

**Booker T. Washington Elementary
Comprehensive School Improvement Plan 2022-25**

State Assessment Results in Reading

- By 2025, **Booker T. Washington** will increase Reading proficient and distinguished level to 50% as measured by KSA. Current level is 28.6%.

State Assessment Results in Math

- By 2025, **Booker T. Washington** will increase Math proficient and distinguished level to 51% as measured by KSA. Current level is 29.8%.

State Assessment Results in Science

- By 2025, **Booker T. Washington** will increase Science proficient and distinguished level to 56% as measured by KSA. Current level is 35.2 %.

State Assessment Results in Social Studies

- By 2025, **Booker T. Washington** will increase Social Studies proficiency and distinguished level to 51 % as measured by KSA. Current level is 30.4 %.

State Assessment Results in Combined Writing

- By 2025, **Booker T. Washington** will increase Combined Writing proficient and distinguished level to 71 % as measured by KSA. Current level is 50 %.

English Learner Progress

- By 2025, **Booker T. Washington** will increase the English Learner progress index to 85 % as measured by KSA. Current level is 77.4%.

Quality of School Climate and Safety

- By 2025, **Booker T. Washington** will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 72.1%.

| Reading and Math Objectives | | |
|---|---|---|
| Year 1 | Year 2 | Year 3 |
| By 2023, Booker T. Washington will increase P/D in Reading to 35.6%. | By 2024, Booker T. Washington will increase P/D in Reading to 42.6%. | By 2025, Booker T. Washington will increase P/D in Reading to 49.6%. |
| By 2023, Booker T. Washington will increase P/D in Math to 21%. | By 2024, Booker T. Washington will increase P/D in Math to 28 %. | By 2025, Booker T. Washington will increase P/D in Math to 35%. |

| Science, Social Studies, and Combined Writing Objectives | | |
|--|--|--|
| Year 1 | Year 2 | Year 3 |
| By 2023, Booker T. Washington will increase P/D in Science to 35.2 %. | By 2024, Booker T. Washington will increase P/D in Science to 42.2%. | By 2025, Booker T. Washington will increase P/D in Science to 49.2%. |
| By 2023, Booker T. Washington will increase P/D in Social Studies to 37.4%. | By 2024, Booker T. Washington will increase P/D in Social Studies to 44.4%. | By 2025, Booker T. Washington will increase P/D in Social Studies to 51.4%. |
| By 2023, Booker T. Washington will increase P/D in Combined Writing to 57%. | By 2024, Booker T. Washington will increase P/D in Combined Writing to 64%. | By 2025, Booker T. Washington will increase P/D in Combined Writing to 71%. |

| Achievement Gap Objectives | | |
|--|--|--|
| Year 1 | Year 2 | Year 3 |
| By 2023, Booker T. Washington will decrease Novice in Reading to 56%. | By 2024, Booker T. Washington will decrease Novice in Reading to 49%. | By 2025, Booker T. Washington will decrease Novice in Reading to 42%. |
| By 2023, Booker T. Washington will decrease Novice in Math to 48%. | By 2024, Booker T. Washington will decrease Novice in Math to 41%. | By 2025, Booker T. Washington will decrease Novice in Math to 34%. |

| English Learner Progress Objectives | | |
|--|---|--|
| Year 1 | Year 2 | Year 3 |
| By 2023, Booker T. Washington will increase English Learner Progress index to 82% as measured by KSA. Current level is 77.4%. | By 2024, Booker T. Washington will increase English Learner Progress index to 87% as measured by KSA. Current level is 74.3 %. | By 2025, Booker T. Washington will increase English Learner Progress index to 92% as measured by KSA. Current level is 77.4%. |

| <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's will use a PDSA model effectively to improve student learning. | | | | |
|--|-----------------|--|--|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 1 | PLCs will use the learning intentions and success criteria from the curriculum framework to plan instruction and assessment. | PLC Observations, Classroom Observations, PLC Evidence | N/A |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 2 | Implement and monitor the district PLC framework, protocol and non-negotiables (Tights) | PLC Observations, ITL Sessions and Feedback | N/A |
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| <u>Progress Monitoring</u> | | | | |
| March, 2023 June, 2023 | | | | |

| BTW will reduce novice in all subject areas. | | | | |
|--|-----------------|---|---|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 3 | Develop district common unit assessments with district assessment team Elementary: ELA and math for the first 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. | ELA and Math common unit assessments (3-8) District Common Unit assessment rubrics and calendars | District Assessment |

