



2022-23 Phase One: Continuous Improvement Diagnostic for  
Schools\_10112022\_11:20

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**Northern Elementary School**  
**Betsy Rutherford**  
340 Rookwood Ext'd  
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.  
Betsy Rutherford, Interim Principal 10/11/22



2022-23 Phase One: Executive Summary for  
Schools\_10112022\_11:20

2022-23 Phase One: Executive Summary for Schools

**Northern Elementary School**  
**Betsy Rutherford**  
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## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

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

Northern Elementary is a school of approximately 480 students in grades Early Start to 5th grade. We are located in an urban environment close to a major thoroughfare in Lexington, KY that is primarily retail shops, restaurants, and neighborhood. Northern students collectively represent around 20 countries around the world. Many students from these countries are classified as refugees. Of our student population 33% of students are African American, 38% of students are Hispanic, and 21% are Caucasian. Almost 50% of our students are English Language Learners. There are many challenges our school faces along with our community. Around 87% of our students qualify for free or reduced lunch prices. Because of this we are partnering with many community resources to provide support for families with shelter, food, and transportation. We work intentionally to increase parent communication and involvement so that all of our families are aware of what their children are learning and participating in at school.

### 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.

Our school's purpose is broken into three categories, mission, vision, and core values. They are as follows.

Our Mission, We exist to guarantee: 1.A safe, positive, learning environment. 2.Use of a data driven, continuous improvement model. 3.A collaborative commitment and positive work culture.

Our Vision ALL STUDENTS: 1.Will achieve proficiency in Reading/Writing/Math by the end of 2nd grade. 2.Will demonstrate safe, respectful, responsible behavior. 3.Will master grade level standards each year.

Our Core Values: High Expectations for ALL students and staff Support for ALL students and staff Safe, and a positive environment for ALL students and staff

### 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.

For two consecutive years, 2016-2017 and 2017-2018, Northern was recognized as a Bronze level PBIS school which denotes over 80% fidelity with Tier I PBIS implementation. In 2018-2019, Northern was recognized as a Silver level PBIS school which denotes over 90% fidelity. In 2019-2020 we reached Gold Status which represents the highest level of fidelity and have maintained that ranking ever since. We have also implemented before school Professional Development that supports focus and targeted support for identified students with varying learning needs. Northern Elementary staff works with a district support staff to help strengthen instruction and ensure academic and behavioral growth in students.

#### 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.

Current KSA data indicated Northern Elementary is an Orange School with a federal TSI category for African American students. Specific strategies to address student achievement will be address in the School Improvement Plan.

#### Additional Information

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

All of Northern Elementary Staff, PTO, and Parents are committed to Northern Elementary being a high performing school.



2022-23 Phase Two: The Needs Assessment for  
Schools\_10312022\_14:18

2022-23 Phase Two: The Needs Assessment for Schools

**Northern Elementary School**  
**Betsy Rutherford**  
340 Rookwood Ext'd  
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.

The process for reviewing, analyzing, and applying data results to determine needs for this year were gathered from the MTSS committee, PLC committees, SBDM council, and individual teacher reflections. KSA data, MAP data, Unit Assessments, and formative assessments are collected, analyzed, and monitored by each teacher and intervention teacher through data monitoring sheets for each student.

#### **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?

The current CSIP was developed during the 2019-2020 school year. While the objectives were appropriate for the time, monitoring has been difficult due to remote learning. The school is behind with teaching and learning.



## 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.

During the 2021 school year, school was in session from February-May. The data reflects only this 3 month span for this school year. There were only 46 referrals in 2021 and 219 referrals in the 2022 school year. During the 2020 school year 97% had 0 occurrences and in the 2022 93% had 0 occurrences. Concerning out of school suspension days (21-22), one student represents the group of 2 or more races so the risk ratio is higher. There were 5 out of school suspensions total for the year (21-22). Three African students were suspended that year(21-22). During the 2020-2021 school year, only 3 students were suspended and they were African American.

## 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 Data: According to KSA data, overall data indicates 19% of the students are proficient in reading and 7% are distinguished in reading. Math data indicates 14% of the students are proficient and 0% are distinguished.

