

William Wells Brown Elementary's Comprehensive School Improvement Plan (CSIP) 2022-25

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

IP 1: Develop a formal, systematic process, one that addresses grade-level rigor, depth of knowledge, and higher-order thinking skills/tasks, to ensure the alignment of current curriculum and instructional practices with the KAS.

IP 2: Analyze and evaluate current programs and instructional practices (e.g., WIN, COLTS time, PLC's) to determine fidelity of implementation and effectiveness. Use current and recent trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Needs Assessment Question #5:

- Continuing to tweak Design and Deliver Instruction-(Student awareness of learning intention and using success criteria, Where they are, where they are going and how do they get there)
- Name and claim students on the CUSP, from novice to apprentice and from apprentice to proficient for reading and math
- Increase percentage of students scoring P/D in science
- Identifying specific strategies and structures for students with IEP to support success

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 4: Review, Analyze and Apply Data

- Data PLTs
- MTSS meetings
- Weekly Instructional Coaching Meetings
- Weekly Coaches' Meetings
- Weekly Admin Meetings
- Planning PLTs

- Guiding Coalition
- KCWP 5: Design, Align and Deliver Support**
- Data PLTs
 - Planning PLTs
 - MTSS meetings
 - Coaching Meeting
 - PLT Protocol Cycle
 - Guiding Coalition

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	41	9.5 Increased Significantly
State Assessment Results in science, social studies and writing	38.2	5.7 Increased
English Learner Progress	86.5	No Data Available
Quality of School Climate and Safety	70.9	0.2 Maintained
Postsecondary Readiness (high schools and districts only)	NA	NA
Graduation Rate (high schools and districts only)	NA	NA

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):
 By 2025, The Promise Academy at William Wells Brown will increase Reading proficient and distinguished level to 60% as measured by KSA. Fall 23 level was 33%.
 By 2025, The Promise Academy at William Wells Brown will increase Math proficient and distinguished level to 55% as measured by KSA. Fall 23 level was 22%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024, The Promise Academy at William Wells Brown will increase P/D in Reading to 47%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p><u>Tiered Professional Learning: Rigor, High-yield strategies, Project Based Learning</u> (IP1 and EBP PL)</p> <ul style="list-style-type: none"> Continue/ensure an ongoing process of professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. <p><u>Refine and implement WWB Instructional Handbook</u> (IP 1 and EBP Teacher Clarity)</p> <ul style="list-style-type: none"> Utilize and implement the process to ensure that curricular delivery and 	<p>Student data pieces (formative, summative, benchmark assessments and non academic data) will demonstrate a trend of improving.</p> <p>Teacher data pieces (PLC documents, curriculum planning documents, and walkthrough data) will demonstrate professional expectations are being met.</p>	<p>Monitoring of activities with 30/60/90 (By ILT during ILT Meetings monthly)</p> <p>Utilize PDSA protocol when needed to ensure continuous improvement. (By ADMIN/ILT/Coaches/Teachers completed weekly/bi-weekly/monthly)</p> <ul style="list-style-type: none"> unit/lesson plans PLC agenda/minutes <p>(By ADMIN/Coaches/teachers in weekly PLC meetings)</p> <p>walkthrough/observations</p> <ul style="list-style-type: none"> instrument schedule <p>(by ADMIN team according to walkthrough schedule)</p> <p>coaching and feedback</p> <ul style="list-style-type: none"> protocol schedule <p>(by assigned coaches during their monthly sessions with individual teachers)</p> <p>Data</p> <ul style="list-style-type: none"> academic (formative/summative/benchmarks) <p>Monitoring of activities with 30/60/90 (By ILT during ILT Meetings monthly)</p> <p>Utilize PDSA protocol when needed to ensure continuous improvement.</p>	<p>- \$892.00 Rigor Books- SIF-</p>