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|--|--------|--|--|--|
| | | 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 1, these will be given 2x/year for grades 3-8. The common unit assessment will include items that mirror formats on state assessment as appropriate. | FCPS ROIS | |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 4 | Utilize a formative assessment tool to monitor student learning by grade level and by standard to determine next steps and “just in time” support to school teams. Provide formative and summative updates on student learning throughout the year of the progress made based on district formative assessments and state level assessments | ADAM Common Unit Assessments District Team Meetings and products | |
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| <u>Progress Monitoring</u> | | | | |
| March, 2023 June, 2023 | | | | |

Year 2 Focus Areas

| BTW students will know where they are in their own progression of learning. | | | | |
|--|-----------------|--|------------------------------------|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined | KCWP 4 | Students K-5 will utilize a data binder to keep track of their own individual learning progress. | Formative and Summative assessment | Title 1 |

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| Writing, English Learner Progress | | | | |
| Achievement Gap, English Learner Progress | KCWP 5 | Student support teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students (currently- ELL, special education, African American and Hispanic students) | Support team meeting documents and products | Title II Title III Special Education |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | | Elementary: ELA and math for the first 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 1, these will be given 2x/year for grades 3-8. The common unit assessment will include items that mirror formats on state assessment as appropriate. | ELA and Math common unit assessments (3-8) District Common Unit assessment rubrics and calendars FCPS ROIS | n/a |
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| | | | | |
| <u>Progress Monitoring</u> | | | | |
| March, 2024 June, 2024 | | | | |

| BTW will improve culture and climate among faculty, staff and families. | | | | |
|--|-----------------|---|---|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 1& 5 | Provide professional learning during the summer and throughout the school year to support the needs of students and staff. Feedback structures will be developed to adapt professional learning offerings to the current needs. | Professional learning day plans and products School professional learning plans. | |

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|--|--------|--|--|--|
| Reading, Math, Science, Social Studies, combined Writing, English Learner Progress | KCWP 6 | SEL staff will teach and model strategies during faculty meetings that will encourage positive collaboration and culture within the classroom. | SEL Staff will conduct biweekly walkthroughs to ensure SEL curriculum is implemented with fidelity. | |
| Reading, Math, Science, Social Studies, combined Writing, English Learner Progress | | Admin will provide quarterly opportunities for families to provide feedback and suggestions on how to better support student achievement. These sessions "Talks with Tichenor" will help initiate conversations around student and school improvement efforts. | Quarterly meetings with Families. Feedback forms/ surveys will be given and results shared in monthly newsletters. | |
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| <u>Progress Monitoring</u> | | | | |
| March, 2024 June, 2024 | | | | |

| BTW will reduce novice in all subject areas. | | | | |
|--|-----------------|--|--|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, combined Writing, English Learner Progress | KCWP 2 | With Admin support, Teachers will ensure students have a clear understanding of Learning Intentions and Can demonstrate mastery of success criteria. | Lesson plan weekly feedback by instructional leads | |
| | | Teachers will purposefully establish a learning environment that empowers students to set goals and take responsibility for their own learning. | Student Data conferences/ Binder Completion following formative/ summative assessments | |
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| <u>Progress Monitoring</u> | | | | |
| March, 2024 June, 2024 | | | | |

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

Year 3 Focus Areas

| BTW students will know where they are in their own progression of learning. | | | | |
|--|----------|---|---|--|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 4 | Students K-5 will utilize a data binder to keep track of their own individual learning progress. | Formative and Summative assessment | Title 1 |
| Achievement Gap, English Learner Progress | KCWP 5 | Student support teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students (currently- ELL, special education, African American and Hispanic students) | Support team meeting documents and products | Title II Title III Special Education |
| Reading, Math, Science, Social | | Elementary: ELA and math for the first year of recovery work; science and social studies for | ELA and Math common unit | |

