



## **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.

Liz Kirk

September 25, 2022



2022-23 Phase One: Executive Summary for  
Schools\_09052022\_19:11

2022-23 Phase One: Executive Summary for Schools

**Yates Elementary School**  
**Liz Kirk**  
695 E New Circle Rd  
Lexington, Kentucky, 40505  
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?

Yates Elementary School, built in 1954, serves 307 students from Early Start through 5th grade. The school was renovated in October 2011, which added 4 new resource classrooms and a book room space. Yates sits on more than twelve acres of land, on the north side of Lexington, with playgrounds for primary and intermediate scholars, as well as a walking track and a school garden to accommodate our inquiry-based science curriculum. The students of Yates Elementary come from neighborhoods just behind the school to subdivisions up to 5 miles radius. Our student racial balance is approximately 35% African-American, 32% White, 25% Hispanic, and 4% Asian.

### School's Purpose

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

The mission of Yates Elementary is to "provide a safe, diverse, and caring learning community that emphasizes the social, emotional, physical, and intellectual development of each child". The vision of Yates Elementary is "Excellence through effort: every child every day!". Yates Elementary school is no longer classified as a Comprehensive School Improvement (CSI) school. The school received a 3-star rating by the state and was recognized for student growth. The master schedule ensures that all academic subjects are taught daily as well as Special Area subjects; STEM, Physical Education, Art, and Music.

### 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.

Two National Board Certified teachers (NBCT) (2019)  
State 3-Star School (2019)  
High Growth on the State KPREP Assessment (2018 & 2019)  
Positive Behavioral Interventions and Supports School: State Gold Fidelity Award

### Additional Information

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

N/A

#### Additional Information

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

N/A



2022-23 Phase Two: The Needs Assessment for  
Schools\_10242022\_15:57

2022-23 Phase Two: The Needs Assessment for Schools

**Yates Elementary School**  
**Liz Kirk**  
695 E New Circle Rd  
Lexington, Kentucky, 40505  
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.

Student data is analyzed at weekly grade-level Professional Learning Communities Meetings. This includes formative and summative assessments, as well as any informal observations that may have been conducted in a classroom setting. In our PLC meetings, we discuss MAP (Measuring Adequate Progress)- trends are looked for and student data is discussed and compared to assessments given in the classroom.

Yates Elementary does not have a current SBDM Council due to past CSI status. We do have an Advisory Council that meets monthly, similar to an SBDM. These meetings have agendas/minutes compared to an SBDM. Every grade level has a representative, as well as a classified representative. We do not have any parents involved at this time. Student data is discussed in these meetings, as well as plans moving forward to ensure proficiency.



Yates Elementary has a Student Support Team that meets weekly that is comprised of an Administrator, FRYC, School Counselor, Family & Community Liason, School Mental Health Specialist. This team focuses on referrals made for our students to ensure that their needs are met. We have found that by having background knowledge, this at times aligns to how students are performing on assessments, whether that be good or bad.

### 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?

In 2020-2021 Yates Elementary's Reading proficient scores were 16.3% and the Math proficient scores were 13.5%. In 2021-2022 Yates Elementary received a rating of Low Orange, with an overall score of 41. Reading/Math scores were 42.3, and Science/Social Studies/Writing were 35.9. Our English Learner Progress indicator score was 41.7. There was a high number of students who were in the novice performance rating. Our science scores were suppressed due to the number of students scoring novice in this content area.

With a new administrator this year, we have structures in place to ensure that teachers were engaged in a highly functioning PLC.

### 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.

- **State Data 2020-2021/ State Data 2021-2022 Percentages for Proficiency**

Reading 29.5%--28%

Math 30.2%--17%

Science 19%--2%

Social Studies 28.8%--7%

Writing 44.2%--13%

Current Kentucky Summative Assessment data shows a decrease in students scoring proficient in all content areas. Students scoring the performance rating of Novice has increased--almost 40% of our students scored novice on all assessments, with 51% scoring novice in Social Studies.

This year Yates Elementary was identified as a Targeted Support and Improvement (TSI) school. This was due to our African American students scoring at or below the bottom 5% of all schools.

## 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.

Current Academic State:

#### **Content Area -- % Novice -- %Apprentice -- %Proficient --% Distinguished**

Reading--43--22--28--8

Mathematics--47--34--17--1

Science--30--68--2--0

Social Studies--51--33--7--9

Combined Writing--42--42--13--2

## 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.

Priority 1: Decrease novice by 5% in reading and math with our African American students.

Current Data for African American Students:

Reading: 63% Novice

Math: 65% Novice

Priority 2: Increase proficiency in reading for all students.

Current Data for Yates Elementary:

Reading: 28%

Priority 3: Increase proficiency in math for all students.

Current Data for Yates Elementary:

Math: 17%

### 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.

Yates Elementary received the highest overall rating from the Quality of School Climate and Safety Survey. This rating was 73.5. This survey completed by the students showed that the majority of the students who were tested felt safe and ready to learn while at school.

