



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09092022_10:55

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
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.
Jennifer F. Spencer



2022-23 Phase One: Executive Summary for Schools_09092022_10:52

2022-23 Phase One: Executive Summary for Schools

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

2022-23 Phase One: Executive Summary for Schools

Description of the School

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

Julius Marks Elementary is located in beautiful central Kentucky close to the University of Kentucky. We are growing in size and are currently home to 482 students preschool to grade 5. We serve students that are 56% minority, 18% receive special education services, 14% are English Language Learners, 2% Gifted and Talented. The staff at Julius Marks consists of 3 or 4 teachers per general education grade-level from kindergarten to fifth grade. We have 5 special education teachers that support students with IEP's (individual education programs). We are a Title 1 school, which provides the students of JME with additional support academically with reading and math intervention. We have 3 members on our mental health team that consists of Guidance Counselor, District Mental Health Specialist and social worker. Currently we have a PGES coach to support academic needs of all students. There is an active PTA at Julius Marks that continues to build strong relationships between school and home. We are strong in our PBIS (positive behavior intervention systems) with monthly celebrations for following PAWS expectations. We set school-wide expectations for P- prepared for learning, A- acting responsibly, W- working and playing respectfully, S- solving problem. We offer specials of Library, Art, Music, PE and STEM Lab for all students. We also offer band and orchestra for our 4th and 5th grade students. Our challenge has been academic growth which will continue to be our focus for the upcoming school year. We are carefully looking at systems of student support and offering professional development to our staff in support of our goal of increased student proficiency and novice reduction.

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.

Julius Marks follows the vision and mission of Fayette County School. The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. We also share the same vision and mission at JME, making it a priority to make sure that all students at Julius Marks learn in a safe and loving environment where students will become confident, successful, lifelong learners.

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.

At Julius Marks, we continue to watch student growth through MAP data and Kentucky Summative Assessments. We are proud of our attendance rate at 94.2% daily attendance. We will continue to closely monitor our benchmark assessments to increase proficiency and novice reduction. We also have a team of STLP students to the STEM competition finishing top 20 out of 100 projects submitted.

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.

Not applicable

Additional Information

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

We are proud of our students and the gains we are making. Our students love school and love learning. We continue to build strong family relationships with opportunities to be actively involved in their child's education.



2022-23 Phase Two: The Needs Assessment for Schools_09272022_14:15

2022-23 Phase Two: The Needs Assessment for Schools

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
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.

Classroom teachers along with Leadership Team and SBDM have been informed of the data and has reviewed the current state. Teachers meet weekly in professional learning communities, while the Leadership Team and SDBM meet monthly to discuss updates and current needs at Julius Marks. Julius Marks has an active PTA that also supports needs of students and teachers. In each SBDM meeting, school data is reviewed (attendance, behavior, policies). Three times annually, the SBDM reviews benchmark assessments (MAP, Galileo). In October, or after data is released, Council reviews KSA data. All meetings are documented on the SBDM portal, and on the Julius Marks website.

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?

We will continue to focus on increased proficiency and novice reduction at Julius Marks.

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.

We are proud to report that in the academic school year 2021-22, there were no out of school suspensions at Julius Marks. We began using the eOS system for behavior referrals. There were 33 ODR (office disciplinary reports) that were made. We maintained Gold status for PBIS from the district. We continue to see growth in our Multi

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.

Julius Marks will continue to focus on KCWP2: Design and Deliver Instruction. At Julius Marks, currently according to Kentucky Summative, in reading 36.2% of students were proficient or above. 13.8% were distinguished, 22.4% were proficient, 28.0% were apprentice and 35.8% were novice. Kentucky Summative reports that 32% of all students were proficient or above. 10.0% were distinguished, 22% were proficient, 32% were apprentice and 36% were novice. Currently, JME African American students performed at 52% novice, 30% apprentice,

13% proficient and 6% distinguished in reading, 51% novice, 29% apprentice, 14% proficient, and 6% distinguished in math. Multi-lingual students performed at 46% novice, 23% apprentice, 23% proficient, and 8% distinguished in reading, 38% novice, 35% apprentice, 23% proficient and 4% distinguished in math. Students with special needs performed at 61% novice, 27% apprentice, 3% proficient and 9% distinguished in reading, 58% novice, 21% apprentice, 18% proficient, and 3% proficient 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.