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|--|--|---|--|--|
| Studies, Combined Writing, English Learner Progress | | <p>the second year of recovery with full implementation of all core content benchmarks in the third year of recovery.</p> <p>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 1, these will be given 2x/year for grades 3-8. The common unit assessment will include items that mirror formats on state assessment as appropriate.</p> | <p>assessments (3-8)</p> <p>District Common Unit assessment rubrics and calendars</p> <p>FCPS ROIS</p> | |
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| | | | | |
| <p><u>Progress Monitoring</u></p> <p>March, 2025 June, 2025</p> | | | | |

| BTW will improve culture and climate among faculty, staff and families. | | | | |
|--|-----------------|---|---|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress | KCWP 1& 5 | Provide professional learning during the summer and throughout the school year to support the needs of students and staff. Feedback structures will be developed to adapt professional learning offerings to the current needs. | <p>Professional learning day plans and products</p> <p>School professional learning plans.</p> | |
| Reading, Math, Science, Social Studies, combined Writing, English Learner Progress | KCWP 6 | SEL staff will teach and model strategies during faculty meetings that will encourage positive collaboration and culture within the classroom. | SEL Staff will conduct biweekly walkthroughs to ensure SEL curriculum is implemented with fidelity. | |
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|-----------------------------------|--|--|--|--|
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| <u>Progress Monitoring</u> | | | | |
| March, 2025 June, 2025 | | | | |

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



2023-2024 Booker T Washington: Executive Summary

2023-2024 Phase One: Executive Summary for Schools

Booker T. Washington Elementary

Donte Tichenor

707 Howard 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?

Total enrollment: 333 students from Pre-K- 5th Grade

88% economically disadvantaged, 39.34% Hispanic , 9.61% White , 44.44 % African American, 6.61% Other

112 EL Students with 6 different home languages. The majority is Spanish.

53 Active Sped Students

School Stakeholders

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

School Staff, Parents/ Families, Community Partners, SBDM Council.

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.

Our mission is to challenge our scholars academically at high levels, develop them socially and uplift them emotionally thereby creating motivated and critical thinkers who are ready to excel at the next level.

Purpose: Our purpose is to increase achievement for all students and develop positive behavior and character traits through our strong PBIS program. Due to our unique population and demographics including Sped, ELL, Low SES and Newcomer students, we've made intentional decisions. I.e.. we've increased staff, provided targeted student support in addition to ongoing professional development.

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.

- Our writing scores have increased significantly over the last 3 years.
 - In 18-19 46% were novice in writing.
 - In 20-21 17% were novice in writing.
- Science and social studies scores have increased significantly as well.
- EL Students continue to perform slightly above other targeted groups.

Over the next 3 years our main priority is to reduce novice scores in all subject areas!

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 Booker T. Washington Phase Two: The Needs
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2023-2024 Phase Two: The Needs Assessment for Schools

Booker T. Washington Elementary
Donte Tichenor
707 Howard St
Lexington, Kentucky, 40508
United States of America

Table of Contents

| | |
|---|---|
| 2023-24 Phase Two: The Needs Assessment for Schools | 3 |
| Attachment Summary | 7 |

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.

We met as a faculty to review KSA data. We also plan to meet with parents at our Family Data night to explain KSA and where we are as a school. Both meetings will be documented in staff and family newsletters as well as in our staff meeting agenda notes.

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?

Each year we work collectively to increase student achievement while reducing the number of students scoring novice. Although we've made some improvement, we still have work to do. We were intentional in our hiring over the summer to bring in teachers with experience serving similar populations. We've also revamped how

we communicate attendance concerns with families. Being fully staffed allows us to be more intentional with addressing attendance issues sooner.

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.
 - African American students are not performing as well as other student subgroups.
 - From 2021-2023, the school saw a significant decline in reading and mathematics according to the change data in KSA.
-

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.
 - African American students are underperforming across all content areas
 - Novice Scores decreased across all tested grade levels in ELA and Math.
 - ELA
 - 3rd Grade- 4th Grade-5th Grade- Went from 63% novice in reading in 21-22 to 57% Novice in Reading in 22-23.

-
- 16% Proficient and Distinguished in 21-22 to 19% Proficient and Distinguished in 22-23
 - Math
 - 3rd Grade- 4th Grade-5th Grade- went from 65% novice in math in 21-22 to 54% Novice in Math in 22-23
 - 13% Proficient and Distinguished in 21-22 to 21% Proficient and Distinguished in 22-23.
 - Upbeat Survey results and perception data indicated that 96% of teachers trusted the administration.
 - It also indicated that more than 60 % of staff struggled with work life/ balance.

