



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

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**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.

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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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**James Lane Allen Elementary School**

**Gregory Williams**

1901 Appomattox Rd  
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United States of America

## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

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**

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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



## 2022-23 JLA Phase Two: School Assurances

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## 2022-23 Phase Two: School Assurances

### Introduction

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

#### Federal Programs

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

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

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

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

#### Title I Programs

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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



program—

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

Title I Schoolwide Programs

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

**Title I Targeted Assistance School Programs**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

### Schools Identified for Targeted Support and Improvement

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

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## 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
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.	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 <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

## 1: State Assessment Results in reading and mathematics

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%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, <i>James Lane Allen Elementary</i> will increase P/D in Reading to 44%.	Develop a systematic approach to design and deliver core instruction to ensure that 80% of students are successful in Tier 1 for Reading.	Process Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning intentions, and assessment measures.	Formative and summative assessment data will be analyzed in PLCs.		
		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 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.	Principal and PGES Coach analyze FCPS Walkthrough Data.		
Objective 2 By 2023, <i>James Lane Allen Elementary</i> will increase P/D in Math to 33%.	Develop a systematic approach to design and deliver core instruction to ensure that 80% of students	Process Continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards,	Formative and summative assessment data will be analyzed in PLCs.		

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%.					
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, <i>James Lane Allen Elementary</i> 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 <sup>st</sup> Century grant for 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> 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 <sup>st</sup> Century grant for 3 <sup>rd</sup> ,	MAP Data monitored 3 times a year.		



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, <i>James Lane Allen Elementary</i> will increase Proficiency in Reading to 31% for English Learners plus Monitored.	appropriate academic and behavior interventions are in place that meets the needs of all students.	4 <sup>th</sup> and 5 <sup>th</sup> grade students with a focus on African American and ELL students in the areas of Reading and Math.			
	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 evidence-based Reading Recovery model which is evidenced based.	MAP and FAST Data		
		Using the RISE framework, to support students that are in identified groups.	MAP and FAST Data Running Records		
Objective 3 By 2023, <i>James Lane Allen Elementary</i> will increase Proficiency in Math to 27% 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 <sup>st</sup> Century grant for 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> 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	Continue to develop a clearly defined MTSS process, including such information as service frequency, intervention	Tier 2 and Tier 3 data monitored every 4-6 weeks by administration and		

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 <sup>st</sup> Century grant for 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> 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 <sup>st</sup> Century grant for 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> 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"><li>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.</li></ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023 James Allen Elementary will increase the quality of school climate and safety index to 79.	Establish and monitor a system that ensures appropriate behavior systems and interventions are in place that meets the needs of all students.	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.	Behavior Data (EoS, ODRs and Class DoJo)		
		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.	Review data in Aperture/DESSA		
		Weekly SEL lessons will take place in all classrooms, utilizing research-based curriculum.	Mid-year SEL progress monitoring results		
		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 the Student Support team.		

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:

<b>Components of Turnaround Leadership Development and Support:</b>
<b>Consider:</b> 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? <b>Response:</b> 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.
<b>Identification of Critical Resources Inequities:</b>
<b>Consider:</b> 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. <b>Response:</b> Schedules of EL teachers and Intervention teachers will be reviewed and if needed schedules will be adjusted to address areas of support and needs.
<b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b>
<b>Consider:</b> 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. <b>Response:</b> 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.
<b>Targeted Subgroups and Evidence-Based Interventions:</b>
<b>Consider:</b> 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? <b>Response:</b> 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><b>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.</b></p>
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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). Journal of Educational Psychology, 97(2), 257–267.	<input type="checkbox"/>
AVMR for Math	Taylor, P. (2021) Math Recovery and Effectiveness Research. US Math Recovery Council	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



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

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

**James Lane Allen 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 [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

James Lane Allen Elementary will develop proficient learners and successful citizens through high expectations in a positive, caring environment.

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

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

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

Assessment: All schools will develop a balanced assessment system.

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

With our focus on PLCs and a balanced assessment system we will increase student achievement in all content areas. We will continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning intentions, and assessment measures.

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 Changes: 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.

Teachers and school administrators develop an understanding of the Four Critical PLC Questions.

Teachers and school administrators will develop an understanding of the Professional Learning Communities at Work Continuum.

Teachers and school administrators will develop an understanding of the Three PLC Big Ideas.

Teachers and school administrators will develop an understanding of the PLC+ Framework and associated Five Key Questions.

Long-Term Changes: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.

Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.

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.

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

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:

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%.

By 2025, James Lane Allen Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 16%.

By 2025, James Lane Allen Elementary will increase Social Studies proficient and distinguished level to 60 % as measured by KSA. Current level is 23%.