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		<p><u>assessment measures</u> provide all pertinent information needs for students</p> <ul style="list-style-type: none"> Monitor to ensure that <u>effective communication guides</u> instructional planning, student grouping, etc. <p><u>Standards mastery tracker and Teacher Data Notebook</u> (IP 1, EBP -PLCs)</p> <ul style="list-style-type: none"> Develop a system for student monitoring using data notebooks. Maintain a condition that <u>all users of assessment data use information to benefit student learning.</u> 		<p>(By ADMIN/ILT/Coaches/Teachers completed weekly/bi-weekly/monthly)</p> <ul style="list-style-type: none"> unit/lesson plans PLC agenda/minutes <p>(By ADMIN/Coaches/teachers in weekly PLC meetings)</p> <p>Artifacts</p> <ul style="list-style-type: none"> Instructional handbook <p>Monitoring of activities with 30/60/90 (By ILT during ILT Meetings monthly)</p> <p>Utilize PDSA protocol when needed to ensure continuous improvement. (By ADMIN/ILT/Coaches/Teachers completed weekly/bi-weekly/monthly)</p> <p>Process/system monitored (By ADMIN/Coaches in Admin/Coach Meetings at least once per quarter))</p> <p>Walkthrough/observations</p> <ul style="list-style-type: none"> instrument schedule <p>(By ADMIN team according to walkthrough schedule)</p> <ul style="list-style-type: none"> standard mastery tracker schedule and reflection of peer observations data analysis protocol agenda/minutes of PLCs and ADMIN/Coaching meetings <p>(Artifacts created by ADMIN/Coaches/Teachers during meetings occurring daily/weekly/monthly)</p>	

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 By 2025, The Promise Academy at William Wells Brown will increase Reading proficient and distinguished level to 60% as measured by KSA. Fall 23 level was 33%.
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		<p><u>Use of Assessment within a lesson. (Formative, Informal, etc.) as well as assessment Cycle: Benchmark, Pre-assessment, Formative, Project Based Learning Assessment, Summative Assess.</u> (IP1 and EBP-Unit, Lesson and Assessment Design/Backward Design)</p> <ul style="list-style-type: none"> ● Establish a practice to ensure <u>formative assessment measures are within lesson planning</u> practices for each phase of Explicit Instruction (before, during, and after). ● Establish a practice to ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments (Assessment for Learning). <p>Implementation of Task Forces, an intentional, focused TEAM of people who analyze and problem-solve around the low-level learning around a particular group of students through the use of a root cause analysis protocol and action research. The Task Forces work with the school's guiding coalition to determine the actions required to close the</p>		<p>Monitoring of activities with 30/60/90 (By ILT during ILT Meetings monthly)</p> <p>Utilize PDSA protocol when needed to ensure continuous improvement. (By ADMIN/ILT/Coaches/Teachers completed weekly/bi-weekly/monthly)</p> <ul style="list-style-type: none"> ● unit/lesson plans ● PLC agenda/minutes (By ADMIN/Coaches/teachers in weekly PLC meetings) ● Assessment blueprint/cycle (benchmark/informal/formal) ● practice/system developed (By ADMIN/Coaches in ADMIN/Coaches weekly meetings) ● grouping of students based on data analysis ● Artifacts of assessment data and student progress (By teachers during PLC and data meetings weekly/bi-weekly) <p>Each Task Force is monitored through Task Force reports at monthly Guiding Coalition meetings. Each Task Force extends an invitation to those stakeholders with an investment, or expertise in the particular area.</p> <ul style="list-style-type: none"> - Task Force communication through email and face-to-face meetings - Reporting out findings from the PDSA cycle around the root cause 	

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 By 2025, The Promise Academy at William Wells Brown will increase Math proficient and distinguished level to 55% as measured by KSA. Fall 23 level was 22%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		opportunity gap currently in existence for this particular cohort of students.		at Guiding Coalition and Building PLC meetings.	
Objective 2 By 2024, The Promise Academy at William Wells Brown will increase P/D in Math to 41%.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	The activities in the column above will be used to address the objectives in this row.	The Measure of Success items described in the row above will be used for the activities in this row as well.	The progress monitoring and success measurements described in the row above will be used to monitor the activities in this row.	