Julius Marks will continue to focus on KCWP1: Design and Deploy standards, KCWP2: Design and Deliver Instruction and also KCWP3: Design and Deliver Assessment. We will continue to improve proficiency in Reading and Math and also focus on gap groups with increased proficiency and novice reduction.

Strengths/Leverages

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

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

We are continuing to grow academically at Julius Marks. Julius Marks will continue to focus on KCWP 1, 2, and 3. JME increased math proficiency and distinguished from 27% in 2020-21 to 32% P&D in 2021-22. Although there was no growth in reading P&D, we remained constant at 36% during the learning loss of the COVID-19 pandemic. We are very proud of the fact that our writing grew from 32% P&D in 2020-21 to 50% combined writing in 2021-22. In writing, we also reduced the apprentice score from 54% to 38% with the addition of editing and mechanics in the 2021-22 Kentucky Summative.

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.

Attached is the Key Element Template for the Key Core Work Processes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Julius Marks CSIP 2022-2025 Plan	Attached is the long range plan for Julius Marks Elementary with current state and long range goals.	•



2022-23 Phase Two: School Assurances_09272022_14:14

2022-23 Phase Two: School Assurances

Julius Marks Elementary School
Jennifer Spencer
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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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Julius Marks Elementary's Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, *Julius Marks Elementary* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 36%.

State Assessment Results in Math

- By 2025, *Julius Marks Elementary* will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 32%.

State Assessment Results in Science

- By 2025, *Julius Marks Elementary* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 23%.

State Assessment Results in Social Studies

- By 2025, *Julius Marks Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 30%.

State Assessment Results in Combined Writing

- By 2025, *Julius Marks Elementary* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 50%.

English Learner Progress

- By 2025, *Julius Marks Elementary* 100% of kids are .5 or higher on their composite score. Current level is 43.8%.

Quality of School Climate and Safety

- By 2025, *Julius Marks Elementary* will increase the quality of school climate and safety index to 83% as measured by KSA. Current level is 76%.

Reading and Math Objectives-		
Year 1-	Year 2	Year 3
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Reading to 44%	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Reading to 52%	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Reading to 60%
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Math to 40%	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Math to 48%	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Math to 56%

Science, Social Studies, and Combined Writing Objectives		
Year 1 Goal	Year 2	Year 3 -
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Science to 30%.	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Science to 37%.	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Science to 43%.
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Social Studies to 40%.	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Social Studies to 50%.	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Social Studies to 60%.
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Combined Writing to 53%.	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Combined Writing to %. 56	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Combined Writing to %. 59

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Julius Marks Elementary</i> will decrease Novice in Reading to 30%.	By 2024, <i>Julius Marks Elementary</i> will decrease Novice in Reading to 25%.	By 2025, <i>Julius Marks Elementary</i> will decrease Novice in Reading to 20%.
By 2023, <i>Julius Marks Elementary</i> will decrease Novice in Math to 31%.	By 2024, <i>Julius Marks Elementary</i> will decrease Novice in Math to 26%.	By 2025, <i>Julius Marks Elementary</i> will decrease Novice in Math to 21%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Julius Marks Elementary</i> will increase English Learner Progress index to 50.8% as measured by KSA. Current level is 43.8%.	By 2024, <i>Julius Marks Elementary</i> will increase English Learner Progress index to 57.8% as measured by KSA.	By 2025, <i>Julius Marks Elementary</i> will increase English Learner Progress index to 64.8% as measured by KSA.

Additional Goal- Optional		
Year 1	Year 2	Year 3

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

Year 1 Focus Areas

Assessment - Teachers will focus on data collection and analysis to inform instructional decisions.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Through professional learning communities, teachers and admin will ensure that Tier 1 assessments meet the intent of the standards in the areas of Reading and Math (K-5) and Science (4), Social Studies and Combined Writing (5)	PLCs Walkthroughs Observations MTSS fidelity checks	n/a

		Bimonthly MTSS meetings will occur to ensure that Tier 2 instructional needs are being addressed through CBA assessment data in the areas of Reading, Math and Writing	and meetings	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	<p>District common assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 3-5 will be given at the end of each unit for the core subjects of math, reading, science and social studies. The common unit assessment will include items that mirror formats on state assessment as appropriate.</p> <p>School created unit assessments will be designed and implemented, aligned to the standards in content and level of thinking. K-2 is working on creating one for each unit per the district frameworks in the areas of reading and math.</p>	<p>ELA and Math common unit assessments (3-5)</p> <p>Science and Social Studies common unit assessments (4-5)</p> <p>School created unit assessments (K-5)</p> <p>FCPS RIOS</p>	<p>District Assessment</p> <p>Adam</p> <p>School Assessments</p> <p>Galileo</p>
<u>Progress Monitoring</u>				

