

Cassidy Elementary

Comprehensive School Improvement Plan 2022-25

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% growth 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

State Assessment Results in Reading

- By 2025, *Cassidy School* will increase Reading proficient and distinguished level to 74% as measured by KSA. Current level is 67%.
 - By 2025, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 48%
 - By 2025, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 61%
 - By 2025, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Math

- By 2025, *Cassidy School* will increase Math proficient and distinguished level to 72% as measured by KSA. Current level is 65%.
 - By 2025, Cassidy will increase math proficient and distinguished levels for African American students from 30% to 45%
 - By 2025, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 61%
 - By 2025, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Science

- By 2025, *Cassidy School* will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 34%.
 - By 2025, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 30%

State Assessment Results in Social Studies

- By 2025, *Cassidy School* will increase Social Studies proficient and distinguished level to 67% as measured by KSA. Current level is 52%.
 - By 2025, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to 45%

State Assessment Results in Combined Writing

- By 2025, *Cassidy School* will increase Combined Writing proficient and distinguished level to 79% as measured by KSA. Current level is 72%.
 - By 2025, Cassidy will increase writing proficient and distinguished levels for Economically Disadvantaged Students from 51% to 65%

English Learner Progress

- By 2025, *Cassidy School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 51%.

Quality of School Climate and Safety

- By 2025, *Cassidy School* will increase the quality of school climate and safety index to 83 as measured by KSA. Current level is 78.7.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Cassidy School</i> will increase P/D in Reading to 70%.</p> <ul style="list-style-type: none"> ● By 2023, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 38% ● By 2023, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 51% ● By 2023, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 43% <p>By 2023, <i>Cassidy School</i> will increase P/D in Math to 68%.</p> <ul style="list-style-type: none"> ● By 2023, Cassidy will increase math proficient and distinguished levels for 	<p>By 2024, <i>Cassidy School</i> will increase P/D in Reading to 73%</p> <ul style="list-style-type: none"> ● By 2023, Cassidy will increase reading proficient and distinguished levels for African American students from 39% to 42% ● By 2023, Cassidy will increase reading proficient and distinguished levels for English Learners from 51% to 53% ● By 2023, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 42% to 45% <p>By 2024, <i>Cassidy School</i> will increase P/D in Math to 71%.</p> <ul style="list-style-type: none"> ● By 2023, Cassidy will increase math proficient and distinguished levels for 	<p>By 2025, <i>Cassidy School</i> will increase P/D in Reading to 75%.</p> <p>By 2025, <i>Cassidy School</i> will increase P/D in Math to 74%.</p>

<p>African American students from 30% to 35%</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 51% • By 2023, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 43% 	<p>African American students from 32% to 35%</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase math proficient and distinguished levels for English Learners from 43% to 51% • By 2023, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 43% 	
--	--	--

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Cassidy School</i> will increase P/D in Science to 39%.</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 18% <p>By 2023, <i>Cassidy School</i> will increase P/D in Social Studies to 57%.</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to 35% <p>By 2023, <i>Cassidy School</i> will increase P/D in Combined Writing to 75%.</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase writing proficient and distinguished levels for Economically Disadvantaged Students from 51% to 56% 	<p>By 2024, <i>Cassidy School</i> will increase P/D in Science to 68%.</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 41% to 45% <p>By 2024, <i>Cassidy School</i> will increase P/D in Social Studies to 71%.</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 43% to 48% <p>By 2024, <i>Cassidy School</i> will increase P/D in Combined Writing to 77%.</p> <ul style="list-style-type: none"> • By 2023, Cassidy will increase writing proficient and distinguished levels for Economically Disadvantaged Students from 43% to 51% 	<p>By 2025, <i>Cassidy School</i> will increase P/D in Science to 50%.</p> <p>By 2025, <i>Cassidy School</i> will increase P/D in Social Studies to 67%.</p> <p>By 2025, <i>Cassidy School</i> will increase P/D in Combined Writing to 79%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <i>Cassidy School</i> will decrease novice in Reading to 11%.</p> <ul style="list-style-type: none"> By 2023, Cassidy will decrease reading novice levels for African American students from 27% to 22% By 2023, Cassidy will decrease reading novice levels for English Learners from 32% to 27% By 2023, Cassidy will decrease reading novice levels for Economically Disadvantaged Students from 32% to 27% <p>By 2023, <i>Cassidy School</i> will decrease novice in Math to 13%.</p> <ul style="list-style-type: none"> By 2023, Cassidy will decrease math novice levels for African American students from 37% to 32% By 2023, Cassidy will decrease math novice levels for English Learners from 32% to 27% By 2023, Cassidy will decrease math novice levels for Economically Disadvantaged Students from 32% to 27% 	<p>By 2024, <i>Cassidy School</i> will decrease novice in Reading to 9%.</p> <ul style="list-style-type: none"> By 2023, Cassidy will decrease reading novice levels for African American students from 32% to 22% By 2023, Cassidy will decrease reading novice levels for English Learners from 32% to 27% By 2023, Cassidy will decrease reading novice levels for Economically Disadvantaged Students from 28% to 25% <p>By 2024, <i>Cassidy School</i> will decrease novice in Math to 11%.</p> <ul style="list-style-type: none"> By 2023, Cassidy will decrease math novice levels for African American students from 39% to 32% By 2023, Cassidy will decrease math novice levels for English Learners from 32% to 27% By 2023, Cassidy will decrease math novice levels for Economically Disadvantaged Students from 37% to 27% 	<p>By 2025, <i>Cassidy School</i> will decrease novice in Reading to 7%.</p> <p>By 2025, <i>Cassidy School</i> will decrease novice in Math to 9%.</p>