2: State Assessment Results in Science, Social Studies and Writing

<p>Goal 2 (State your science, social studies, and writing goal.): By 2025, The Promise Academy at William Wells Brown will increase Science proficient and distinguished level to 45% as measured by KSA. Fall 23 level was 4%. By 2025, The Promise Academy at William Wells Brown will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Fall 23 level was 24%. By 2025, The Promise Academy at William Wells Brown will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Fall 23 level was 24%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By 2024, The Promise Academy at William Wells Brown will increase P/D in Science to 33%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p>The activities that are being used for Goal 1-Reading and Math are also being implemented to address the objective and strategies of Goal 2</p>	<p>The measure of success items for Goal 1 will also be used for the measure of Success for Goal 2</p>	<p>The progress monitoring pieces that are being used for Goal 1-Reading and Math are also being implemented to progress monitoring of Goal 2.</p>	
<p>Objective 2 By 2024, The Promise Academy at William Wells Brown will increase P/D in Social Studies to 43%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p>The activities that are being used for Goal 1-Reading and Math are also being implemented to address the objective and strategies of Goal 2</p>	<p>The measure of success items for Goal 1 will also be used for the measure of Success for Goal 2</p>	<p>The progress monitoring pieces that are being used for Goal 1-Reading and Math are also being implemented to progress monitoring of Goal 2.</p>	
<p>Objective 3 By 2024, The Promise Academy at William Wells Brown will increase P/D in Combined Writing to 47%.</p>	<p>KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction</p>	<p>The activities that are being used for Goal 1-Reading and Math are also being implemented to address the objective and strategies of Goal 2</p>	<p>The measure of success items for Goal 1 will also be used for the measure of Success for Goal 2</p>	<p>The progress monitoring pieces that are being used for Goal 1-Reading and Math are also being implemented to progress monitoring of Goal 2.</p>	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2024, The Promise Academy at Williams Wells Brown will decrease Reading Novice in</p> <p>*African American Students to 27.73%,</p> <p>*Students with Disabilities to 25%;</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>Develop a unified data collection system and use it with fidelity to check for implementation and effectiveness of programs and instructional practices. (IP 2 and EBP PLCs)</p> <ul style="list-style-type: none"> Develop a practice (PDSA) to implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. 		<p>Monitoring of activities with 30/60/90 (By ILT during ILT Meetings monthly)</p> <p>Utilize PDSA protocol when needed to ensure continuous improvement. (By ADMIN/ILT/Coaches/Teachers completed weekly/bi-weekly/monthly)</p> <p>Process/system monitored (By ADMIN/Coaches in Admin/Coach Meetings at least once per quarter))</p> <p>Walkthrough/observations</p> <ul style="list-style-type: none"> instrument schedule <p>(By ADMIN team according to walkthrough schedule)</p> <ul style="list-style-type: none"> standard mastery tracker schedule and reflection of peer observations data analysis protocol agenda/minutes of PLCs and ADMIN/Coaching meetings <p>(Artifacts created by ADMIN/Coaches/Teachers during meetings occurring daily/weekly/monthly)</p>	
<p>Objective 2</p> <p>By May 2024, The Promise Academy at Williams Wells</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>The activities that are being used for Objective 1- are also being implemented to address the objective and strategies of Objective 2</p>	<p>The measure of success items for Objective 1 will also be used for the</p>	<p>The progress monitoring pieces that are being used for Objective 1 are also being implemented to progress monitoring of Objective 2</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Brown will decrease Math Novice in</p> <p>*African American Students to 30.9%,</p> <p>*Students with Disabilities to 25.34%;</p>	<p>KCWP 5: Design, Align and Deliver Support Processes</p>		<p>measure of Success for Objective 2</p>		
<p>Objective 3</p> <p>By May 2024,The Promise Academy at Williams Wells Brown will decrease Science Novice in</p> <p>*African American Students to 21%,</p> <p>*Students with Disabilities to 16%;</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>The activities that are being used for Objective 1- are also being implemented to address the objective and strategies of Objective 3</p>	<p>The measure of success items for Objective 1 will also be used for the measure of Success for Objective 3</p>	<p>The progress monitoring pieces that are being used for Objective 1 are also being implemented to progress monitoring of Objective 3</p>	
<p>Objective 4</p> <p>By May 2023,The Promise Academy at Williams Wells Brown will decrease Social Studies Novice in</p> <p>*African American Students to 35%,</p> <p>*Students with Disabilities to 24.68%;</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>The activities that are being used for Objective 1- are also being implemented to address the objective and strategies of Objective 4</p>	<p>The measure of success items for Objective 1 will also be used for the measure of Success for Objective 4</p>	<p>The progress monitoring pieces that are being used for Objective 1 are also being implemented to progress monitoring of Objective 4</p>	
<p>Objective 5</p> <p>By May 2024,The Promise</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>The activities that are being used for Objective 1- are also being implemented to address the objective and strategies of Objective 5</p>	<p>The measure of success items for Objective 1 will also be used for the</p>	<p>The progress monitoring pieces that are being used for Objective 1 are also being implemented to progress monitoring of Objective 5</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Academy at Williams Wells Brown will decrease Combined Writing Novice in</p> <p>*African American Students to 22%,</p> <p>*Students with Disabilities to 16.68%;</p>	<p>KCWP 5: Design, Align and Deliver Support Processes</p>		<p>measure of Success for Objective 5</p>		

