



## 2022-23 Phase One: Continuous Improvement Diagnostic for Schools\_09192022\_11:38

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**Squires Elementary School**  
**Sabrina Adkins**  
3337 Squire Oak Dr  
Lexington, Kentucky, 40515  
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.  
Sabrina Adkins - September 19, 2022



## 2022-23 Phase One: Executive Summary for Schools\_09192022\_11:37

2022-23 Phase One: Executive Summary for Schools

**Squires Elementary School**  
**Sabrina Adkins**

3337 Squire Oak Dr  
Lexington, Kentucky, 40515  
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?

Squires Elementary is a neighborhood school dedicated to helping students reach their maximum potential as learners and citizens. The staff seeks to foster educational teamwork between home and school to provide each student with the support necessary to succeed. Our staff is united in our passion for children, teaching, and learning. We believe children are unlimited in what they can do and learn, when appropriate supports are in place and expectations are held high and made clear. As we work towards student achievement we have set goals for each content area. It is Squires' objective that as a result of our educational program, students will hold high standards for themselves and gain a sense of internal accountability, enabling them to become valuable contributors to society and responsible community members. Our enrollment is 405 students, with 48.6% of our students being White, 20.7% of our students are Black, 19.3% of the population is Hispanic, 15.6% qualifying for special education services, 19% qualifying for EL services, and 7% qualifying for GT services. Our student enrollment for Free and Reduced lunch is around 59.3%.

### 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.

Belief Statements of Squires Elementary include: Children deserve a positive and safe environment in which to learn. All members of the school family deserve to be treated with respect and dignity. Every school family member should be offered the opportunity to participate in the education of our children. Teachers should offer quality instructional practices to all students. The school should be of assistance to families in the acquisition of community resources which address academic, social, emotional, and physical needs. Guidelines for Success are an integral part of Squires for staff and students. These guidelines to be a STAR include: (S)howing your best effort, (T)hinking before acting, (A)ccepting responsibility, (R)especting yourself and others. Academic and other programs at Squires Elementary are focused on implementing a standards-based education. The following programs support this initiative: Gifted and Talented, ESL (English as a Second Language), Art, Vocal Music, Physical Education, Language Arts, Math, Special Education Programs, Social/Emotional Curriculum, Speech Therapy, Reading Recovery, Math and Reading Intervention, Band, Orchestra, Guidance services, and extended school services. Squires also has a full-time Family Resource Coordinator, who helps ensure students and families have items that are needed on a daily basis.

### 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.

Squires students in the past have participated in extra curricular activities offered by the school and the district. The pandemic has caused student offerings to be less currently. However some of the many past participations and future participation will include: Young Achievers, primary and intermediate Academic Teams, the district science fair, Fayette Co. Public Schools District Choral Concert, and the District Calendar Art Competition. Additionally, Squires has one National Board Certified Teacher on staff. Educational standards continue to be a priority at Squires. This has prompted continued professional learning to increase cultural awareness and how to meet the needs of all learners. Squires Family Resource Center and Title One funds have been instrumental in planning family events and promoting engagement of all stakeholders.

### 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.

NA

### Additional Information

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

Squires prides itself in support of families, and students' interest beyond the classroom. We currently have a site-run after school childcare program (CASTLE). We also have in the past and will, as the pandemic subsides, offer extracurricular activities including programs such as Healthy Hearts, Intramural Volleyball, basketball, and football. Squires Singers, STLP, Real Read, STEM club, Band, Orchestra, and Extended School Services. We are very proud of the activities we also plan for family engagement as truly they are ones that both benefit the children and their academics, but also builds the relationships necessary for students to thrive.



## 2022-23 Phase Two: The Needs Assessment for Schools\_09272022\_09:58

2022-23 Phase Two: The Needs Assessment for Schools

**Squires Elementary School**  
**Sabrina Adkins**  
3337 Squire Oak Dr  
Lexington, Kentucky, 40515  
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 process used for reviewing, analyzing and applying data results is an ongoing process throughout the year. Weekly PLCs (Professional Learning Communities) that include grade level team members, special education teachers, and administrators (both the principal and PGES coach). We analyze data twice monthly. Types of data include formative assessments, summative assessments, MAP data, and more. Student data is captured in our Google drive and is compared with previous results. Individuals at risk have been put on a watch list. Those students are monitored and plans are made to meet their individual needs and close the gap. Our intervention team meets in PLC's with teachers where conversations and data analysis occurs for students in Tier 2 and 3 between classroom teachers, the intervention teachers, and administrators. SBDM monitors data. Our SBDM committees also meet monthly and much of the committee work is to consider needs based on data and next steps for our school. Our MTSS team meets monthly to discuss students who are most at risk. Next steps, needs for change in intervention, and whether the child needs to be considered for a special education referral are all part of the planning in those



meetings. That MTSS team consists of intervention teachers, the Achievement and Compliance Coach for Special Education, the school psychologist, the child guidance specialist, the FRYSC, Title One Social Worker, ELL teacher, behavior specialist, and administrators.