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.

Our African-American Students are our lowest performing sub group resulting in TSI status for the school. We are working to intentionally target 3rd 4th and 5th grade AA students. Our ESS program will be designed for this subgroup in mind. This will begin at the beginning of the year.

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.

EL students are progressing at a rate higher than the state average. We intend on providing PD to all content teachers to include ELL strategies in content instruction.

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



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.

These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|--------------------|
|  BTW CSIP 2022-2025 | Outlines Specific Processes, Practices Identified for Focus | . |
|  Key Elements | | • 7 |
|  Key Elements Template | | . |



2023-2024 Booker T. Washington Phase Two: School
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2023-2024 Phase Two: School Assurances

Booker T. Washington Elementary
Donte Tichenor
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Table of Contents

| | |
|---|---|
| <u>2023-24 Phase Two: School Assurances</u> | 3 |
|---|---|

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

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|

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: **Booker T. Washington**

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 Our Mission is to challenge our scholars academically at high levels, develop them socially, and uplift them emotionally– thereby creating motivated and critical thinkers who are ready to excel at the next level.

Focus Area 1

Booker T Washington Elementary will focus on developing and implementing standards based tier 1 instruction to accelerate learning for all students. This focus area aligns with the district focus area #3, accelerated learning.

Focus Area 2

Booker T. Washington Elementary will focus on novice reduction for student groups; including English learners, students with disabilities and African American students. This focus area corresponds with the district focus areas #1 and #3, PLC processes to improve student learning and accelerated learning.

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

The focus areas identified for Booker T. Washington Elementary aligns to district goals related to PLC's (PDSA to improve student learning) and accelerated learning.

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:

Booker T Washington's focus areas for professional learning are aligned to student achievement, diversity, equity, inclusion, and belonging and a highly effective and culturally responsive workforce.

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 identified focus areas are aligned to the FCPS CDIP goals including reading, math, science, social studies, combined writing, closing the 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

[Focus Area 1 Objectives:](#) Standards Based Instruction to Improve Tier 1 instruction.

Short-Term Changes: Teachers and administrators will participate in common professional learning activities related to school and district goals as a way to strengthen tier 1 instructional practices, data collection, evaluation, and analysis, and the overall PLC process. Teachers and administrators will work to develop systems for evaluating Tier 1 instruction by engaging in backwards planning from all summative assessments, monitoring formative assessments, making instructional changes based on data, and the creation of exemplars for all assessments and independent student practice/work.

Long-Term Changes: Teachers and administrators will consistently apply these instructional practices, data collection, evaluation and analysis to the PLC process to continually improve the academic outcomes for our students. Data recorded in the formative assessment tracker will reflect consistent and lasting increased outcomes for students in the identified areas (reading, math, writing, science, social studies, writing).

Focus Area 1 Intended Results

Student Outcomes:

By 2024, *Booker T. Washington* will increase P/D in Reading to 42.6%.

By 2024, *Booker T. Washington* will increase P/D in Math to 28 %.

By 2024, *Booker T. Washington* will increase P/D in Science to 42.2%.

By 2024, *Booker T. Washington* will increase P/D in Social Studies to 44.4%.

By 2024, *Booker T. Washington* will increase P/D in Combined Writing to 64%.

By 2024, *Booker T. Washington* will decrease Novice in Reading to 49%.

By 2024, *Booker T. Washington* will decrease Novice in Math to 41%.

By 2024, *Booker T. Washington* will increase the English Learner Progress index to 87% as measured by KSA. Current level is 77.4 %.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use district and school assessments as evidence of student learning.
- Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Focus Area 1 Monitoring

What data will be considered and gathered?

- Formative assessments • Independent practice work (compared to teacher created exemplars) • Summative assessments (compared to and evaluated against teacher created exemplars) • Summative Analysis/Reflection documents • MAP • KSA • ACCESS • Guided Reading Levels

Who is responsible for gathering data?

- Teachers • MTSS Lead • SPED Teachers • EL Teachers • School Leadership Team

How frequently will it be analyzed?