4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2025, The Promise Academy at William Wells Brown will increase 100% of EL students by at least 1.5 in their composite score as measured by ACCESS.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2024, The Promise Academy at William Wells Brown will increase 100% of EL students by at least 1.0 in their composite score as measured by ACCESS.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>Ensure collaboration among teams and departments (ex: coteach, GT, EL, Intervention) (IP2 and EBP Teacher Clarity)</p> <ul style="list-style-type: none"> Ensure and support collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. 		<p>Monitoring of activities with 30/60/90 (By ILT during ILT Meetings monthly)</p> <p>Utilize PDSA protocol when needed to ensure continuous improvement. (By ADMIN/ILT/Coaches/Teachers completed weekly/bi-weekly/monthly)</p> <ul style="list-style-type: none"> Walkthrough observations (formal and informal (By ADMIN and peer observations documentations)) <p>Artifacts</p> <ul style="list-style-type: none"> PLC agenda/minutes Data meetings/analysis Unit development/lesson plans Collaborative planning 	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, The Promise Academy at William Wells Brown will increase the quality of school climate and safety index to 77% as measured by KSA. Current level is 70.7%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2024, The Promise Academy at William Wells Brown will increase the quality of school climate and safety index to 75% as measured by KSA. Fall 23 level was 70.7%.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p>	<p>Master schedule revised to best fit the needs of our students, human resources.</p> <p>Administration will ensure that school-wide expectations (PBIS) of students are clearly defined, and that group norms have been established within the school and classroom.</p>		<p>Monitoring of activities with 30/60/90 (By ILT during ILT Meetings monthly)</p> <p>Utilize PDSA protocol when needed to ensure continuous improvement. (By ADMIN/ILT/Coaches/Teachers completed weekly/bi-weekly/monthly)</p> <p>Classroom Walkthroughs, Assessment data, Student behavior data</p>	

6: Other (Optional)

Goal 6 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

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

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response: Turnaround Team 2022-2023</p> <ul style="list-style-type: none"> ● Ebony Hutchinson, Principal ● Alex Butler, Assistant Principal ● Linzell Brundage, PBIS Coach ● Emily Ellsworth, Interventionist ● Lisa Owens, School Based Instructional Coach ● Misty Lynch, English Language Teacher ● Dr. Stephanie Obi, Achievement and Compliance Coach (Sped) ● Carrie Mulert, Gifted and Talented Teacher ● LaKeitha Brooks, Library Media Specialist ● Melody Westerfield, Family and Community Engagement Liaison ● Iris Cheeks, Interventionist and D.E.I.B. Lead ● Amanda Stewart, MTSS Lead and B.A.C. ● Jennifer Caudill, Special Education Teacher ● David Wright, 5th grade teacher/Intermediate Rep ● Susan Williamson, 4th Grade Teacher/Intermediate Rep ● Vanessa Bobbitt, 2nd Grade Teacher/Primary Teacher Rep ● Megan Mulert, 1st Grade Teacher/Primary Teacher Rep ● Merrick Marks, Interventionist ● Nevets Richardson, District Mental Health Specialist ● Illyssia Santos, Instructional Para Educator ● Amanda Yates, S.T.E.M. Teacher ● Alyssa Amador, 3rd Grade Teacher ● Brandon Bowen, Special Education Teacher ● James Carrier, Educational Recovery Leader ● Teresa Miller-Ruiz, Educational Recovery Specialist