### 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?

While most of our plan was followed with fidelity, we still failed to meet some of our goals. We will continue to implement most of our strategies and activities, because our data shows that we are moving in the right direction. We feel that these research-based strategies and activities are valuable and need additional time to show impact.

### 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 reduced the percentage of students scoring novice in reading by 8%
  - We increased the percentage of students scoring proficient in science by 11.6%

### 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.
  - Students in 3rd-5th grade were surveyed at the end of the school year, 98% agreed or strongly agreed with "We are taught ways to stop mean or hurtful behavior when we see it happen."
  - 98% agreed or strongly agreed with "If I have a problem, there is an adult from school that I can talk to."

### 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.

- The percentage of students scoring proficient on the Social Studies assessment dropped from 50.5% in 2021 to 31% in 2022.
- The percentage of African American students scoring proficient in reading and math has increased, but remains below 50% with reading (46%) and math (41%) as compared to "All Students" reading (59%) and math (59%).
- 83% of All Students agreed or strongly agreed with "Adults from my school stay calm when dealing with bad behavior", while only 63% of African American students felt the same.
- 73% of All Students agreed or strongly agreed with "All students are treated the same if they break school rules," while only 63% of African American students felt the same.

### 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 reduced the percentage of students scoring novice in reading by 8%
- We increased the percentage of students scoring proficient in science by 11.6%
- Students in 3rd-5th grade were surveyed at the end of the school year, 100% of our students agreed or strongly agreed with "My school is a caring place."

- 
- 99% agreed or strongly agreed with "Adults from my school care about me."

### 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.

The focus for Squires Elementary is KCWP 5: Design, Align, Deliver Support. Specifically we need to address the students who do not demonstrate understanding and are not performing on level.



2022-23 Phase Two: School Assurances\_09192022\_11:43

2022-23 Phase Two: School Assurances

**Squires Elementary School**

**Sabrina Adkins**

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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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## Squires Elementary's Comprehensive School Improvement Plan 2022-2025

### State Assessment Results in Reading

- By 2025, *Squires Elementary* will increase Reading proficient and distinguished level to 80% as measured by KSA. Current level is 59%.

### State Assessment Results in Math

- By 2025, *Squires Elementary* will increase Math proficient and distinguished level to 81% as measured by KSA. Current level is 60%.

### State Assessment Results in Science

- By 2025, *Squires Elementary* will increase Science proficient and distinguished level to 65% as measured by KSA. Current level is 44%.

### State Assessment Results in Social Studies

- By 2025, *Squires Elementary* will increase Social Studies proficient and distinguished level to 52% as measured by KSA. Current level is 31%.

### State Assessment Results in Combined Writing

- By 2025, *Squires Elementary* will increase Combined Writing proficient and distinguished level to 53% as measured by KSA. Current level is 32%.

### English Learner Progress

- By 2025, 100% of EL students will grow by at least .5 in their composite score.

### Quality of School Climate and Safety

- By 2025, *Squires Elementary* will increase the quality of school climate and safety index to 98.5% as measured by KSA. Current level is 93.5%.

### Achievement Gap

- By May 2025, Squires Elementary will decrease **Reading** Novice in
  - African American Students to <15%,
  - English Learners to <15%, and
  - Students with Disabilities to <15%
- By May 2025, Squires Elementary will decrease **Math** Novice in
  - African American Students to <15%,
  - English Learners to <15%, and

- Students with Disabilities to <15%
- By May 2025, Squires Elementary will decrease **Science** Novice in
  - African American Students to <5%
  - English Learners to <5% and
  - Students with Disabilities to <5%
- By May 2025, Squires Elementary will decrease **Social Studies** Novice in
  - African American Students to <15%,
  - English Learners to <15%, and
  - Students with Disabilities to <15%
- By May 2025, Squires Elementary will decrease **Writing** Novice in
  - African American Students to <5%
  - English Learners to <5% and
  - Students with Disabilities to <5%

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Squires Elementary</i> will increase P/D in Reading to 66%.	By 2024, <i>Squires Elementary</i> will increase P/D in Reading to 73%.	By 2025, <i>Squires Elementary</i> will increase P/D in Reading to 80%.
By 2023, <i>Squires Elementary</i> will increase P/D in Math to 67%.	By 2024, <i>Squires Elementary</i> will increase P/D in Math to 74%.	By 2025, <i>Squires Elementary</i> will increase P/D in Math to 81%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Squires Elementary</i> will decrease Novice in Science to 7.7%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Science to 6.4%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Science to 5%
By 2023, <i>Squires Elementary</i> will decrease Novice in Social Studies to 29.7%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Social Studies to 22.4%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Social Studies to 15%.
By 2023, <i>Squires Elementary</i> will decrease Novice in Combined Writing to 7.7%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Combined Writing to 6.4%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Combined Writing to 5%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Squires Elementary</i> will decrease Novice in Reading to 13%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Reading to 9%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Reading to 5%.
By 2023, <i>Squires Elementary</i> will decrease Novice in Math to 12%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Math to 8.5%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Math to 5%.