Non-Academic data: Climate index is 77 and Safety index is 69

## 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.

Overall, 76% of the students scored novice and apprentice in reading. In Math, 85% of the students scored novice and apprentice.

The subgroup of African American student showed an 80% scoring Novice and Apprentice in reading and 93% novice and apprentice in Math.

#### Strengths/Leverages

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

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

Hispanic students scored higher than other groups with 20% scoring proficient and distinguished.

#### 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.

KCWP 5: Design, Align and Deliver Support is an area of strength. All other KCWP are implemented and monitored but not consistent in all areas.



2022-23 Phase Two: School Assurances\_10312022\_14:15

2022-23 Phase Two: School Assurances

**Northern Elementary School**

**Betsy Rutherford**

340 Rookwood Ext'd  
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

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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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# Northern Elementary's 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, **Northern Elementary School** will increase Reading proficient and distinguished level to 66% as measured by KSA. Current level is 26%

### State Assessment Results in Math

- By 2025, **Northern Elementary School** will increase Math proficient and distinguished level to 60% as measured by KSA. Current level is 14 %.

### State Assessment Results in Science

- By 2025, **Northern Elementary School** will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 13%.

### State Assessment Results in Social Studies

- By 2025, **Northern Elementary School** will increase Social Studies proficient and distinguished level to 65% as measured by KSA. Current level is 14%.

### State Assessment Results in Combined Writing

- By 2025, **Northern Elementary School** will increase Combined Writing proficient and distinguished level to 65% as measured by KSA. Current level is 23%.

### Achievement Gap

- By 2025, **Northern Elementary School** will decrease Novice in Reading and Math to >15%; Science to >21%; Social Studies to >23%; Combined Writing to >10% as measured by KSA.

### English Learner Progress

- By 2025, **Northern Elementary School** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

### Quality of School Climate and Safety

- By 2025, **Northern Elementary School** will increase the quality of school climate and safety index to 100% as measured by KSA. Current level is 69%.

### Graduation Rate

- By 2025, **Northern Elementary School** will increase the graduation rate to % as measured by the combined 4-year and 5-year rate. Current rate is %.

### Post-Secondary Readiness

- By 2025, **Northern Elementary School** will increase the percentage of students who are post secondary ready to %. 2019 level was %.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <b>Northern Elementary School</b> will increase P/D in Reading to 39%.</p> <p>By 2023, <b>Northern Elementary School</b> will increase P/D in Math to 29 %.</p>	<p>By 2024, <b>Northern Elementary School</b> will increase P/D in Reading to 52%.</p> <p>By 2024, <b>Northern Elementary School</b> will increase P/D in Math to 44%.</p>	<p>By 2025, <b>Northern Elementary School</b> will increase P/D in Reading to 66%.</p> <p>By 2025, <b>Northern Elementary School</b> will increase P/D in Math to 60%.</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <b>Northern Elementary School</b> will increase P/D in Science to 25%.</p> <p>By 2023, <b>Northern Elementary School</b> will increase P/D in Social Studies to 31%.</p> <p>By 2023, <b>Northern Elementary School</b> will increase P/D in Combined Writing to 37%.</p>	<p>By 2024, <b>Northern Elementary School</b> will increase P/D in Science to 37 %.</p> <p>By 2024, <b>Northern Elementary School</b> will increase P/D in Social Studies to 48%.</p> <p>By 2024, <b>Northern Elementary School</b> will increase P/D in Combined Writing to 51%.</p>	<p>By 2025, <b>Northern Elementary School</b> will increase P/D in Science to 50%.</p> <p>By 2025, <b>Northern Elementary School</b> will increase P/D in Social Studies to 65%.</p> <p>By 2025, <b>Northern Elementary School</b> will increase P/D in Combined Writing to 65%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Northern Elementary School</b> will decrease novice in Reading to 36%.	By 2024, <b>Northern Elementary School</b> will decrease novice in Reading to 25%.	By 2025, <b>Northern Elementary School</b> will decrease novice in Reading to 15%.
By 2023, <b>Northern Elementary School</b> will decrease novice in Math to 41 %.	By 2024, <b>Northern Elementary School</b> will decrease novice in Math to 28%.	By 2025, <b>Northern Elementary School</b> will decrease novice in Math to 15%.
By 2023, <b>Northern Elementary School</b> will decrease novice in Science to 36%.	By 2024, <b>Northern Elementary School</b> will decrease novice in Science to 28%.	By 2025, <b>Northern Elementary School</b> will decrease novice in Science to 21%.
By 2023, <b>Northern Elementary School</b> will decrease novice in Social Studies to 42 %.	By 2024, <b>Northern Elementary School</b> will decrease novice in Social Studies to 33%.	By 2025, <b>Northern Elementary School</b> will decrease novice in Social Studies to 23%.
By 2023, <b>Northern Elementary School</b> will decrease novice in Combined Writing to 15%.	By 2024, <b>Northern Elementary School</b> will decrease novice in Combined Writing to 12%.	By 2025, <b>Northern Elementary School</b> will decrease novice in Combined Writing to 10%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Northern Elementary School</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 48%.	By 2024, <b>Northern Elementary School</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <b>Northern Elementary School</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