Guiding Coalition Team 2023-2024

- Ebony Hutchinson, Principal
- Alex Butler, Assistant Principal
- Vanessa Bobbitt, 2nd Grade Teacher/Primary Teacher Rep
- Olivia Hubbard, Elementary Exceptional Child, LBD
- Carrie E. Wade, School Based Instructional Coach
- Merrick Marks, Interventionist
- Carrie Mulert, Gifted and Talented Teacher
- Amanda Stewart, MTSS Lead and B.A.C.
- Misty Lynch, English Language Teacher
- Linzell Brundage, PBIS Coach
- Emilee Schwendeman, Elementary Intermediate Instructor
- Illyssia (Santos) Guerino, Instructional Para Educator
- Melody Westerfield, Family and Community Engagement Liaison
- Jennifer Caudill, Special Education Teacher
- David Wright, 5th grade teacher/Intermediate Rep
- Dr. Stephanie Obi, Achievement and Compliance Coach (Sped)

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:
In the 2023-2024 school year, we are short 2 Intervention positions that were utilized in previous years as push-in support, as well as small group and individual intervention for students. This has left a void in support of Tiers 1, 2 and 3. Classroom teachers have been left attempting to meet the needs of individual students, with a lack of support.

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Hire additional interventionist as part of MTSS system to support Tier 2 and Tier 3 math	Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools Fuchs, L. S., Bucka, N., Clarke, B., Dougherty, B., Jordan, N. C., Karp, K. S., Woodward, J., Jayanthi, M., Gersten, R., Newman-Gonchar, R., Schumacher, R., Haymond, K., Lyskawa, J., Keating, B., & Morgan, S. (2021, February 28). <i>Assisting students struggling with mathematics: Intervention in the elementary grades. Educator's Practice Guide. WWC 2021006</i> . What Works Clearinghouse. Retrieved March 1, 2023, from https://eric.ed.gov/?id=ED611018	<input checked="" type="checkbox"/>
Hire additional interventionist as part of MTSS system to support Tier 2 and Tier 3 math	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). <i>WWC: Assisting students struggling with reading: Response to intervention (RTI) and multi-tier intervention in the primary grades</i> . WWC Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. (n.d.). Retrieved March 1, 2023, from https://ies.ed.gov/ncee/wwc/PracticeGuide/3	<input checked="" type="checkbox"/>
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WWB 2023-2024 Phase One: Executive Summary for Schools_09292023_18:23

2023-2024 Phase One: Executive Summary for Schools

William Wells Brown Elementary
Ebony Hutchinson
555 East Fifth St
Lexington, Kentucky, 40508
United States of America

2023-2024 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?

William Wells Brown Elementary, which replaced Johnson Elementary and Russell Elementary, is a joint project between Fayette County Public Schools and the Lexington-Fayette Urban County Government. In addition to being a top-notch school, our \$15 million facility includes a community center complete with a full-size gymnasium, a multipurpose room, and a kitchen classroom for adult education programs. We also house a Healthy Kids Clinic, which provides many services for students during the school day. William Wells Brown Elementary was turned into a Promise Academy the 2019-2020 school year. The Promise Academy concept was adopted as a way of reaching student needs both academically and social emotionally. Through the Promise Academy model, students receive extended time in the school, longer days and longer school year, along with enrichment classes embedded into the core of the school day. William Wells Brown Elementary is the only full community school, serving students in the immediate community surroundings, in Fayette County Public Schools.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Stakeholder groups for the school consist of: teachers, parents, families and various community partners.

We involve all stakeholders in the process of analyzing the current state, desired state and road to achieve the desired state. The entire staff, families and community partners are involved in analyzing and identifying strengths and areas of growth in all areas through Building PLCs, Advisory Council meetings and Guiding Coalition meetings.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Mission: We, The Promise Academy at William Wells Brown, are a caring, committed community with high expectations, accountability, growth mindset and positivity empowering confident learners and leaders of tomorrow in an evolving global

society. Vision: As leaders of today, will achieve excellence and uplift the community through "OUR PROMISE" to build resilient scholars and create leaders of tomorrow. Motto: 'Be the change...Change the World!'

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.