This year at Yates Elementary we have completed the DESSA where we have data on every student that we use in order to support their social and emotional health.

Our Mental Health Specialist, along with our School Counselor will continue to use the DESSA data as needed, and teach character education lessons in each classroom. We will continue a focus on Social Emotional Learning at Yates Elementary to intentionally increase our Quality of School Climate and Safety Survey this school year.

Yates Elementary has redefined our Professional Learning Communities ensuring that we have structures in place to increase student achievement for all. We have weekly meetings focused on the following questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Through these intentional conversations, along with developing rigorous assessments, backward planning, and common formative assessments we will be able to monitor students mastery of the grade-level content. We will track student performances on assessments, both formative and summative, to ensure students master their standards.

### 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.

Review the Key Elements document below

# Yates Elementary Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)  
State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)  
State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in Reading

- By 2025, Yates Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 36%.

State Assessment Results in Math

- By 2025, Yates Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 18%.

State Assessment Results in Science

- By 2025, Yates Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 2%.

State Assessment Results in Social Studies

- By 2025, Yates Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 16%.

**State Assessment Results in Combined Writing**

- By 2025, Yates Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 15%.

**English Learner Progress**

- By 2025, Yates Elementary will grow 100% of EL students by at least 1.5 in their composite score as measured by ACCESS.

**Quality of School Climate and Safety**

- By 2025, Yates Elementary will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 73.5%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Yates Elementary will increase P/D in Reading to 44%.	By 2024, Yates Elementary will increase P/D in Reading to 53%.	By 2025, Yates Elementary will increase P/D in Reading to 61%.
By 2023, Yates Elementary will increase P/D in Math to 30%.	By 2024, Yates Elementary will increase P/D in Math to 43%.	By 2025, Yates Elementary will increase P/D in Math to 56%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Yates Elementary will increase P/D in Science to 16%.	By 2024, Yates Elementary will increase P/D in Science to 31%.	By 2025, Yates Elementary will increase P/D in Science to 46%.
By 2023, Yates Elementary will increase P/D in Social Studies to 31%.	By 2024, Yates Elementary will increase P/D in Social Studies to 46%.	By 2025, Yates Elementary will increase P/D in Social Studies to 61%.
By 2023, Yates Elementary will increase P/D in Combined Writing to 31%.	By 2024, Yates Elementary will increase P/D in Combined Writing to 46%.	By 2025, Yates Elementary will increase P/D in Combined Writing to 61%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Yates Elementary will decrease novice in Reading to 34%.  <input type="checkbox"/> African American Students to 30%</p> <p>By 2023, Yates Elementary will decrease novices in Math to 36%.  <input type="checkbox"/> African American Students to 35%</p>	<p>By 2024, Yates Elementary will decrease novice in Reading to 24%.  <input type="checkbox"/> African American Students to 22%</p> <p>By 2024, Yates Elementary will decrease novice in Math to 25%.  <input type="checkbox"/> African American Students to 25%</p>	<p>By 2025, Yates Elementary will decrease novice in Reading to 14%.  <input type="checkbox"/> African American Students to &gt;15%</p> <p>By 2025, Yates Elementary will decrease novice in Math to 14%.  <input type="checkbox"/> African American Students to &gt;15%</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Yates Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>	<p>By 2024, Yates Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>	<p>By 2025, Yates Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>

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

<https://docs.google.com/document/d/1oi9vwUjEd3qeRDCEZQ525XZzJn6xPoXAVcodqZqCd0Y/edit?usp=sharing> Yates

## Year 1 Focus Areas

PLC: Yates Elementary's PLCs will use a PDSA model effectively to improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 1	Yates 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	N/A
Reading & Math	KCWP 1	Yates will create a PLC schedule that will be inclusive of Special Education and English Language teachers	PLC Self-Assessment PLC Schedule	N/A
Reading & Math	KCWP 1	Yates will continue focusing on Teacher Clarity, along with the fidelity of the PLC process. Yates will emphasize 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.	PLC Minutes Classroom Observations Professional Learning Artifacts	N/A
<u>Progress Monitoring</u>				
January 2023: March 2023: June 20223:				

Assessment: Yates Elementary will develop a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 3	Yates Grade-Level Educators will develop common unit assessments when not provided by the district.	ELA and Math Common Unit Assessments (Kindergarten through 5th Grade)	N/A



			PLC Minutes PLC Schedule PLC Assessment Calendar	
Reading & Math	KCWP 3	Collect and use students learning data from common unit assessment to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, either in PLC Minutes (Grade-Level) or through using the Galileo program or ADAM (district-provided assessment platform assessments).	PLC Minutes PLC Products	Galileo Access ADAM Access
Reading & Math	KCWP 4	<p>Yates Elementary will use Galileo (ADAM for grades 3rd through 5th) as a way to monitoring tool for formative and summative assessments to monitor student learning by grade level and by standard to determine the next steps for our students (Team Time reteaching/enrichment opportunities daily).</p> <p>Provide formative and summative updates on student learning throughout the year of the progress made based on district benchmark assessments and state-level assessments.</p>	Galileo ADAM Yates Common Unit Assessments District Common Unit Assessments	Galileo Access ADAM Access
<u>Progress Monitoring</u>				
January 2023: March 2023: June 2023:				