- Formative assessment data will be analyzed as it is collected (i.e. daily, twice weekly) • Data will be analyzed weekly in intervention PLCs and grade level PLCs • Summative assessment data will be analyzed during scheduled PLCs corresponding to the completion of summative and common assessments • MAP data will be disaggregated by grade level teams during PLCs 3 times per year after each testing window • Guided reading benchmark data will be evaluated 3 times per year (BOY, MOY, EOY) • Guided reading level formal running records will be analyzed monthly • Tier 2/tier 3 data will be evaluated monthly at MTSS meetings/MTSS PLCs

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

- The number of students scoring in the “novice” range on all assessments will decrease • The number of students demonstrating mastery of standards will increase with the goal being 80% of students mastering tier 1 instruction. • Teachers will consistently be using data in discussion about making needed changes to instructional practices in order to increase outcomes for students • PLC notes will reflect data conversations between teachers resulting in teachers collaborating during collegial planning to create rigorous, aligned, differentiated, engaging lessons for all student groups across all content areas

Focus Area 1 Targeted Audience

Teachers, paraeducators, administrators

Focus Area 1 Resources

- ThinkingMaps- Foundations (BTWE Full Staff Implementation and PD scheduled for the beginning of 2023-2024 School year)
- SIOP/ Culturally Responsive Teaching For Multilingual Learners
- Visual Learning- Opportunities to Respond

Focus Area 1 Ongoing Supports for Implementation

Focus Area 2

Focus Area 2 Objectives

Focus Area 2 Intended Results

Student Outcomes:

By 2024, *Booker T. Washington* will increase P/D in Reading to 42.6%.

By 2024, *Booker T. Washington* will increase P/D in Math to 28 %.

By 2024, *Booker T. Washington* will increase P/D in Science to 42.2%.

By 2024, *Booker T. Washington* will increase P/D in Social Studies to 44.4%.

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- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use district and school assessments as evidence of student learning.
- 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?

- Formative assessments
- Independent practice work (compared to teacher created exemplars)
- Summative assessments (compared to and evaluated against teacher created exemplars)
- Summative Analysis/Reflection documents
- MAP
- KSA
- ACCESS
- Guided Reading Levels

Who is responsible for gathering data?

- Teachers • MTSS Lead • SPED Teachers • EL Teachers • School Leadership Team

How frequently will it be analyzed?

- Formative assessment data will be analyzed as it is collected (i.e. daily, twice weekly) • Data will be analyzed weekly in intervention PLCs and grade level PLCs • Summative assessment data will be analyzed during scheduled PLCs corresponding to the completion of summative and common assessments • MAP data will be disaggregated by grade level teams during PLCs 3 times per year after each testing window • Guided reading benchmark data will be evaluated 3 times per year (BOY, MOY, EOY) • Guided reading level formal running records will be analyzed monthly • Tier 2/tier 3 data will be evaluated monthly at MTSS meetings/MTSS PLCs

Focus Area 2 Indicators of Success

- The number of students scoring in the “novice” range on all assessments will decrease • The number of students demonstrating mastery of standards will increase with the goal being 80% of students mastering tier 1 instruction.

Focus Area 2 Targeted Audience

Teachers, paraeducators, administrators

Focus Area 2 Resources

- ThinkingMaps- Foundations (BTWE Full Staff Implementation and PD scheduled for the beginning of 2023-2024 School year)
- SIOP/ Culturally Responsive Teaching For Multilingual Learners
- Visual Learning- Opportunities to Respond
- Continued book study by Doug Lemov “Teach Like a Champion”, Techniques that put students on the path to college.

Focus Area 2 Ongoing Supports for Implementation

• District Special Ed resource specialists to provide professional learning (Thinking Maps...Setting the Stage) August 7th with subsequent, embedded professional learning sessions occurring during PLCs • Thinking Maps Learning Community online resource subscription • District English Learner resource specialists to provide SIOP professional learning to whole staff • School Based Instructional Specialist to support the work of common planning within each grade level, backwards planning, and exemplar creation • Continuing support from Special Ed resource specialist and EL resource specialists on co-teaching and scaffolding tier 1 instruction to meet the needs of students with disabilities and English Learners

Optional Extension