



2022-23 JLA Phase One: Continuous Improvement Diagnostic for Schools

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James Lane Allen Elementary School

Gregory Williams

1901 Appomattox Rd
Lexington, Kentucky, 40504
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

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

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

Please enter your name and date below to certify.

Greg D. Williams

9/26/22



2022-23 JLA Phase One: Executive Summary for Schools

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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?

James Lane Allen Elementary has approximately 385 students in grades K-5 and 40 students that participate in preschool. We offer one full day preschool class and one preschool class that has a morning and afternoon session. Our school is an integral part of Lexington's diverse community. 70% of our students come from diverse backgrounds with over 52% speaking a second language other than English. Approximately 83% of our students qualify for free/reduced lunch and through a federal grant all students eat breakfast and lunch for free. We have an active partnership with our PTA. The PTA provides support for our academic and behavior programs including but not limited to guest artists and support for our family nights.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of James Lane Allen Elementary is that we will develop proficient learners and successful citizens through high expectations in a positive, caring environment. We value and embrace the diversity in every learner. We strive to make sure that all students are given the opportunity to achieve at high levels and are provided the necessary support through a variety of state and local grants. We are a Title 1 school which helps us to fund several certified staff to address our needs in Literacy and Math. Title 1 money is also used for student and teacher materials. We have multiple Family Nights each school year to allow families to participate in their children's education. We have received the Read to Achieve grant that serves students in our Primary Program. During this school year we are implementing a K-5 reading program, Wonders and in Math we are implementing two programs, Investigations (K-2) and enVision (3-5). We also provide ELL staff member for each grade to support ELL students. Our PBIS team continues to focus on identified areas of need including the consistency of consequences by staff, parent involvement and the analysis of behavior data.

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.

James Lane Allen Elementary is focused on improving the percentage of students scoring proficient and distinguished in all academic areas with an overall reduction of students scoring novice. In the spring of 2020 year our KPREP data showed gains in the percentage of students scoring proficient/distinguished in Reading, Writing, Social Studies and Science with a 5.8% decrease of students scoring novice in Math. According to KPREP, our Growth score was 61.4 which was in the High rating category. In the spring of 2021 our Kentucky Summative Assessment data was impacted by COVID-19 protocols and virtual learning. We saw a significant decrease in the number of students scoring proficient/distinguished in all content areas. Over the next three years we will continue to focus on closing our achievement gaps and reducing the number of students scoring novice. **** Once our Kentucky Summative Assessment data for Spring 2022 is final we will add information as needed.** Over the next three years to help close gaps we will continue to work on and refine our implementation of our MTSS program and structures, Wonders Reading program and Investigations Math and enVision Math. The work with our reading and math programs will impact our Tier 1 instruction in literacy and math. We will strengthen our PLC process using the Plan, Do, Study, Act process to address data based planning (i.e., using formative and summative assessments to inform our instruction). Our PBIS team will continue to focus on identified areas of need based behavior data and teacher surveys.

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.

**** Once our Kentucky Summative Assessment data for Spring 2022 is final we will add information as needed.**

Additional Information

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

James Lane Allen Elementary provides after school opportunities in several areas. We have the 21st Century grant which is used for after school programming that targets students in need of additional instruction in Reading and Math. In the 21st Century program the students are also able to participate a variety of programs based on student and family surveys. In the area of Arts & Humanities students have the opportunity to be part of the JLA Chorus, Percussion Ensemble and Art Club. Students may also join the Student Technology Leadership Program (STLP) which also has several robotics teams. We offer a Girls on the Run program for our students in the spring. Our Family Resource Center provides many resources to our school community and works with multiple community partners.



2022-23 JLA Phase Two: The Needs Assessment for Schools

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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.