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

## Year 1 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math Goal KCWP 4	Make Data Monitoring Forms, Make student data notebooks, Data forms for PLC's- Map Data, Guided Reading Data	Data Monitoring for all students	Principal, Assistant Principal, SBIS, and all teachers Monitor All data forms for up to date data.	Sec. 6 for any materials needed
English Language Learners Goal All content area goals KCWP 1,2, and 5	Make schedule to support push in regular classroom for instruction	Push in for EL students and Special Education students.	Make a Master Schedule to support ELL and Special Education students push in time. Monitor ELL teacher and Special education teacher push in schedule materials needed for ELL students. Monitoring by Principal, Assistant Principal and Teachers	Title 1 for materials, ELL staffing and Special Education staffing allocations from District
Reading Math, Science, Social Studies, Writing, ELL, and Gap	Implement Planning and PLC's Professional	Strength standards based instruction and high yield strategies	Principal, Assistant Principal, SBIS, Teachers participate, monitor and evaluate	Title 1 allocation for materials needed. District Staff to support teachers in

Goals KCWP 1,2,3, and 5	Learning		strategies implemented and the impact on student learning.	teaching and learning for all content areas
Reading Goals KCWP 2,3,4,and 5	Continue Professional Learning for Jan Richardson Guided Reading Plan	All students receive guided reading instruction. Students who need it will receive intervention Tier 2 and Tier 3 services	Principal, Assistant Principal, SBIS, and District teaching and learning staff support to observe, monitor, evaluate all teachers instruction and student learning using guided reading.	Title 1 allocation for any guided reading resources. Staffing allocations from district and Title 1 to support cost of intervention teachers
All content area goals, gap goal, KCWP 1,2,3,4, 5, 6	Provide Professional Learning Release days	Sub release days with content specialists and SBIS	Principal, Assistant Principal, SBIS, District teaching and learning staff to participate and support planning for deploy of standards with all teachers	Sec. 6 allocation and Title 1 allocations for substitutes
All content area goals KCWP 1,2	Provide PLC time, planning time and staff meeting time to implement, and monitor Teacher Clarity strategies	Implement Teacher Clarity work	Principal, Assistant Principal, SBIS, and District staff knowledgeable of Teacher Clarity, provide all teachers next steps for completing teaching clarity work.	Title 1 Allocations for any Teacher Clarity materials.
All content areas KWCP 3,4, and 6	Design and make each student their own student data notebook	Implement student data notebooks and goal setting	Principal, Assistant Principal, SBIS, Teachers develop, implement, and ensure student use and understanding of their data books	Sec. 6 money to allocate for printing of student data books.

