



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_09252022_14:56

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

Liz Kirk

September 25, 2022



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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



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2022-23 Phase Two: School Assurances

Yates Elementary School

Liz Kirk

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Lexington, null, 40505

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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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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 >15%</p> <p>By 2025, Yates Elementary will decrease novice in Math to 14%. <input type="checkbox"/> African American Students to >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
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>January 2023: March 2023: June 2023:</p>				

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
<div> <div>January 2023:</div> <div>March 2023:</div> <div>June 2023:</div> </div> <div> <u>Progress Monitoring</u> </div>				

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
<div> <div>January 2023:</div> <div>March 2023:</div> <div>June 2023:</div> </div> <div> <u>Progress Monitoring</u> </div>				

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
<div style="display: flex; justify-content: space-between;"> <div> January 2024: March 2024: June 2024: </div> <div> <u>Progress Monitoring</u> </div> </div>				

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
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>January 2024: March 2024: June 2024:</p>				

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
<div>January 2024:</div> <div>March 2024:</div> <div>June 2024:</div> <div>Progress Monitoring</div>				

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	
<div style="text-align: center;"><u>Progress Monitoring</u></div> <div> January 2025: March 2025: June 2025: </div>				

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 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
<div>January 2025:</div> <div>March 2025:</div> <div>June 2025:</div> <div>Progress Monitoring</div>				

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



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04302023_18:16

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

Yates Elementary School
Liz Kirk
695 E New Circle Rd
Lexington, null, 40505

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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 attachment

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.

See Attache

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

See attach

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.

See attachment

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

See attachment

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.)

See attachment

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.

See attachment

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

See attachment

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.)

See attachment

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.

See attachment

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.

See attachment

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

See attachment

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.)

See attachment

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.

See attachment

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

See attachment

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.)

See attachment


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.

See attachment

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.

See attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Yates Elementary Professional Development Plan for 2023-2024</u>	This is Yates Elementary's Professional Development Plan for 2023-2024.	.