The principal and PGES Coach do an initial data analysis (K-5). Once that is complete then they will lead the Leadership Team and staff through a similar process during Leadership meetings and Faculty meetings. Members of the Leadership Team along with the Principal and PGES Coach will then work with their teams and have them analyze the data specific to their levels. Data is reported to our SBDM Council. This process occurs when we have data available - KPREP 1 time year, MAP 3 times a year, Instructional Data (unit assessments, etc.) when they are completed. Minutes are kept by each group.

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 focus was to ensure that Tier 1 instruction in all content areas addressed the appropriate standards and our all of our work was aligned with the standards. We worked to make sure our MTSS process had the proper structures and addressed Tier 2/3 needs. We also utilized our 21st Century Afterschool Program to address student academic needs in particular EL students. According to MAP Math scores from the Spring of 2022, five out of 6 grade levels had 54% or more of their students meet their growth goal for the year. According to MAP Reading scores from the Spring of 2022, four out of six grade levels had 53% or more of their students meet their growth goal for the year. For this upcoming year we will need to continue our work on Tier 1 instruction.

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.

Based on MAP scores from the last two years we have significant numbers of students that are scoring below their grade level norm. According to our KSA Spring 2022 scores 45% scored novice in Reading and 50% scored novice in Math.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

According to our KSA Spring 2022 scores 45% scored novice in Reading and 50% scored novice in Math. 57% of African America students and 60% of English Learners scored novice in Reading. 57% of African America students and 69% of English Learners scored novice in Math.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

57% of African America students and 60% of English Learners scored novice in Reading. 57% of African America students and 69% of English Learners scored novice in Math.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas 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.

Currently 98% of our students have 0-1 behavior referrals. With our PBIS structures we are able to create an environment where teachers can teach and students can learn.

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.

Our focus will be KCWP 2: Design and Deliver Instruction.


ATTACHMENTS

Attachment Name



2022-2023 School Key Elements JLA

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022-2023 School Key Elements JLA	This document lists the key elements and evidence for James Lane Allen Elementary.	• 7

James Lane Allen Elementary's Comprehensive School Improvement Plan (CSIP) for 2022-25

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- Postsecondary Readiness
- Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Elementary/middle schools must address proficiency, separate academic indicator, achievement gap, and growth. High schools must address proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in reading and mathematics

<p>Goal 1 (State your reading and math goal.): By 2025, James Lane Allen Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 36%. By 2025, James Lane Allen Elementary will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 22%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2023, <i>James Lane Allen Elementary</i> will increase P/D in Reading to 44%.</p>	<p>Develop a systematic approach to design and deliver core instruction to ensure that 80% of students are successful in Tier 1 for Reading.</p>	<p>Process Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning intentions, and assessment measures.</p>	<p>Formative and summative assessment data will be analyzed in PLCs.</p>		
		<p>Process Train and implement teacher clarity with a focus on deconstructing standards, learning progressions, learning intentions and success criteria.</p>	<p>Formative and summative assessment data will be analyzed in PLCs.</p>		
	<p>Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.</p>	<p>Process Ensure ongoing professional development in best practice/high yield instructional strategies to aid in curricular adjustments regarding the implementation of guided reading strategies. Using regular text level checks and running record data to guide instruction in both small and whole group settings.</p>	<p>Principal and PGES Coach analyze FCPS Walkthrough Data.</p>		
<p>Objective 2 By 2023, <i>James Lane Allen Elementary</i> will increase P/D in Math to 33%.</p>	<p>Develop a systematic approach to design and deliver core instruction to ensure that 80% of students</p>	<p>Process Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards,</p>	<p>Formative and summative assessment data will be analyzed in PLCs.</p>		

<p>Goal 1 (State your reading and math goal.): By 2025, James Lane Allen Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 36%. By 2025, James Lane Allen Elementary will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 22%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	are successful in Tier 1 for Math.	learning intentions, and assessment measures.			
		Process Train and implement teacher clarity with a focus on deconstructing standards, learning progressions, learning intentions and success criteria.	Formative and summative assessment data will be analyzed in PLCs.		
	Continue to develop a systematic approach to design and deliver instruction to ensure that all students have access to a guaranteed and viable curriculum.	Process Ensure ongoing professional development in best practice/high yield instructional strategies to aid in curricular adjustments supporting the implementation of Investigations and EnVision as our Tier I instructional materials	Principal and PGES Coach analyze FCPS Walkthrough Data.		