English Learner Progress Objectives

Year 1	Year 2	Year 3
By 2023, <i>Cassidy School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, <i>Cassidy School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 56%.	By 2025, <i>Cassidy School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.

<i>Additional Goal- Optional</i>		
Year 1	Year 2	Year 3

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

Year 1 Focus Areas

PLC: PLCs will use a continuous improvement cycle to effectively improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, SS, Science, Writing, EL Progress	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments.	PLC Meeting Agenda/Minutes/Docs Classroom Walkthrough PLC data collection tool	n/a
Reading, Math, SS,	KCWP 1 & 4	School admin provides training for	PLC Meetings	n/a

Science, Writing, EL Progress		instructional leads in creating an effective PLC centered around a continuous improvement model	PLC Self-Assessment PLC Evidence	
Reading, Math, SS, Science, Writing, EL Progress	KCWP 2	Begin training staff on diversity, equity, inclusion, and belonging to develop a common language that will be utilized in the curriculum development process	Faculty Meeting Agendas Classroom Walkthrough	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence Classroom Walkthrough	ESSER Funds
Reading, Math, SS, Science, Writing, EL Progress	KCWP	Ensure that assessments are designed to best evaluate student learning	PLC Evidence PLC Agenda PLC data tool	n/a
<u>Progress Monitoring</u>				

Assessment: Assessment development, review, analysis, and applying data results.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, SS, Science, Writing, EL Progress	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate.	District common assessments District rubrics	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 3	Collect and use student data from common and formative assessments to inform classroom instruction and task selection. Data from assessments will be collected and organized on our PLC data collection tool. Our school PLC Google folder will house reports.	FCPS ROIS PLC documentation PLC data collection	n/a

Reading, Math, SS, Science, Writing, EL Progress	KCWP 4	Incorporate explicit data review, analysis, and application components into all PLC meetings	PLC Data Protocols School formative and summative data PLC meetings	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 4	Ensure formative assessment results function as effective feedback to students and teachers	PLC Data Protocols School formative and summative data PLC meetings	n/a
<u>Progress Monitoring</u>				

Year 2 Focus Areas

PLC: PLCs will use a continuous improvement cycle to effectively improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, SS, Science, Writing, EL Progress	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments.	PLC Meeting Agenda/Minutes/Docs Classroom Walkthrough PLC data collection tool	n/a
Reading, Math, SS,	KCWP 1 & 4	School admin provides training for	PLC Meetings	n/a
Science, Writing, EL Progress		instructional leads in creating an effective PLC centered around a continuous improvement model	PLC Self-Assessment PLC Evidence	
Reading, Math, SS, Science, Writing, EL Progress	KCWP 2	Begin training staff on diversity, equity, inclusion, and belonging to develop a common language that will be utilized in the curriculum development process	Faculty Meeting Agendas Classroom Walkthrough	n/a