The Promise Academy concept was adopted as a way of reaching student needs both academically and social emotionally. Through the Promise Academy model, students receive extended time in the school, longer days and longer school year, along with enrichment classes embedded into the core of the school day. William Wells Brown Elementary is the only full community school, serving students in the immediate community surroundings, in Fayette County Public Schools. The school has seen tremendous academic and behavior improvements in the last year. MAP scores show students meeting or exceeding their growth goals, writing improving across all subject areas, reduction in the amount of Office Discipline referrals, an increase in partnerships with our after school program. Over the next 3 years the school is looking to increase student achievement in all content areas, increase school and community culture with the implementation of the House System, decrease office behavior referrals, increase family engagement and partnerships within the community at large.

Additional Information

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

The administrative team has hired highly qualified teachers and support staff to lead the turnaround work. There is a 3 year Recruitment and Retention package that has been utilized to hire highly qualified teachers and staff.



WWB 2023-2024 Phase Two: The Needs Assessment for Schools_11012023_21:46

2023-2024 Phase Two: The Needs Assessment for Schools

William Wells Brown Elementary
Ebony Hutchinson
555 East Fifth St
Lexington, Kentucky, 40508
United States of America

2023-24 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.

See document attached.

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?

See document attached.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
See document attached.

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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
See document attached.

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.
See document attached.

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.

See document attached.

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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.**

ATTACHMENTS

Attachment Name



CSIP Workbook with KCWP

8. 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 District Improvement Plan (CSIP) diagnostic and template.

See document attached.



WWB 2023-2024 Phase Two: School Assurances_11012023_21:33

2023-2024 Phase Two: School Assurances

William Wells Brown Elementary
Ebony Hutchinson

555 East Fifth St
Lexington, Kentucky, 40508
United States of America

2023-24 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 in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

01/20/2024

William Wells Brown Elementary

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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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

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: The Promise Academy at William Wells Brown

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

We, The Promise Academy at William Wells Brown, are a caring, committed community with high expectations, accountability, growth mindset and positivity empowering confident learners and leaders of tomorrow in an evolving global society.

Focus Area 1: Rigor and Student (Cognitive Engagement)

Focus Area 2 PDSA, Plan-Do-Study-Act model of Professional Learning Communities.

How do the identified top two focus areas requiring professional learning relate to district goals?**1**

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:

The focus on increasing rigor and cognitive engagement in the classroom will increase student achievement as well as providing lessons that address Diversity, Equity, Inclusion and Belonging. Teachers will design and deliver lessons that will challenge and engage students to be independent thinkers and learners. Teachers will engage in professional learning around Project Based Learning, best practices/high-yield instructional strategies through John Hattie and Marzano as well as the development and implementation of tools to analyze the strategies and practices put in place in the classroom. Staff and students will analyze, clarify and monitor student learning as evidenced through benchmark, common formative, performance and other assessments.

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:

The CSIP/Turnaround goals were created in alignment with the CDIP goals in the areas of reading, math, science, social studies, combined writing, achievement gap areas and EL progress. The implementation and monitoring of rigor and cognitive engagement will aid in increasing the student achievement scores of students in the identified areas.

By 2025, The Promise Academy at William Well Brown will increase P/D in Reading to 60%.

By 2025, The Promise Academy at William Wells Brown will increase P/D in Math to 55%.

By 2025, The Promise Academy at William Wells Brown will increase P/D in Science to 45%.

By 2025, The Promise Academy at William Wells Brown will increase P/D in Social Studies to 60%.

By 2025, The Promise Academy at William Wells Brown will increase P/D in Combined Writing to 60%.

By May 2025, The Promise Academy at Williams Wells Brown will decrease Reading Novice in African American Students to >15%, Students with Disabilities to >15%.

By May 2025, The Promise Academy at Williams Wells Brown will decrease Math Novice in African American Students to >15%, Students with Disabilities to >15%.

By May 2025, The Promise Academy at Williams Wells Brown will decrease Science Novice in African American Students to >15%, Students with Disabilities to >15%.

By May 2025, The Promise Academy at Williams Wells Brown will decrease Science Novice in African American Students to >15%, Students with Disabilities to >15%;

By May 2025, The Promise Academy at Williams Wells Brown will decrease Science Novice in African American Students to >15%, Students with Disabilities to >15%.

Focus Area 1: Rigor

Focus Area 1 Objectives

Short-Term Changes:

- Teachers and staff establish a common definition of **rigor**.
- Teachers and staff build in check-point in the lesson planning process to assess rigor of the lesson through questioning, thoughtful work and academic discussion.
- Teachers intentionally plan for 2 high level questions and opportunities for students to **ask** engaging questions throughout the lesson.
- Teachers plan for lessons that allow student choice and self-discovery.
- Teachers will use Project Based Learning to organize and ensure rigor or standards.