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, James Lane Allen Elementary <i>will</i> increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 16%. By 2025, <i>James Lane Allen Elementary</i> will increase Social Studies proficient and distinguished level to 60 % as measured by KSA. Current level is 23%. By 2025, <i>James Lane Allen Elementary will</i> increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 16%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	Develop a systematic approach in order to design and deliver core instruction to ensure that 80% of students are successful in Tier 1 for Science, Social Studies and Writing.	Process Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning intentions, and assessment measures for Science, Social Studies and Writing.	Formative and summative assessment data will be analyzed in PLCs.		
		Process Train and implement teacher clarity with a focus on deconstructing standards, learning intentions and success criteria.	Formative and summative assessment data will be analyzed in PLCs.		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, James Lane Allen Elementary will increase Proficiency in Reading to 40% for African American students.	Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.	Provide an afterschool program using the 21 st Century grant for 3 rd , 4 th and 5 th grade students with a focus on African American and ELL students in the areas of Reading and Math.	MAP Data monitored 3 times a year.		
	Continue to have a system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Continue to develop a clearly defined MTSS process, including such information as service frequency, intervention programs/strategies, progress monitoring checks and develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Tier 2 and Tier 3 data monitored every 4-6 weeks by administration and teachers. FAST data and other available data are used to monitor progress.		
	Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.	Provide reading intervention using the evidenced-based Reading Recovery model which is evidenced based.	MAP and FAST data		RTA Grant
		Using the RISE framework, to support students that are in identified groups.	MAP and FAST data Running records		
Objective 2	Establish and monitor a system that ensures	Provide an afterschool program using the 21 st Century grant for 3 rd ,	MAP Data monitored 3 times a year.		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2023, <i>James Lane Allen Elementary</i> will increase Proficiency in Reading to 31% for English Learners plus Monitored.</p>	<p>appropriate academic and behavior interventions are in place that meets the needs of all students.</p>	<p>4th and 5th grade students with a focus on African American and ELL students in the areas of Reading and Math.</p>			
	<p>Continue to have a system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Continue to develop a clearly defined MTSS process, including such information as service frequency, intervention programs/strategies, progress monitoring checks and develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.</p>	<p>Tier 2 and Tier 3 data monitored every 4-6 weeks by administration and teachers. FAST data and other available data are used to monitor progress.</p>		
	<p>Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.</p>	<p>Provide reading intervention using the evidence-based Reading Recovery model which is evidenced based.</p>	<p>MAP and FAST Data</p>		
	<p>Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.</p>	<p>Using the RISE framework, to support students that are in identified groups.</p>	<p>MAP and FAST Data Running Records</p>		
<p>Objective 3 By 2023, <i>James Lane Allen Elementary</i> will increase Proficiency in Math to 27% for African American students.</p>	<p>Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.</p>	<p>Provide an afterschool program using the 21st Century grant for 3rd, 4th and 5th grade students with a focus on African American and ELL students in the areas of Reading and Math.</p>	<p>MAP Data</p>		
	<p>Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.</p>	<p>Evidence- based AVMR is used to assess students and decide specific areas of need.</p>	<p>AVMR data MAP data FAST data</p>		
	<p>Continue to have a system in place to monitor student data regularly and to ensure a continuous improvement</p>	<p>Continue to develop a clearly defined MTSS process, including such information as service frequency, intervention</p>	<p>Tier 2 and Tier 3 data monitored every 4-6 weeks by administration and</p>		