Reading, Math, SS, Science, Writing, EL Progress	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence Classroom Walkthrough	ESSER Funds
Reading, Math, SS, Science, Writing, EL Progress	KCWP	Ensure that assessments are designed to best evaluate student learning	PLC Evidence PLC Agenda PLC data tool	n/a
<u>Progress Monitoring</u>				

Assessment: Assessment development, review, analysis, and applying data results.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, SS, Science, Writing, EL Progress	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate.	District common assessments District rubrics	n/a
Reading, Math, SS, Science, Writing, EL Progress	KCWP 3	Collect and use student data from common and formative assessments to inform classroom instruction and task selection. Data from assessments will be collected and organized on our PLC data collection tool. Our school PLC Google folder will house reports.	FCPS ROIS PLC documentation PLC data collection	n/a

Reading, Math, SS, Science, Writing, EL Progress	KCWP 4	Incorporate explicit data review, analysis, and application components into all PLC meetings	PLC Data Protocols School formative and summative data PLC meetings	n/a
--	--------	--	---	-----

Reading, Math, SS, Science, Writing, EL Progress	KCWP 4	Ensure formative assessment results function as effective feedback to students and teachers	PLC Data Protocols School formative and summative data PLC meetings	n/a
<u>Progress Monitoring</u>				

Year 3 Focus Areas

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

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source



2023-2024 Phase One: Cassidy Executive Summary for
Schools_08212023_17:04

2023-2024 Phase One: Executive Summary for Schools

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, Kentucky, 40502
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?

Cassidy Elementary School is located in Chevy Chase neighborhood. It was built in 1935 by the federal Works Progress Administration on land that once belonged to renowned Kentucky statesman Henry Clay. Additions to the building were built in 1956 and 1987 with the latest renovations completed in 2010. Cassidy embodies the true feel of a neighborhood school. Many families grew up attending Cassidy and now have their children and grandchildren enrolled here. Our student population continues to grow. We presently serve 655 students in grades K-5. Our population includes 72% White, 4% Asian, 7% Hispanic, 10% African-American, and 6% 2 or more races. 27% of our students qualify for free and reduced lunch, 9% are English Language Learners, 9% are students with special needs, and 22.6% qualify for gifted/talented services. Our parents, PTA, and community members volunteer countless hours each year to support the work of our teachers and staff. With their support, Cassidy's tradition of excellence in education continues to shine. Our state test results continue to show high levels of academic student achievement each year. Our challenges include being a non title 1 school serving a large student population with lots of diversity of needs.

School Stakeholders

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

Our central stakeholder group is our school site-based council. Council members are nominated and elected by the larger parent population to be representative of the collective group. Our council meets monthly and is updated on the most recent schoolwide performance data. Our school improvement plan goals and progress monitoring are shared monthly. Student and family survey data is shared with the council to ensure the school body is represented in decision making.

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.

The mission for our school is "All students will leave Cassidy as proficient learners on a path to graduate from high school prepared for college and careers, ready to excel in a global society." This mission becomes reality through the daily motto of

"Work Hard, Be Kind". Every staff member, student, and most guests who enter our building can recite this motto. Every decision we make focuses on what is right for our students. From our PTA to our School Based Decision Making Council, we ensure decisions honor our high expectations for students while challenging them to reach their fullest potential. Our vision is to provide a safe, loving climate where exciting, relevant learning takes place for all students. We want to prepare students to excel in a global society. The staff is empowered to create and maintain an environment of high expectations for all students. We provide the knowledge and critical thinking skills necessary for making effective decisions to be successful. We believe all children can learn and deserve an equitable education; that education should be designed to meet the unique needs of each child; our school community provides opportunities for students to be successful, maximizing academic achievement and building social character to ensure success for the future. Cassidy students have many opportunities to participate in performance and project based events. We organize 20 or more community service projects each year, some of which support programs such as UK Children's Hospital, United Way, God's Pantry, and Toys for Tots. Students at all grades can participate in the state PTA Reflections contest and school science fair. Fifth graders host Colonial Days and an Entrepreneur Fair. We have many children who participate in academic teams, our district run program and the Governor's Cup competitions. Students may also choose to participate in Battle of the Books teams and have brought home top honors the past several years. Extra curricular activities available to Cassidy students include: Spanish Club, chorus, academic teams, STLP Student Technology Leadership Program, Colt Ambassadors, Yearbook, Science Club, Art Club, Children's Theatre, Tennis Club, Slot Car Racing, Yoga, Chess Club, Girls on the Run, and Safety Patrol. Some of our traditions include hosting an annual Variety Show and an Alumni Night where we name a Hall of Honor recipient.