Accelerated Learning: Yates Elementary will develop and implement standards-based instruction to accelerate learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 1	Focus on standards-based instruction using Teacher Clarity, updated materials, and resources that are culturally relevant that will be used by all Yates educators.	Yates Bookroom Artifacts Professional Learning Artifacts Classroom Observations	Title I
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>January 2023: March 2023: June 2023:</p>				

## Year 2 Focus Areas

PLC: Yates Elementary's PLCs will use a PDSA model effectively to improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 6	Yates Elementary will monitor the effectiveness of PLC practices established by district expectations.	PLC Minutes District Attendance in PLC Meetings	N/A
Reading & Math	KCWP 3	Yates Elementary will review past success criteria/learning intentions to ensure alignment with standards so that learners engage in learning and increase self-efficacy.	PLC Minutes Professional Learning Agenda Site Visit Feedback	N/A
Reading & Math	KCWP 3	Yates Elementary will analyze student work aligned to essential standards to provide specific feedback to students and inform teaching, learning, and assessment practices.	Student Work Analysis PLC Minutes Common/Summative Assessment	N/A
Reading & Math	KCWP 4	Yates Elementary will work with the district to develop tools to expand the opportunities for students to monitor their learning and the PLCs to monitor student growth.	Student Monitor Tools & Processes	N/A
<u>Progress Monitoring</u>				
January 2024: March 2024: June 2024:				

Assessment: Yates Elementary will develop a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 3	Yates Elementary will develop common unit assessments.	ELA and Math Common Unit Assessment  District Common Unit Assessment Rubrics and Calendars  PLC Minutes	District Assessments
Reading & Math	KCWP 3	Yates Elementary will continue to collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions.	PLC Minutes  District Assessment Platform	District Assessment Platform
<u>Progress Monitoring</u>				
January 2024: March 2024: June 2024:				

Accelerated Learning: Yates Elementary will develop and implement standards-based instruction to accelerate learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 1	Yates Elementary will utilize the district-developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for grade-appropriate instruction, which is cognitively engaging.	Navigator Website  DLM  SLI  Kagan Training for Yates Staff	District Provided (Title II)  Title I

Achievement Gap, English Learner Progress	KCWP 5	Yates Elementary will collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for students.	PLC Minutes Support Team Calendar Invites (Artifacts)	District Provided
<u>Progress Monitoring</u>				
January 2024: March 2024: June 2024:				

## Year 3 Focus Areas

PLC: Yates Elementary's PLCs will use a PDSA model effectively to improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 4	Yates Elementary will work with PLC networks to enhance effective PLC practices to include: teaching and learning practices, assessment analysis processes, student opportunities to respond to learning, and becoming assessment-capable learners.	PLC Network Artifacts	N/A
Reading & Math	KCWP 4	Yates Elementary will follow the process for interdisciplinary PLC practices for utilizing the integrated content with the unit frameworks to include clarity of teaching and learning practices and student self-assessment practices across multiple areas of learning.	Interdisciplinary Team Processes  District Provided Integration Framework	
<u>Progress Monitoring</u>				
January 2025: March 2025: June 2025:				

Assessment: Yates Elementary will develop a balanced assessment system.				
Reading & Math	KCWP 3	Yates Elementary will develop common unit assessment.	ELA and Math Common Unit Assessments  PLC Minutes	N/A

Reading & Math	KCWP 3	Yates Elementary will collect and use student learning data from common unit assessments to inform classroom instruction and curriculum instruction and curriculum decisions. Data from assessments will be collected and organized.	PLC Minutes	N/A
Reading & Math	KCWP 4	Yates Elementary will monitor student learning by grade level and by standard to determine the next steps needed for our students.	ADAM District Common Unit Assessments PLC Minutes	District Assessments
<u>Progress Monitoring</u>				
January 2025: March 2025: June 2025:				

<b>Accelerated Learning: Yates Elementary will develop and implement standards-based instruction to accelerate learning.</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap, Student Progress	KCWP 4	Yates Elementary will measure student outcomes through data platforms, ensuring the reduction of achievement gaps.	Data Platforms (MAP, KSA, FastBridge, etc)	District Provided
Achievement Gap, Student Progress	KCWP 1,2	Yates Elementary will continue to monitor student progress in all tiers of instruction with fidelity checks of curriculum, unit framework alignment, and student learning outcomes.	Walkthrough Data PLC Minutes Student Artifacts Assessment Outcomes	Tite I District Provided