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	model that monitors what is working.	programs/strategies, progress monitoring checks and develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	teachers. FAST data and other available data are used to monitor progress.		
Objective 4 By 2023, <i>James Lane Allen Elementary</i> will increase Proficiency in Math to 25% for English Learners plus Monitored.	Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.	Provide an afterschool program using the 21 st Century grant for 3 rd , 4 th and 5 th grade students with a focus on African American and ELL students in the areas of Reading and Math.	MAP Data		
		Evidence- based AVMR is used to assess students and decide specific areas of need.	AVMR Data MAP Data FAST Data		
	Continue to have a system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Continue to develop a clearly defined MTSS process, including such information as service frequency, intervention programs/strategies, progress monitoring checks and develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	Tier 2 and Tier 3 data monitored every 4-6 weeks by administration and teachers. FAST data and other available data are used to monitor progress.		

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, <i>James Lane Allen Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 61.6.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, <i>James Lane Allen Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 61.6.	Establish and monitor a system that ensures appropriate academic and behavior interventions are in place that meets the needs of all students.	Provide an afterschool program using the 21 st Century grant for 3 rd , 4 th and 5 th grade students with a focus on African American and ELL students in the areas of Reading and Math.	ACCESS data Summative and Formative Assessment data monitored in PLCs		
		EL teachers provide professional learning for all teachers focused on strategies to increase student achievement.	ACCESS data Summative and Formative Assessment data monitored in PLCs		
	Continue to have a system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Continue to develop a clearly defined MTSS process, including such information as service frequency, intervention programs/strategies, progress monitoring checks and develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	ACCESS data Summative and Formative Assessment data monitored in PLCs		

5: Quality of School Climate and Safety

<ul style="list-style-type: none"> Goal 5 (State your climate and safety goal.): By 2025, <i>James Lane Allen Elementary</i> will increase the quality of school climate and safety index to 85 as measured by KSA. Current level is 74.9. 						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
<p>Objective 1 By 2023 James Allen Elementary will increase the quality of school climate and safety index to 79.</p>	<p>Establish and monitor a system that ensures appropriate behavior systems and interventions are in place that meets the needs of all students.</p>	<p>PBIS- school wide expectations will be reviewed regularly across grade levels; Tier one supports will include regular positive reinforcements such as positive referrals and behavior celebrations, consistent structures in common areas and classrooms utilizing CHAMPS.</p>	<p>Behavior Data (EoS, ODRs and Class DoJo)</p>			
		<p>Student Support Team members will be readily accessible to all students and staff, and a referral system for additional support will be utilized by teachers, parents and/or students.</p>	<p>Review data in Aperture/DESSA</p>			
			<p>Weekly SEL lessons will take place in all classrooms, utilizing research-based curriculum.</p>	<p>Mid-year SEL progress monitoring results</p>		
			<p>Continue to develop a clearly defined MTSS process, including such information as service frequency, intervention programs/strategies, progress monitoring checks and develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.</p>	<p>Tier 2 and Tier 3 data monitored every 4-6 weeks by the Student Support team.</p>		

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response: An intentional focus will be on collecting and analyzing data of identified subgroups through formative and summative assessments (i.e., unit assessment, MAP, FAST). Supports and resources will be aligned to the data informed needs.</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response: Schedules of EL teachers and Intervention teachers will be reviewed and if needed schedules will be adjusted to address areas of support and needs.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response: We reviewed current supports and structures that are in place to address academic and SEL needs. Data in these areas were reviewed and monitoring systems implemented to monitor African American and EL plus monitored students.</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response: Reading and Math for African American and EL plus Monitored students were identified as areas of need. Evidence-based practices we will use will include, but not limited to, Reading Recovery for Reading and AVMR for Math. We will monitor student progress through the MTSS and PLC processes.</p>

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

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TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Reading Recovery for Reading	Schwartz, R. M. (2005). <i>Journal of Educational Psychology</i> , 97(2), 257–267.	<input type="checkbox"/>
AVMR for Math	Taylor, P. (2021) <i>Math Recovery and Effectiveness Research</i> . US Math Recovery Council	<input type="checkbox"/>
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