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.

Cassidy has long been known for a tradition of excellence in education. Our program provides high quality instructional programs for children in grades Kindergarten through fifth along with in-depth reading, writing, science, social studies, problem solving and critical thinking instruction incorporated across all areas of the curriculum. Students are scheduled for art, music, guidance, media, physical education, science lab, and Spanish. Our media center provides a realistic approach to learning through the use of technology. Research, reading, and writing are incorporated into units of study as students use the variety of technology, resources available through the media center and into the classrooms. Every classroom is equipped with SMART technology. In addition we have one to one Chromebooks grades K-5, with several mobile labs including laptops and Ipads.

Additional Information

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

n/a



2023-2024 Cassidy Phase Two: The Needs Assessment for Schools_10222023_17:21

2023-2024 Phase Two: The Needs Assessment for Schools

Cassidy Elementary School
Jill Hill

1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

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.

Cassidy's teachers review data as grade-level teams each week during their grade-level meetings. Teachers review unit assessments with the administration at the end of each unit assessment. MAP data is shared with the SBDM Council at the end of each assessment window (fall, winter, spring). KPREP data is shared with SBDM council during the month of public release. Our SBDM council meets once a month and data related to the CIP is shared when appropriate. Our school support team includes our intervention team, MTSS lead, G/T teacher, guidance counselor, mental health specialist, principal, and assistant principal. The support team meets every 4 weeks to discuss student needs both academic and behavior as part of our MTSS process. The support team meets with each grade level every 4 weeks to discuss specific student concerns. During these meetings, the team makes an instructional or behavior plan of interventions as well as a plan to track student performance data. Data from support team meetings and MTSS meetings are documented in the school support team Google Folder. MTSS documentation is collected in each grade

level folder. SBDM meeting minutes are collected and saved in the school SBDM google folder as well as the SBDM portal.

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 strategies and goals from the previous plan have been initiated but not implemented as fully as we would have liked due to COVID. However, we are sticking with the same objectives and strategies as we have seen improvement in student achievement. Our school is on the right track with the overall plan. We will be putting a stronger focus on the development of common formative assessments this year to track standards mastery.

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.

For the last 2 years the number of economically disadvantaged students scoring in the novice range has improved from 32% novice to 28%.

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.

28% of our economically disadvantaged students scored novice in reading on the KSA

42% of our economically disadvantaged students scored proficient or distinguished on the KSA in reading

37% of our economically disadvantaged students scored novice in math on the KSA

38% of our economically disadvantaged students scored proficient or distinguished on the KSA in math

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.

2022-23 data indicates that economically disadvantaged students performed below in all tested areas

28% of economically disadvantaged students scored in the novice range for reading

37% of economically disadvantaged students scored in the novice range for math

16% of economically disadvantaged students scored in the novice range for science

43% of economically disadvantaged students scored in the novice range for social studies

27% of economically disadvantaged students scored in the novice range for writing

African American students were noted as a subgroup for both reading and math

32% of African American students scored in the novice range for reading

39% of African American students scored in the novice range for math

English Language Learners were noted a subgroup for both reading and math

23% of EL students scored in the novice range for reading

33% of EL students scored in the novice range for 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.

72% of our students scored proficient or distinguished in writing

73% of our students scored proficient or distinguished in reading

67% of our students scored proficient or distinguished in math

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

 Cassidy Key Elements



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.

Our current goal is to act on meaningful evidence of student learning to determine priorities for student growth and achievement. As a school we will focus our PLC work on deconstructing standards, creating common formative assessments, developing congruent learning targets, and aligning them with the assessment measures. We will work to determine the next instructional steps for students who either need extensions or interventions with Tier 1 standards. We will use the task analysis protocol for both reading and math as a method of analyzing grade-level assignments based on the work of TNTP. Our staff will continue working on implementing culturally responsive teaching strategies to support our students in the achievement gap.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Cassidy Key Elements	Key Elements	• 7
 Key Elements	Cassidy Key Elements	•



2023-2024 Cassidy Phase Two: School Assurances_10222023_17:16

2023-2024 Phase Two: School Assurances

Cassidy Elementary School
Jill Hill

1125 Tates Creek Rd
Lexington, Kentucky, 40502
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

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: Cassidy

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

All students will leave Cassidy as proficient learners on a path to graduate from high school prepared for college and careers, ready to excel in a global society.