By 2025, James Lane Allen Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 16%.

By 2025, James Lane Allen Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 61.6.

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?

- Student achievement data, as measured by MAP, Text Levels, common formative and summative assessments
- PLC agendas and minutes
- Instructional walkthrough data

Who is responsible for gathering data?

- Teachers
- Administrators

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### How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing
- Common formative and summative assessments - as part of every unit
- KSA - Fall 2023
- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

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 outcomes
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes
- The PLC team consistently implements a system to write learning intentions and success criteria in lessons
- The PLC team consistently implements a system to develop teacher pacing guidelines that include teacher
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.
- Monitoring Each Student's Learning
  - The PLC team implements a system to identify level of mastery before beginning to teach.
  - The PLC team implements a system to develop common formative assessments for every essential
  - The PLC team implements a system for organizing, reflecting on, and acting around common
  - The PLC team implements a system for using evidence of student learning to determine the e
  - The PLC team implements a system to develop rubrics for proficiency scales that define differ
  - The PLC team implements a system to develop exemplars of subjective tasks representing di
  - The PLC team implements a system to utilize digital tools for assessing and reporting on stud
  - Turning Data Into Information
  - The PLC team implements a system to frequently analyze multiple sources of data to inform c

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- The PLC team analyzes trends within and between student groups to inform decisions about
  - The PLC team implements a system for using data to identify professional learning needs.
  - The PLC team implements a system for using data to inform MTSS decisions and practices.
  - Providing Students with Systematic Interventions and Extensions
  - The school has a highly coordinated system of interventions in place.
  - The system is very fluid. Students move into intervention and enrichment easily and remain c
  - 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
  - The PLC team consistently implements a system to maintain lists of common misconceptions
  - The PLC team consistently implements a system to share one promising instructional strategy
  - The PLC team consistently implements a system to identify one instructional strategy for teach
  - The PLC team consistently implements a system to develop additional assessments to monito
  - The PLC team consistently implements a system to utilize evidence-based digital tools for del
  - Extensions
    - The PLC team consistently implements a system to maintain lists of students who dem
    - The PLC team consistently implements a system to maintain lists of additional concep
    - The PLC team consistently implements a system to share one promising instructional
    - The PLC team consistently implements a system to develop sets of challenge tasks fo
    - The PLC team consistently implements a system to develop additional assessment to
    - The PLC team consistently implements a system to utilize evidence-based digital tools

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

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## Funding: Title II

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

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.

1. Principal, Assistant Principal and teachers will develop tools to expand opportunities for students to m
2. Principal and Assistant Principal will work to provide professional learning on processes to integrate l

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:

- Teachers and school administrators develop an understanding of district common unit assessments a
- Teachers and school administrators develop an understanding of student learning throughout the year
- Teachers and school administrators develop an understanding of the Assessment Guidance Document

### Long-Term Changes:

- Teachers consistently utilize district common assessments to inform their planning and instructional p
- Teachers consistently utilize benchmark assessments and state level assessments to inform their pla
- Teachers and school administrators consistently utilize the Assessment Guidance Document.

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

Student Outcomes:

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%.

By 2025, James Lane Allen Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 16%.

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By 2025, James Lane Allen Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 16%.

By 2025, James Lane Allen Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 61.6.

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?

- Student achievement data, as measured by MAP, Text Levels, common formative and summative assessments
- PLC agendas and minutes
- Instructional walkthrough data

Who is responsible for gathering data?

- Teachers
- Administrators



### How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing
- Common formative and summative assessments - as part of every unit
- KSA - Fall 2023
- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

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.**

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

Universal screening is used at Tier 1 to:

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

When assessing Tier 1 effectiveness, teams look for evidence that at least 80% of students are at or above the established cut score. Diagnostic assessments are used to help educators identify strengths and weaknesses and provide data about students' content knowledge and skills. The diagnostic

assessments allow the SPS team to identify an appropriate intervention for an individual student or group of students. The goal of the MTSS framework is to provide interventions for approximately 20% of the school. When schools find that more than 20% of the student population meets cut scores for intervention, the school adjusts cut scores to serve the bottom 20% through the MTSS framework. In

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schools where there is not 80% meeting proficiency, ongoing diagnostic assessment should be used to regularly monitor progress.

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

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

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

principals, assistant principals, and teachers from all levels (Pre-K - 12)

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: principals, assistant principals, teachers

Funding: Title II, District Assessment

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

Instructional Resources: Assessment Guidance Document

Professional Learning Support from Vendors: N/A

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.

We will receive support from the district office on the development, implementation and monitoring of formative and summative assessments. Our principal, assistant principal and instructional coach will support teachers in this work.

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.

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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