PLCs will use PDSA effectively to improve student learning and outcomes.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Develop, implement and monitor the district PLC framework, protocols, and non-negotiables (tights)	<p>PLC observations</p> <p>ITL Sessions and Feedback</p>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculums framework to plan instruction and assessments	<p>PLC Observations</p> <p>Classroom Observations</p> <p>PLC Evidence</p>	n/a

<u>Progress Monitoring</u>				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_09272022_14:16

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

Julius Marks 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?

The mission of Julius Marks Elementary is to create a safe and collaborative learning community where students feel loved, confident and life-long learners. This mission statement is a collaborative effort with the entire staff.

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.

Since Julius Marks has been identified as a TSI school for Special Education, we are focusing our professional development on co-teaching, and Thinking Maps for visual learning. This will benefit all students at JME: special education, English Language Learners and targeted academically challenged students. We will continue to build strong Tier 1 instruction and student engagement.

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

By focusing on co-teaching and Thinking Maps, Julius Marks will increase reading and math proficiency. In our current professional development plan, our priorities align with our school goals.

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.

Julius Marks Elementary is committed to provide strong tiered instruction. We are focusing on standards based instruction for tier 1 and tier 2. With our focus on tiered instruction, we will increase annually by 7% growth on summative assessments and have 75% of our students meet their annual years growth goal on benchmark assessments. At JME, we will continue to build tiered instruction through Thinking Maps and co-teaching strategies.

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

The intended results are to continue to grow academically for students with common academic language, co- teaching strategies, Thinking Maps graphic organizers and structured engagement practices.

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.)

Data will be collected through regular formative and summative assessments, benchmark assessments given 3 times annually and summative year end assessments. Classroom teachers, curriculum and instructional coaches, and the

administrative team will be responsible for monitoring student growth during weekly PLC, monthly monitoring meetings and bi-monthly MTSS meetings.

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.

Indicators of success will be that 75% of students at Julius Marks will meet their annual growth goal based on spring to spring data collection and students in grades 3-5 will increase end of year summative assessments by 7% in reading, math and writing.

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

All certified teachers at Julius Marks will be the targeted audience for the professional development plan.

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

Specific resources include training with a model of "teachers as trainers" with Thinking Maps and Co-Teaching book study with district support throughout the year. Title 1 funds will be used to support expenses for the 2023-24 school year.

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.

Julius Marks Elementary will use weekly PLC meetings, weekly staff meeting and bi-monthly Monitoring and MTSS meetings to track data for student growth. We will be adding a Curriculum Coach for support in the classroom and implementation of expectations with fidelity.

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.

The second focus area for Julius Marks is to increase proficiency with rigorous instruction using co-teaching methods to support English Language learners and our students with special needs.

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

The intended results for increasing proficiency through co-teaching models will focus on our gap groups with the greatest support of our socioeconomically disadvantaged, African American, English Language learners and students with special needs.

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.)

Data will be collected through regular formative and summative assessments, benchmark assessments given 3 times annually and summative year end assessments. Classroom teachers, curriculum and instructional coaches, and the administrative team will be responsible for monitoring student growth during weekly PLC, monthly monitoring meetings and bi-monthly MTSS meetings.

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.

Teachers, administrators and coaches will monitor baseline, middle and end of year benchmarks for growth with the goal to increase summative assessment by 7% annually.

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

All certified teachers at Julius Marks will be the targeted audience for the professional development plan.

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

Specific resources include training with a model of "teachers as trainers" with Thinking Maps and Co-Teaching book study with district support throughout the year. Title 1 funds will be used to support expenses for the 2023-24 school year.


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.

Julius Marks Elementary will use weekly PLC meetings, weekly staff meeting and bi-monthly Monitoring and MTSS meetings to track data for student growth. We will be adding a Curriculum Coach for support in the classroom and implementation of expectations with fidelity.

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.

Not applicable

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Julius Marks Professional Development Plan 2023-24</u>		.