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

### Year 1 Focus Areas

PLC: Squires Elementary will use a PDSA (Plan Do Study Act) model effectively in PLCs to improve student learning. (Foundational PDSA : Plan- Do - Focus on Learning)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Squires Elementary will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act.model.	PLC Self-Assessment  PLC Minutes  PDSA model	n/a
Reading, Math,	KCWP 1	Squires Elementary will create and implement	PLC Self-Assessment	

Science, Social Studies, Combined Writing, English Learner Progress		a PLC schedule that will be inclusive of Special Education, GT, and English Language Teachers.	PLC Minutes PLC Schedule	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Squires staff will attend trainings provided by the district or school to support work with the district resources emphasizing the connection to the learning intentions and success criteria from the curriculum framework to plan instruction and formative assessments as the foundation of the PLC process. Teachers' plans and instruction will be aligned to the FCPS frameworks and Kentucky Academic Standards.	Lesson Plans Classroom Observations PLC Evidence Professional Learning Artifacts	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2 & 4	Squires teachers will be provided trainings on executing an effective PLC guided by the PDSA model, include an aligned focus to the district strategic plan, and provide opportunities for coaching, professional learning and data analysis.	Professional Development Plan	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	The district Diversity, Equity, Inclusion and Belonging team, Squires administrators and support staff will provide training to teachers and staff on diversity, equity and inclusion to develop a schoolwide common language/framework.	Professional Development Plan Meeting Agendas	General Funds-DEIB
<p style="text-align: center;"><b><u>Progress Monitoring</u></b></p> <p>January, 2023: March, 2023: June, 2023:</p>				

<b>Assessment: Squires Elementary will implement the district's balanced assessment system.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined	KCWP 3	Squires Elementary Teachers will use common assessments, including the district common unit assessments, to measure	ELA and Math common unit assessments	District Assessment

Writing, English Learner Progress		<p>student learning.</p> <p>Elementary: ELA and math for the first year of recovery work; science and social studies for the second year of recovery with full implementation of all core content benchmarks in the third year of recovery.</p> <p>These common unit assessments will be provided by the district to be given at regular intervals (end of quarter, end of nine-weeks) and will align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 3-5.</p>	<p>Science and Social Studies</p> <p>District common unit assessment rubrics and calendars</p> <p>FCPS ROIS</p>	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also be used to gather supports.	<p>Navigator products</p> <p>FCPS ROIS</p> <p>District Data Protocols</p> <p>PLC Minutes</p>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Utilize a district-wide formative assessment tool, ADAM, to monitor student learning by grade level and by standard to determine next steps for grades 3-5.	<p>ADAM</p> <p>District Common Unit Assessments</p> <p>PLC Minutes</p>	District Assessment
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Incorporate explicit data review, analysis and application components into all school level teams and meetings.	Meeting Agendas and Minutes	n/a
<p style="text-align: center;"><b><u>Progress Monitoring</u></b></p> <p>January, 2023: March, 2023: June, 2023:</p>				

**Accelerated Learning: Squires Elementary will develop and implement standard-based instruction to accelerate learning.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress		Squires PLCs and MTSS meetings will include planning for acceleration of learning for all students including those who are GT, EL, and those who are identified gap students from KSA data.	PLC agendas and minutes  MTSS meeting agendas and Minutes	
Achievement Gap, English Learner Progress	KCWP 5	Squires Elementary Intervention Teachers, EL Teachers, Special Education Teachers, Classroom Teachers, and MTSS Members will collaborate to identify instructional supports to reduce the achievement gap.	PLC Minutes  MTSS Minutes	
<p style="text-align: center;"><b><u>Progress Monitoring</u></b></p> <p>January, 2023: March, 2023: June, 2023:</p>				

**Culture/Climate: Squires Elementary will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
		Track survey data throughout the year about students' sense of belonging and their feelings toward culture, climate and safety and plan for next steps.	Survey results	n/a
		Family Engagement activities will be planned and executed to increase parent involvement and knowledge about how to support student learning.	Family Engagement Agendas	Title 1
		Plan for support of students whose social-emotional needs showed up on	DESSA	District DMHS funds

		DESSA as a concern in small group or individual lessons.		
<b><u>Progress Monitoring</u></b>				

### **Year 2 Focus Areas**

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

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<b><u>Progress Monitoring</u></b>				

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

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

**Year 3 Focus Areas**



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

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



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

**Squires Elementary School**  
**Sabrina Adkins**  
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## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

See attached documents

### **ATTACHMENTS**

#### **Attachment Name**

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Professional Learning Plan

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

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

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

## **ATTACHMENTS**

### **Attachment Name**

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Implementation Plan & Budget

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

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.)

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.**

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

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.

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.

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

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.)

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.**



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

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.)

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.

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.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Implementation Plan & Budget		• 4a
 Professional Learning Plan		• 1