Focus Area 1 : Assessment: All schools will develop a balanced assessment system.

Focus Area 2 : Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

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

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**

The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress.

Describe Strategic Plan Priority Areas: PLCs and the implementation of engagement strategies will address the goals of: reading, math, science, social studies, writing, achievement gap and EL progress.

The Cassidy CSIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress

Describe CDIP alignment: The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress.

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

Assessment: All schools will develop a balanced assessment system.

[Focus Area 1 Objectives](#)

Short-Term Changes:

- Teachers and school administrators develop an understanding of district common unit assessments and how they can be utilized to inform intentional planning.
- Teachers and school administrators develop an understanding of student learning throughout the year based on district benchmark assessments and state level assessments.

Long-Term Changes:

- Teachers consistently utilize district common assessments to inform their planning and instructional practices.
- Teachers consistently utilize benchmark assessments and state level assessments to inform their planning and instruction practices.

[Focus Area 1 Intended Results](#)

Student Outcomes:

State Assessment Results in Reading

- By 2025, Cassidy School will increase Reading proficient and distinguished level to 74% as measured by KSA. Current level is 67%.
- By 2025, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 48%

- By 2025, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 61%
- By 2025, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Math

- By 2025, Cassidy School will increase Math proficient and distinguished level to 72% as measured by KSA. Current level is 65%.
- By 2025, Cassidy will increase math proficient and distinguished levels for African American students from 30% to 45%
- By 2025, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 61%
- By 2025, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Science

- By 2025, Cassidy School will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 34%.
- By 2025, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 30%

State Assessment Results in Social Studies

- By 2025, Cassidy School will increase Social Studies proficient and distinguished level to 67% as measured by KSA. Current level is 52%.
- By 2025, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to

45%

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe analyzing student assessment is an important step of the planning process that leads to more targeted and responsive instruction.

Educator Practices:

- Teachers consistently utilize district common assessments to inform their planning and instructional practices.
- Teachers consistently utilize benchmark assessments and state level assessments to inform their planning and instruction practices.
- Teachers and school administrators consistently utilize the Assessment Guidance Document.
- Administrators will incorporate an explicit data review, analysis, and application components into all district level teams and meetings.

Focus Area 1 Monitoring

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- i. ELA and Math common unit assessments (2- 5)
ii. Teachers, principals, specialists, district administrators
iii. Every 6 weeks
- i. Science (4) and Social Studies (5)
ii. Teachers, principals, specialists, district administrators
iii. Every two weeks
- i. District common unit assessment rubrics and calendars
ii. Teachers, school administrators
iii. Every two weeks
- i. FCPS ROIS
ii. Teachers, school administrators, specialists, district administrators
iii. Every two weeks
- i. District data protocols
ii. School administrators, specialists, district administrators
iii. Every two weeks

- i. ADAM
 - ii. Teachers, specialists, school administrators, district administrators
 - iii. Weekly

- i. District Common Unit Assessments
 - ii. Teachers, specialists, school administrators, district administrators
 - iii. Every two weeks

- i. District team meetings and products
 - ii. Specialists, district administrators
 - iii. Every two weeks

- i. Board of Education Student Achievement Reports
 - ii. District administrators
 - iii. Quarterly

- i. District formative and summative data
 - ii. District administrators
 - iii. Quarterly

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

At Tier 1, a balanced assessment system is used to make decisions at the district, school, classroom, and student level. Formative assessments and common formative assessments provide data about student learning and help teachers determine if instruction is effective or if adjustments to instruction are needed. Common summative assessments are used to provide data at the end of units/end of course to measure standards mastery. Standardized tests are used to determine if students are meeting state academic standards. They also can be used to inform decisions about systems-level programming and the overall effectiveness of MTSS.

Universal screening is used at Tier 1 to:

- evaluate the effectiveness of the guaranteed and viable curriculum and classroom instruction provided to all students
- identify students who may be at risk in academics and/or social behaviors
- identify students who need supplemental or intensive interventions

When assessing Tier 1 effectiveness, teams look for evidence that at least 80% of students are at or above the established cut score. Diagnostic assessments are used to help educators identify strengths and weaknesses and provide data about students' content knowledge and skills. The diagnostic assessments allow the SPS team to identify an appropriate intervention for an individual student or group of students. The goal of the MTSS framework is to provide interventions for approximately 20% of the school. When schools find that more than 20% of the student population meets cut scores for intervention, the school adjusts cut scores to serve the bottom 20% through the MTSS framework. In schools where there is not 80% meeting proficiency, ongoing diagnostic assessment should be used to regularly monitor progress.