Long-Term Changes:

- Teachers and certified staff will implement rigorous lessons through Project Based Learning embedded in reading and math workshops.
- Collaborative teams will analyze lessons based on the use of rigor through the common definition.
- Students' academic discussion, initiation of questions and ability to apply learning from grade level standards will be evidenced through classroom walk-throughs and common assessments.

Focus Area 1 Intended Results

Student Outcomes:

- Students' academic discussion, initiation of questions and ability to apply learning from grade level standards will be evidenced through classroom walk-throughs and common assessments.
- Students will display mastery knowledge of grade level standards, and beyond, through Exhibition of Learning nights. Students will share their application of standards with families and the community.

Educator Beliefs:

- Educators believe that ALL students CAN learn at HIGH LEVELS.
- Educators believe that learning occurs through student choice, inquiry and the teacher as the facilitator of learning.

Educator Practices:

- All certified teachers will be a part of a collaborative team.

- Collaborative teams will meet a minimum of two (2) times per week, with differentiated support from administration or an Instructional Coach.
- Collaborative Teams will create short and long term SMART goals, analyze results and adjust practices as identified in the SMART goal.
- Collaborative Teams will self-assess their effectiveness using the PLC Continuum in the fall, winter and spring of each school year.
- Collaborative Teams will use anecdotal notes, common formative/summative assessments, district benchmark assessments, MAP and GRL assessments to monitor student progress.
- All certified staff will maintain a Teacher/Staff Data Notebook, digital or physical, to monitor student data as listed above.
- Collaborative Teams will analyze Project Based Learning lessons through collaborative PLCs, vertical and horizontal.
- Collaborative Teams will meet bi-weekly to develop and analyze units based on real-world situations/problems/projects. (PBL)

Focus Area 1 Monitoring

What data will be considered and gathered?

- Formative/Summative Data
- Exhibition Night rubric
- PBL Rubric Data
- Rigor Walkthrough
- Scrum Board data

Who is responsible for gathering data?

- Grade level teachers
- Interventionists
- Instructional Coach/SBIS
- Administration

How frequently will it be analyzed?

- Weekly during PLC Data Meetings
- Weekly during Coaching/Admin Meetings
- Weekly during Admin (Principal and AP) meetings
- Monthly during ILT meetings

Focus Area 1 Indicators of Success (Please describe in detail.)

- All teachers and certified staff members will have a clear understanding of grade level standards, evidenced through clear and rigorous instruction.
- The collaborative team consistently implements the use of deconstructing academic language **with** students in lessons.
- The collaborative team develops effective Exemplars, aligned to the grade level standard, that is used to analyze student groups and group according to student misconception.
- The collaborative team uses the Data Meeting protocol to make immediate decisions to quickly inform instruction.

- The collaborative team uses data from Data Meetings and PLC conversations to determine professional learning needs based on the collaborative team and individual needs.
- Collaborative Teams identify students needing intervention and/or enrichment (W.I.N.) based on common formative and summative data.
- Students reach, or exceed, grade level standards based on data from W.I.N.
- Student questioning, academic discussions and work are scoring in the 'developed' and 'well developed' areas on the Rigor Rubric.

Focus Area 1 Targeted Audience

- Teachers
- Students
- Administration
- Instructional Coaches
- Families

Focus Area 1 Resources

- Pulse of PBL by Matinga Ragatz
- Rigor by Design, Not Chance by Karin Hesse
- Instructional Coaches
- Administration
- Certified Teachers
- Dr. Dickey's Academic Vocabulary Cards
- Rigor Rubric
- Presentation Boards
- Scrum Board

Focus Area 1 Ongoing Supports for Implementation

- Monthly virtual sessions with Dr. Matinga on PBL
- Professional learning workshops, co teaching, and modeling with consultant Tanny McGregor.
- Book Study: Pulse of PBL
- Book Study: Rigor by Design, Not Chance
- Coaching with Instructional Coaches and Administrati

Focus Area 2: Professional Learning Communities (PDSA Cycle)

Focus Area 2 Objectives

Short-Term Changes:

- Teachers and staff establish a condition to increase collaboration in deconstructing standards and developing congruent learning intentions.
- Teachers and staff establish a practice to determine if learning intentions are clear to teachers and students through the PLC process.
- Teachers and staff establish a practice to ensure students have an opportunity to unpack learning intentions.
- Teachers and staff will establish a practice to determine if learning targets are clear to students.
- Teachers and staff will develop an understanding of the PLC+ Framework and associated Five Key Questions.

