specialists will collaborate with Principals, APs, ITLs and teacher leaders to devel

5. OAS directors and specialists will provide professional learning on processes to integrate literacy sta

6. OAS directors and specialists will provide district leadership, principals, APs, ITLs and PLC teams pr

7. School administrators will meet as triads three times a year to showcase PLC implementation and to

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.

Short-Term Changes:Knowledge: Teachers and school administrators develop an understanding of the district-developed frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.Long-Term Changes:Behavior: Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.Knowledge: Teachers and school administrators learn strategies for differentiation.Behavior: Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students. Knowledge: Teachers and school administrators develop an understanding of culturally responsive teaching.Behavior: Teachers use culturally responsive teaching as a framework for changing educational outcomes for multilingual learners and develop a climate in which all students' backgrounds, experiences, and cultures are honored, building a stronger and more diverse school community.Knowledge: Teachers and school administrators develop an understanding of how to implement the initial components of a systems approach to continuous improvement as the most efficient and effective way to improve

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student outcomes.Behavior: Teachers use a systems approach to continuous improvement to improve student outcomes.

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

Student Outcomes:

Measured by the Kentucky Summative Assessment

- By 2024, Garden Springs Elementary will increase P/D in Reading to 65%.

- By 2024, Garden Springs Elementary will increase P/D in Math to 56%.

- By 2024,Garden Springs Elementary will increase P/D in Science to 43%.

- By 2024,Garden Springs Elementary will increase P/D in Social Studies to 54%.

- By 2024, Garden Springs Elementary will increase P/D in Combined Writing to 53%.

- By 2024, Garden Springs Elementary will decrease the percentage of Special Education students sc

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- By 2024, Garden Springs Elementary will decrease the percentage of Special Education students sc

Educator Outcomes:

By 2024, 100% of teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Educator Beliefs:

Educators believe in equity of access and opportunity.

Educator Practices:

Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

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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.)

What data will be considered and gathered?

Navigator Website

Teacher training materials and attendance

Data - Walkthrough data and universal screening data

Who is responsible for gathering data?

Teachers and school administrators

How frequently will it be analyzed?

Navigator Website - Weekly

Teacher training materials and attendance - At each meeting

Data - Walkthrough data and universal screening data - each quarter

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.**

Culturally Responsive Teaching for Multilingual Learners

Guiding Principle #1: Culturally responsive teaching is assets-based.

- Administrators, teachers, and staff pronounce students' names correctly.

- Administrators, teachers, and staff show interest in students' home languages by learning a few words or phrases.

- Administrators, teachers, and staff are aware of students' interests outside of the classroom or school setting.

- The school puts supports in place to help students and their families overcome obstacles that may get in the way of student

- Students' cultural, historic, and linguistic backgrounds are incorporated into instruction.

Guiding Principle #2: Culturally responsive instruction simultaneously supports and challenges students.

- MLs are taught grade-level content and texts. Instructional texts include a balance of grade-level texts and texts at students

- Instructions and materials are appropriately scaffolded so MLs are able to access and engage with grade-level content and

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- MLs have access to and the support needed to be successful in gifted, honors, and/or college preparatory classes.

- Instruction includes activities that require students to consider alternative ways of understanding information and push stude

- Instruction includes activities that foster critical thinking and reflection.

Guiding Principle #3: Culturally responsive teaching places students at the center of the learning.

- Classroom activities frequently include structured pair and small-group work.

- Students and teachers develop the classroom norms and expectations together.

- MLs are given choice in their learning.

- MLs are given opportunities to speak and write about their lives and people and events that are important to them.

- MLs are involved in goal setting and assessment through the use of student goal sheets, checklists, peer-editing activities, a

Guiding Principle #4: Culturally responsive teaching leverages students' linguistic and cultural backgrounds.

- Multilingual materials and resources are incorporated throughout the curriculum and school.

- Teachers use a variety of instructional strategies to assess, activate, and build MLs' background knowledge.

- Lessons and units include perspectives of individuals that come from students' home cultures.

- Lessons include opportunities for MLs to use bilingual resources and home languages.

- Leaders and role models for ML communities are included in the learning

Guiding Principle #5: Culturally responsive teaching unites students' schools, families, and communities.

- The school visually demonstrates a commitment to multicultural families and students.

- Interpreters are provided at school events.

- Educators use a variety of tools to communicate with ML families.

- School administration looks for ways to remove barriers that might prevent ML families from participating.

- ML family members are actively involved with school committees or organizations that are open to parents.

Continuous Classroom Improvement

Leadership and Planning- The teacher has established and clearly communicated specific directions for the classroom and individual students.

Level1:

- The teacher actively supports and models the approach to continuous improvement.

- The classroom mission statement has been jointly developed, communicated, and is used to guide classroom priorities and

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- Classroom goals are aligned to school goals and standards, and address areas of the greatest need.

- Short-term learning targets are displayed and/or clearly communicated.

- Expectations for all students to demonstrate proficiency are evident.

Data Systems- The teacher and students use data to monitor and report classroom and individual student progress.

Level1:

- Progress monitoring charts for class goals are displayed and current when appropriate.

- Progress monitoring charts for class goals showing anonymous individual student data are displayed when appropriate.

Workforce Focus- Students are actively engaged and recognized for contributions toward progress.

Level 1:

- Students are engaged in clarifying the classroom short-term learning targets and strategies.

- Students frequently participate in the classroom plus/delta process and implementing solutions.

Operations Focus- The teachers and students regularly and frequently use a classroom continuous improvement process.

Level 1:

- The Plan-Do-Study-Act Cycle (PDSA) is the basis for the classroom continuous improvement process.

- The steps of the PDSA Cycle for the learning targets are evident to students.

- The frequency and time allotted for the improvement cycle (PDSA) is appropriate for the age of the students and learning ta

Results- Classroom and student progress is documented.

Level 1:

- Progress toward classroom goal achievement is evident and displayed and/or clearly communicated.

- The class is making progress toward developing classroom learning system indicators.

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

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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.)

Staff: principal, assistant principal, teachers

Funding: Title II, CCEIS

Technology: Navigator, Culturally Responsive Teaching for Multilingual Learners Hub, Continuous Classroom Improvement Hub, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: Continuous Classroom Improvement: First Steps in Using a Systems Approach to Improve Learning Results, Culturally Responsive Teaching for Multilingual Learners: Tools for Equity, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

Professional Learning Support from Vendors: Jim Shipley and Associates

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.

FCPS will initiate phase two of our accelerated learning 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 (Teaching and Learning) directors and specialists will provide ongoing professional learning focu

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2. OAS directors and specialists will provide ongoing professional learning focusing on the utilization of

- OAS (Multilingual Learners) director and specialists will initiate Stage 2 of the Culturally Resp

- OAS directors and specialists will initiate Continuous Classroom Improvement(CCI). OAS spe

- OAS (MTSS) director and specialists will provide ongoing MTSS professional learning utilizing

- OAS (Assessment) director and specialists will provide ongoing professional learning ensuring

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.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)