School leadership teams use universal screening data to monitor the implementation and effectiveness of Tier 1 instruction. If data indicate that less than 80% of students are meeting benchmarks for academic proficiency, behavior expectations or social emotional-skills, MTSS leadership teams examine the difference between the actual and the desired performance in order to identify areas in need of improvement at the systems level.

Upon completion of the universal screener for academic and social, examine data at the student level to determine where additional screenings are needed, using the [Data Informed Decision Flowchart](#). For students scoring below the cut point, additional diagnostic assessments are given to identify the specific area(s) of focus, providing a triangulation of data to meet student needs and accelerate learning. For students scoring above 80% on specific skills, opportunities for enrichment and/or extensions shall be provided by the classroom teacher and/or gifted and talented resource teacher.

Focus Area 1 Targeted Audience

The targeted audience is for school principal, assistant principal, and teachers from all K-5.

Focus Area 1 Resources

Staff: principals, assistant principals, teachers, support staff

Funding: Title II, District Assessment

Technology: ADAM, ROIS, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: Assessment Guidance Document

Professional Learning Support from Vendors: N/A

Focus Area 1 Ongoing Supports for Implementation

FCPS will initiate phase two of our assessment work as a districtwide team including district administrators, specialists, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning, school directed professional learning, and an administrator retreat. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS will provide responsive coaching based on need. The coaching emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. The OAS (Assessment) director and specialists will collaborate with teachers in the development of district common unit assessments.
 - Elementary: ELA and math for the second year of recovery work; science and social studies for the second year of recovery with full implementation of all core content benchmarks in the third year of recovery.
 - These common unit assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 2, these will be given multiple/year for grades 2-5. 6-12 will be given at the end of each unit for the core subjects of math, english, science and social studies. The common unit assessment will include items that mirror formats on state assessment as appropriate, including multiple choice, technology enhanced items, short answer, and extended responses.
 - Continue to collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also house supports and expectations for district level instructional software, the balanced assessment system and MTSS.
2. The OAS (Assessment) director and specialists will utilize a districtwide formative assessment tool to monitor student learning by grade level and by standard to determine next steps and “just in time” supports to principals and school teams based on a continuum of support.
3. The OAS (Assessment) director and specialists will provide district formative and summative updates on student learning throughout the year of the progress made based on district benchmark assessments and state level assessments. This will inform responsive professional learning opportunities providing district leadership, principals, APs, ITLs, and PLC teams professional learning and networking opportunities.

4. The OAS (Assessment) director and specialists will develop and implement an Assessment Guidance Document and provide associated professional learning and networking opportunities for district leadership, principals, APs, ITLs, and PLC teams.
5. The OAS (Assessment) director and specialists will provide professional learning and networking opportunities for district level leadership on incorporating an explicit data review, analysis, and application components into all district level teams and meetings.

Focus Area 2

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

Focus Area 2 Objectives

Short Term:

- Teachers and school administrators develop an understanding of the district-developed frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.
- Teachers and school administrators learn strategies for differentiation.

Long Term:

- Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction
- Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.

Focus Area 2 Intended Results

Student Outcomes:

Educator Beliefs:

Educator Practices:

State Assessment Results in Reading

- By 2025, Cassidy School will increase Reading proficient and distinguished level to 74% as measured by KSA. Current level is 67%.
- By 2025, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 48%
- By 2025, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 61%
- By 2025, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Math

- By 2025, Cassidy School will increase Math proficient and distinguished level to 72% as measured by KSA. Current level is 65%.
- By 2025, Cassidy will increase math proficient and distinguished levels for African American students from 30% to 45%
- By 2025, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 61%
- By 2025, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%

State Assessment Results in Science

- By 2025, Cassidy School will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 34%.
- By 2025, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 30%

State Assessment Results in Social Studies

- By 2025, Cassidy School will increase Social Studies proficient and distinguished level to 67% as measured by KSA. Current level is 52%.
- By 2025, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to 45%

Educator Outcomes:

By 2024, Cassidy will ensure all staff consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Educator Beliefs:

- Educators believe in equity of access and opportunity.