<p>Math goals KCWP 1,2, and 5</p>	<p>Implement small group math instruction and foundational math instruction</p>	<p>All students receive small group math instruction. Students who need it will receive Tier 2 and Tier 3 services.</p>	<p>Principal, Assistant Principal, SBIS, and District teaching and learning staff support to observe, monitor, evaluate all teachers instruction and student learning using foundational math and small group math instruction</p>	<p>Title 1 allocation for any foundational math and small group math materials. Staffing allocations from district and Title 1 to support cost of intervention teacher</p>
<p>All content area goals KCWP 4</p>	<p>Plan each PLC agenda to support reviewing, analyzing data to determine next steps for instruction</p>	<p>Weekly PLC's follows monthly set schedule for Reading Data, Math Data, Assessments, and Move Up Guided Reading</p>	<p>Principal, Assistant Principal, SBIS, Teachers, District teaching and learning staff to support the needs of the students by analyzing school data, grade level data, classroom data, and individual student data.</p>	<p>Sec 6 and Title 1 allocations for any materials</p>
<p>All content area goals. KCWP 1,2,3,4,5,6</p>	<p>Plan educational and informative parent conferences and events at the school to support learning at home.</p>	<p>Provide resources to parents to support learning at home.</p>	<p>Principal, Assistant Principal, SBIS, Title 1 Teacher Representative, FRC Coordinator plan parent events for the school year.</p>	<p>FRC allocations, Title 1 Parent Night allocations.</p>

## Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading Math, Science, Social Studies, Writing, ELL, and Gap KCWP 1,2,3, and 5	Continue Planning and PLC's Professional Learning with all teachers	Continue standards based instruction and high yield strategies	Principal, Assistant Principal, SBIS, Teachers participate, monitor and evaluate strategies implemented and the impact on student learning.	Title 1 allocation for materials needed. District Staff to support teachers in teaching and learning for all content areas
English Language Learners Goal All content area goals KCWP 1,2, and 5	Make schedule to support push in regular classroom for instruction	Co Teach and Push in for Special Education and ELL English Language Learner Students.	Continue to make the Master Schedule to support ELL and Special Education students push in time. Monitor ELL teacher and Special education teacher push in schedule materials needed for ELL students. Monitoring by Principal, Assistant Principal and Teachers	Title 1 for materials, ELL staffing and Special Education staffing allocations from District
All content areas, Gap areas, all goals, KCWP 1,2,5, and 6	Implement Culturally Responsive Teaching and Learning Strategies	Culturally Responsive Teaching and Learning professional learning opportunities, implementation of strategies to use with students, monitoring of strategies, and next steps for instruction	Principal, Assistant Principal, SBIS, to schedule training with district staff. Ensure teachers implement strategies from training, monitor implementation and evaluate for next steps for instruction	Title 1 allocations for any materials needed for professional learning.



### Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
All content area goals, all gap area goals KWCP 1,2,3,4,5,6	Move from teacher heavy training and support of teachers to more independent teacher driven activities to support student learning.	Teachers create deeper learning opportunities for students that are created and led.	Principal, Assistant Principal, SBIS, teachers tweak plans, instruction, and activities and structures to have more time to gather materials and make activities that are high yield producing high achievement activities.	Sec. 6 Title 1 for any materials.
<p><b><u>Progress Monitoring</u></b></p> <p>Progress Monitoring for Year 1,2, and 3 focus will occur in April, September, and December. New strategies and focus will be updated by December 31 for the following year focus.</p>				



**FCPS Professional Learning Plan 2023-2024**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*  
**2022-2023 Phase 4**  
**FCPS District Professional Learning Plan**  
**High-Quality Professional Learning**

School Name: Northern

**District Mission**

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

**School Mission**

**Northern Elementary school exists to guarantee:**  
-A safe, positive, learning environment  
-Use of a data driven, continuous improvement model  
-A collaborative commitment and positive work culture  
-A standards-based, viable curriculum.

**Focus Area 1 Reading, Writing, Math (Guided Reading, Best practices for reading, writing, and math, co-teaching modules, PBIS-trauma informed modules and monthly reviews, KAS reading and writing modules)**

**Focus Area 2 Data Review, Monitoring (KAS training, data reviews, monitor data, evaluate data, determine next steps for instruction)**

How do the identified top two focus areas requiring professional learning relate to district goals?