Long-Term Changes:

- Teachers and staff will sustain the process to ensure that curricular delivery and assessment measures provide all pertinent information needs for students.
- Teachers and staff will monitor and sustain effective communication among building, vertical and horizontal teams guides instructional planning, student grouping, etc.
- Teachers and staff will refine, monitor and sustain a unified data collection system and use it with fidelity to check for implementation and effectiveness.
- Teachers and staff will continue collaboration in data analysis and student progress towards mastery, including identification of students in need of intervention supports.

Focus Area 2 Intended Results

Student Outcomes: As evidenced by John Hattie's research of an Effect Size of 1.44, all students will monitor their learning by tracking their progress towards their personal learning goals to meet grade level benchmark expectations and/or have at least 1 year's worth of growth.

Educator Beliefs:

- The PLC process at The Promise Academy at William Wells Brown will effectively use the P.D.S.A. model to improve student achievement by growing all students to grade level benchmarks and/or having at least 1 year's worth of growth.
- All staff believe that ALL students CAN learn at HIGH LEVELS.

Educator Practices:

- All certified teachers will be a part of a collaborative team.
- Collaborative teams will meet a minimum of two (2) times per week, with differentiated support from administration or an Instructional Coach.
- Collaborative Teams will create short and long term SMART goals, analyze results and adjust practices as identified in the SMART goal.
- Collaborative Teams will self-assess their effectiveness using the PLC Continuum in the fall, winter and spring of each school year.
- Collaborative Teams will use anecdotal notes, common formative/summative assessments, district benchmark assessments, MAP and GRL assessments to monitor student progress.

- All certified staff will maintain a Teacher/Staff Data Notebook, digital or physical, to monitor student data as listed above.

Focus Area 2 Monitoring

What data will be considered and gathered?

- Student achievement data: common formative/summative assessments, district benchmark assessments, MAP and GRL
- Walk-through data
- PLC Agendas and evidence through lesson plans.

Who is responsible for gathering data?

- Grade level teachers
- Interventionists
- Instructional Coach/SBIS
- Administration

How frequently will it be analyzed?

- Weekly during PLC Data Meetings
- Weekly during Coaching/Admin Meetings
- Weekly during Admin (Principal and AP) meetings
- Monthly during ILT meetings

Focus Area 2 Indicators of Success

- All teachers and certified staff members will have a clear understanding of grade level standards, evidenced through clear instruction.
- The collaborative team consistently implements the use of deconstructing academic language **with** students in lessons.
- The collaborative team develops effective Exemplars, aligned to the grade level standard, that is used to analyze student groups and group according to student misconception.
- The collaborative team uses the Data Meeting protocol to make immediate decisions to quickly inform instruction.
- The collaborative team uses data from Data Meetings and PLC conversations to determine professional learning needs based on the collaborative team and individual needs.
- Collaborative Teams identify students needing intervention and/or enrichment (W.I.N.) based on common formative and summative data.
- Students reach, or exceed, grade level standards based on data from W.I.N.

Focus Area 2 Targeted Audience

Teachers and certified staff members.

Focus Area 2 Resources

Staff: Instructional Coaches, Administration, Interventionists, Grade Level Teachers, Special Area Teachers, SEL/PBIS Team

- WWB Colts Google Drive
- Standard's documents
- Teacher Data Notebook
- FCPS PLC Framework
- W.W.B. Common Formative Assessment Bank
- Data tracking tool

Focus Area 2 Ongoing Supports for Implementation

- Weekly support from Instructional Coaches/SBIS in planning, data analysis, action research.
- Weekly Building PLC Professional Learning and Collaborative Team Sessions. (Professional learning sessions will alternate from professional learning and PLC Collaborative Team Meetings.
- Administration and Coaches will provide differentiated professional learning around PLCs.