Educator Practices:

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Focus Area 2 Monitoring

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

- Navigator website
 - ii. Teachers, school administrators
 - iii. Weekly
- i. DLM, SLI, TLI and New Teacher Orientation training materials and attendance
 - ii. Teachers, school administrators
 - iii. Per meeting
- i. Support team meeting documents and products
 - ii. Teachers, school administrators
 - iii. every 4-6 weeks

- i. Data resources (i.e. walkthrough tool, subgroup data, universal screening data, progress monitoring data)
- ii. Teachers, school administrators
- iii. weekly

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

Continuous Classroom Improvement

Leadership and Planning- The teacher has established and clearly communicated specific directions for the classroom and individual students.

Level1:

- The teacher actively supports and models the approach to continuous improvement.
- The classroom mission statement has been jointly developed, communicated, and is used to guide classroom priorities and decisions.
- Classroom goals are aligned to school goals and standards, and address areas of the greatest need.
- Short-term learning targets are displayed and/or clearly communicated.
- Expectations for all students to demonstrate proficiency are evident.

Data Systems- The teacher and students use data to monitor and report classroom and individual student progress.

Level1:

- Progress monitoring charts for class goals are displayed and current when appropriate.
- Progress monitoring charts for class goals showing anonymous individual student data are displayed when appropriate.

Workforce Focus- Students are actively engaged and recognized for contributions toward progress.

Level 1:

- Students are engaged in clarifying the classroom short-term learning targets and strategies.
- Students frequently participate in the classroom plus/delta process and implementing solutions.

Operations Focus- The teachers and students regularly and frequently use a classroom continuous improvement process.

Level 1:

- The Plan-Do-Study-Act Cycle (PDSA) is the basis for the classroom continuous improvement process.
- The steps of the PDSA Cycle for the learning targets are evident to students.
- The frequency and time allotted for the improvement cycle (PDSA) is appropriate for the age of the students and learning target.

Results- Classroom and student progress is documented.

Level 1:

- Progress toward classroom goal achievement is evident and displayed and/or clearly communicated.
- The class is making progress toward developing classroom learning system indicators.

Focus Area 2 Targeted Audience

The targeted audience is principals, assistant principals, and teachers from K-5.

Focus Area 2 Resources

Staff: principals, assistant principals, teachers

Funding: Title II, CCEIS

Technology: Navigator, Culturally Responsive Teaching for Multilingual Learners Hub, Continuous Classroom Improvement Hub, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: *Continuous Classroom Improvement: First Steps in Using a Systems Approach to Improve Learning Results*, *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

Professional Learning Support from Vendors: Jim Shipley and Associates

Focus Area 2 Ongoing Supports for Implementation

Cassidy will initiate phase two of our accelerated learning work as a districtwide team including district administrators, specialists, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district directed professional learning, school directed professional learning, and an administrator retreat. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS will provide responsive coaching based on need. The coaching emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. OAS (Teaching and Learning) directors and specialists will provide ongoing professional learning focusing on the utilization of the district-developed curriculum frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging. A continuum of support will be utilized to ensure responsive coaching based on school-specific needs assessment and a learning hub website will be designed and implemented.
2. OAS directors and specialists will provide ongoing professional learning focusing on the utilization of identified gap data and aligned curriculum to differentiate supports to improve outcomes for students. Data will be used to inform coaching and actionable feedback.
 - OAS (Multilingual Learners) director and specialists will initiate Stage 2 of the *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity* with elementary schools. Stage 1 will initiate for Pre-K, middle, and high schools. This will ensure Pre-K -12 vertical alignment.
 - OAS directors and specialists will initiate Continuous Classroom Improvement(CCI). OAS specialists will be certified as trainers. The specialists will then be prepared to support learning networks and responsive support based on a continuum of support and school-specific needs assessments. Universal Design for Learning (UDL) will be implemented by schools who have evidence of a sustainable CCI system.
 - OAS (MTSS) director and specialists will provide ongoing MTSS professional learning utilizing a continuum of support to ensure responsive coaching based on needs assessments.
 - OAS (Assessment) director and specialists will provide ongoing professional learning ensuring a balanced assessment system through the utilization of a continuum of support and responsive coaching based on school-specific needs assessment.

Optional Extension