Focus Area 1 and Focus Area 2 relate to the Strategic Plan Priority areas of Student Achievement, and Diversity, Equity, Inclusion, and Belonging



**Strategic Plan Priority Areas are:**

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**

**Describe Strategic Plan Priority Areas:**

**Student Achievement- Focus Area 1 and Focus Area 2 directly relate to the umbrella of student achievement. Based on MAP data, formative assessments, summative assessment, teacher survey, and KAS data, teachers need further professional learning in best practices for teaching reading, math, and writing. Further, standards based learning and discussions through weekly professional learning meetings are needed for common formative assessment (purpose, developing, planning) and summative (backwards planning, purpose, developing, and planning) Needs analysis after assessments to determine next steps for instruction, mastery, reteach, and extensions need to be continued. Co-teaching and co-planning professional learning modules need to continue to support English Language Learners and Special Education Students in Tier 1 instruction. Students' needs through PBIS modules on Trauma Informed Care need to continue so barriers to learning are removed. Monthly professional learning on executive functioning and other areas to understand students' social, emotional, and mental health issues need to continue in order for teachers to meet academic needs of students.**

**The Fayette County Public Schools CDIP goals include:**

- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**
- **Post-secondary Readiness**
- **Graduation Rate.**



**Describe CDIP alignment:**

**Focus Area 1 and Focus Area 2 meet all CDIP goals including post-secondary readiness and graduation rate by removing barriers so students may perform on their grade level. Students with disabilities will also achieve at high levels with the focus on inclusion and instruction.**

**Professional Learning Development Tools**

[FCPS Professional Learning Timeline Brief 2023-2024](#)

[FCPS Professional Learning Timeline 2023-2024 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

**Focus Area 1**

**[Focus Area 1 Objectives](#)**

**Short-Term Changes: Students guided reading levels will increase, math levels will increase, writing levels will increase**

**Long-Term Changes: Students will reading, writing and math levels will be on or above grade levels.**



### **Focus Area 1 Intended Results**

**Student Outcomes:**All students on grade level

**Educator Beliefs:**All students can achieve on grade level

**Educator Practices:**co-teaching, co-planning, planning, formative assessment, summative assessments, guided reading practice, best practice in math using manipulatives, data collection, best practices in writing instruction, backwards planning, teacher clarity planning..

### **Focus Area 1 Monitoring**

**What data will be considered and gathered?** Formative assessments, summative assessments, map data, ngsr, running records, rubrics

**Who is responsible for gathering data?**teachers, administrators

**How frequently will it be analyzed?**weekly plc meetings, monthly “move up” for guided reading, team scoring for writing,

### **Focus Area 1 Indicators of Success**

All students making growth, making percentile growth, performing on grade level according to summative assessment, and guided reading levels.

### **Focus Area 1 Targeted Audience**

All students, all teachers, all administrators

### **Focus Area 1 Resources**

District support for co-teaching, co planning training modules, PL materials for guided reading materials (Jan Plan Book), PL materials for math instruction (manipulatives), PL scheduled trainings



**Focus Area 1 Ongoing Supports for Implementation**

**Focus Area 2**

**Focus Area 2 Objectives**

**Data Review Collection, Monitoring, Evaluation and Next Steps for Instruction**

**Focus Area 2 Intended Results**

**Student Outcomes: Students will collect data on their progress in each academic area for reading, writing ,and math.**

**Educator Beliefs:Students can monitor their own progress and make goals**

**Educator Practices:Teachers will ensure students complete individual data monitoring books. Teachers will also keep current data on each child for formative assessments, summative assessments, NSGR, running records, Map assessments, KSA Data.**

**Focus Area 2 Monitoring**

**What data will be considered and gathered? Formative Assessments, Summative Assessments, KSA data, Map data, running records, NSGR,**

**Who is responsible for gathering data?Teachers, Administrators**

**How frequently will it be analyzed?Weekly at PLC meetings**

**Focus Area 2 Indicators of Success** (Please describe in detail.)

**Students meeting goals, making growth, making percentile growth, and on grade level**



**Focus Area 2 Targeted Audience**

**Students, Teachers, Administrators**

**Focus Area 2 Resources**

**PL for data analysis, data monitoring, data evaluation, and how to use data to determine instructional needs, changing instruction, making instructional decisions when needed and next steps for instruction**

**Focus Area 2 Ongoing Supports for Implementation**

**District support for PL**

**Optional Extension**