

Deep Springs Elementary Comprehensive School Improvement Plan 2022-25

Updated December 2023

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in Reading

- By 2025, Deep Springs Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 32%.

State Assessment Results in Math

- By 2025, Deep Springs Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 24%.

State Assessment Results in Science

- By 2025, Deep Springs Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 18%.

State Assessment Results in Social Studies

- By 2025, Deep Springs Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 26%.

State Assessment Results in Combined Writing

- By 2025, Deep Springs Elementary will increase Combined Writing proficient and distinguished level to 67% as measured by KSA. Current level is 65%.

English Learner Progress

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

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Deep Springs Elementary will increase P/D in Reading to 38%. By 2023, Deep Springs Elementary will increase P/D in Math to 32%.	By 2024, Deep Springs Elementary will increase P/D in Reading to 46%. Current KSA is 32%. By 2024, Deep Springs Elementary will increase P/D in Math to 40%. Current KSA is 24%.	By 2025, Deep Springs Elementary will increase P/D in Reading to 61%. By 2025, Deep Springs Elementary will increase P/D in Math to 56%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Deep Springs Elementary will increase P/D in Science to 20%. By 2023, Deep Springs Elementary will increase P/D in Social Studies to 34%. By 2023, Deep Springs Elementary will increase P/D in Combined Writing to 33%.	By 2024, Deep Springs Elementary will increase P/D in Science to 32%. Current KSA is 18%. By 2024, Deep Springs Elementary will increase P/D in Social Studies to 43%. Current KSA is 26%. By 2024, Deep Springs Elementary will increase P/D in Combined Writing to 66%. Current KSA is 65%.	By 2025, Deep Springs Elementary will increase P/D in Science to 46%. By 2025, Deep Springs Elementary will increase P/D in Social Studies to 61%. By 2025, Deep Springs Elementary will increase P/D in Combined Writing to 67%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Deep Springs Elementary will decrease novice in Reading to 30%.	By 2024, Deep Springs Elementary will decrease novice in Reading to 26%. Current KSA is 37%.	By 2025, Deep Springs Elementary will decrease novice in Reading to 14%.
By 2023, Deep Springs Elementary will decrease novice in Math to 35%.	By 2024, Deep Springs Elementary will decrease novice in Math to 30%. Current KSA is 45%.	By 2025, Deep Springs Elementary will decrease novice in Math to 14%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Deep Springs Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is %.	By 2024, Deep Springs Elementary will grow 100% of EL students by at least .25 in their composite score as measured by ACCESS.	By 2025, Deep Springs Elementary will grow 100% of EL students by at least .25 in their composite score as measured by ACCESS.

Year 1 Focus Areas

Deep Springs Elementary's PLC process will include integrating KAGAN strategies into classroom lessons as well as using the Galileo Assessment Platform to effectively improve student learning.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading and Math	KCWP 1: Teachers will develop a systematic practice to design and deploy standards by constructing Learning Intentions (Content Based) and Success Criteria (Performance Based) for Reading and Math by 'unpacking' the standards.	<ul style="list-style-type: none"> Weekly PLCs focus on planning around Essential Standards Learning Intentions and Success Criteria are crafted and shared with the team in PLC to ensure that they meet the depth and intention of the KAS 	PLC Schedule PLC Agendas PLC Minutes	N/A

		<ul style="list-style-type: none"> Teams worked to create Essential Standard sheets to utilize for design and deploy instruction around the Essential Standards 		
Reading and Math	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data by developing a progress monitoring system to monitor Reading and Math standards mastery for each student.	<ul style="list-style-type: none"> During PLCs, teachers participate in Professional Learning around administration and monitoring of the Galileo Benchmark Assessments to monitor KAS Mastery, given 3 times a year. During PLCs, teachers will create, administer, and monitor Galileo Formative Assessments to track students' KAS Mastery. 	PLC Schedule PLC Agendas PLC Minutes	N/A
Reading, Math, Writing, Social Studies, and Science	KCWP 2: Teachers will develop a systematic process to design and deliver instruction by integrating KAGAN strategies into their classroom lesson plans.	<ul style="list-style-type: none"> During PLCs, teachers will collaborate to determine which KAGAN strategy to include in their lesson plans focusing specifically on our special education students to ensure active engagement. 	PLC Minutes Lesson Plans Observations	N/A
<u>Progress Monitoring</u>				
January 2023 March 2023 June 2023				

Deep Springs Elementary's Professional Development will include targeted strategies to improve Reading and Math instruction as well as strategies to better meet the needs of our special education students in order to effectively improve student learning.

Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
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Reading	<p>KCWP 3: Administrators will develop a PD schedule that supports teachers as they Design and Deliver Assessment Literacy to ensure they are using the most intentional practices.</p>	<ul style="list-style-type: none"> • Our K-2 Homeroom teachers will receive training and support throughout the year from the Assistant Principal on Tier 1 Small Group Planning and Instruction using/Orton Gillingham • Our 3-5 Homeroom teachers will receive training and support using Formative Assessment Practices during their small group Reading instruction during Tier 1 	<p>PD Plan</p> <p>Training Agendas</p>	N/A
Reading and Math	<p>KCWP 5: Administrators will develop a systemic process to Design, Align and Deliver Support by utilizing district resource teachers from the Teaching and Learning Department.</p>	<ul style="list-style-type: none"> • Beth Magsig will be working directly with our 3rd Grade Team as they make their Tier 1 Reading planning more intentional. • Debbie Waggoner will be working directly with our 2nd Grade Team as they begin using enVisions Math while making their Tier 1 Math planning more intentional. 	<p>District's Teaching and Learning Action Plan</p> <p>Lesson Plans</p> <p>3rd Grade Reading Formative and Summative Assessments</p> <p>2nd Grade Math Formative and Summative Assessments</p>	N/A
Reading and Math	<p>KCWP 2: Teachers will receive training from district resource teachers to create a systematic process to design and deliver Instruction by utilizing the most current co-teaching strategies to ensure our special education students are learning at high</p>	<ul style="list-style-type: none"> • Administrators will schedule Co-Teaching Training on February 8, 2023 with Sumyr Elkins and Page Harman from the district's special education and EL department. • Administrators will order 30 copies of the book 'Co-Teaching for English Learners: A Guide to 	<p>Lesson Plans</p> <p>Observations</p>	Title 1 Funds

	levels.	Collaborative Planning, Instruction, Assessment, and Reflection / Edition 1' for the co-teaching training.		
<u>Progress Monitoring</u>				
January 2023 March 2023 June 2023				

Deep Springs Elementary's Master Schedule will be adjusted in order to effectively improve student learning.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Science and Social Studies	KCWP 6: Administrators and SBDM Council will collaborate while Establishing Learning Culture and Environment to guarantee student access to the curriculum.	<ul style="list-style-type: none"> The master schedule will be adjusted to provide our 4th graders additional time with Science content and our 5th graders additional time with our Social Studies content. 	Master Schedule Science Formative & Summative Assessments Social Studies Formative & Summative Assessments	N/A
<u>Progress Monitoring</u>				
January 2023 March 2023 June 2023				

Year 2 Focus Areas

Deep Springs Elementary will continue to use the Plan, Do, Study, Act (PDSA) model to improve our PLC processes.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading & Math	KCWP 6: Administrators will collaborate with teachers to Establish a Learning Culture and Environment to ensure our PLCs result in improved student achievement.	<ul style="list-style-type: none"> We will monitor the effectiveness of PLC practices established by district expectations. 	PLC Agendas/Minutes District Attendance in PLC Trainings	N/A
Reading & Math	KCWP 3: Teachers will Design and Deliver Assessment Literacy by backwards planning and creating common Learning Intentions and Success Criteria.	<ul style="list-style-type: none"> We will review past success criteria/learning intentions to ensure alignment with standards so that learners engage in learning and increase self-efficacy. 	PLC Agendas/Minutes Professional Learning Agenda Site Visit Feedback	N/A
Reading & Math	KCWP 3: Teachers will Design and Deliver Assessment Literacy by analyzing student work/data.	<ul style="list-style-type: none"> We will analyze student work aligned to essential standards to provide specific feedback to students and inform teaching, learning, and assessment practices. 	Student Work Analysis PLC Agendas/Minutes Common/Summative Assessment	N/A
Reading & Math	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data by	<ul style="list-style-type: none"> We will work with our district support team and use the district's PLC Framework to expand the 	Student Monitor Tools & Processes	N/A

	creating opportunities for students to self assess.	opportunities for students to monitor their learning and the PLCs to monitor student growth.		
<u>Progress Monitoring</u>				
January 2024 March 2024 June 2024				

Deep Springs Elementary will develop and use a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading & Math	KCWP 3: Teachers will Design and Deliver Assessment Literacy by collaborating with teammates on common formative and summative assessments.	<ul style="list-style-type: none"> We will use the district’s common unit assessments. 	ELA and Math Common Unit Assessment District Common Unit Assessment Rubrics and Calendars PLC Agendas/Minutes	N/A
Reading & Math	KCWP 3: Teachers will Design and Deliver Assessment Literacy by using student data to inform instruction.	<ul style="list-style-type: none"> We will continue to collect and use student learning data from common unit assessments to inform classroom instruction and make curriculum decisions. 	PLC Agendas/Minutes District Assessment Platform	N/A
<u>Progress Monitoring</u>				
January 2024 March 2024 June 2024				

Deep Springs Elementary will develop and implement standards-based instruction to accelerate learning.

Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading & Math	KCWP 1: Teachers will develop a systematic practice to design and deploy standards.	<ul style="list-style-type: none"> We will utilize the district-developed frameworks, based on the state standards to plan for engaging instruction. 	Navigator Website District Leadership Meetings	District Provided (Title II) Title I
Achievement Gap i.e. Special Education & English Learner Progress	KCWP 5: Administrators will support teachers as they Design, Align and Deliver Support when analyzing data.	<ul style="list-style-type: none"> We will collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for students. 	PLC Agendas/Minutes MTSS Agendas/Minutes	N/A

Progress Monitoring

January 2024
March 2024
June 2024

Year 3 Focus Areas

Deep Springs Elementary will continue to use the PDSA model to improve our PLC processes.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading & Math	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data during each PLC meeting.	<ul style="list-style-type: none"> We will work with district support and other high-functioning PLCs to enhance effective PLC practices. Practices include teaching and learning, assessment analysis processes, student opportunities to respond to learning, and students becoming assessment-capable. 	PLC Agendas PLC Minutes	N/A
Reading & Math	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data looking for ways to integrate multiple content areas.	<ul style="list-style-type: none"> We will follow the process for interdisciplinary PLC practices for utilizing the integrated content with the unit frameworks to include clarity of teaching and learning practices and student self-assessment practices across multiple areas of learning. 	District Provided Integration Framework	
<u>Progress Monitoring</u>				
January 2025 March 2025 June 2025				

Deep Springs Elementary will develop and use a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/ Monitoring	Funding Source
Reading & Math	KCWP 3: Teachers will Design and Deliver Assessment Literacy by collaborating with teammates on common formative and summative	<ul style="list-style-type: none"> We will develop common unit assessments. 	ELA and Math Common Unit Assessments	N/A

	assessments.		PLC Minutes	
Reading & Math	KCWP 3: Teachers will Design and Deliver Assessment Literacy by using student data to inform instruction.	<ul style="list-style-type: none"> We will collect and use student data from common assessments to inform classroom instruction and decisions. Data from assessments will be collected and organized. 	PLC Minutes	N/A
Reading & Math	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data by standards mastery.	<ul style="list-style-type: none"> We will monitor learning by grade level and by standard to determine the next steps for instruction for our students. 	ADAM District Common Unit Assessments PLC Minutes	N/A
<u>Progress Monitoring</u>				
January 2025 March 2025 June 2025				

Deep Springs Elementary will develop and implement standards-based instruction to accelerate learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap i.e. Special Education & English Learner Progress	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data utilizing various platforms.	<ul style="list-style-type: none"> We will measure student outcomes through data platforms, ensuring the reduction of achievement gaps. 	Data Platforms (MAP, KSA, FastBridge, etc)	N/A
Achievement Gap i.e. Special Education & English Learner Progress	KCWP 2: Teachers will design and deliver Instruction by monitoring student progress.	<ul style="list-style-type: none"> We will continue to monitor student progress in all tiers of instruction with fidelity checks, unit framework alignment, and student success criteria. 	Walkthrough Data PLC Minutes	N/A

<u>Progress Monitoring</u>				
January 2025				
March 2025				
June 2025				



2023-2024 Phase One: Executive Summary For Deep Springs Elementary

2023-2024 Phase One: Executive Summary for Schools

Deep Springs Elementary School

Adam Kirk

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Lexington, Kentucky, 40505

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?

Deep Springs Elementary is located in Northeast Lexington. Built in 1963, with a full renovation in 2015, our school serves roughly 500 students from Early Start through 5th Grade. The school community includes a median home value of \$112,000 and a median household income of \$34,000. Approximately 39 percent of the homes within this sector are classified as rental property. The student population is transient, which contributes to the challenges of increasing student achievement. The school trends indicate an increase in student diversity--more minorities, more immigrants, more students learning English as a second language, and more students from poverty. The student demographics consist of 29% white, 31% black, and 33% Hispanic. 83% of the student population is eligible for free and reduced lunch. 31% of the student population is classified as EL (English Learners) and 18% of the student population qualifies for special education services.

School Stakeholders

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

Deep Springs stakeholders include students, staff, families, and the surrounding community. Stakeholders are involved and engaged in the improvement planning process through monthly FACE & PTA meetings, Faculty meetings, and SBDM meetings.

School's Purpose

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

Faculty and staff believe in our Mission and Vision Statements. The Mission Statement is: We are the difference makers who will ensure: All students enter a positive and safe learning environment where they are loved and supported. All students are held accountable for their learning and behavior. All students, families, and staff are respected through authentic positive relationships. The Vision Statement is "Building Success, Nurturing Potential." The Guidelines for Success are "Always Try, Be Responsible, Cooperate with Others, Do Your Best, Every Day Respect Every One.

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.

Faculty and staff work with our families and students to ensure individual needs are being met. In order to meet the increasing demand of the changing transient population, several initiatives are being implemented. Instructional initiatives include a focus on Small Group Tier 1 Reading instruction, implementing KAGAN strategies, the use Galileo Assessments, and Imagine Learning online software. In addition to the instructional initiatives, the faculty and staff use the eOS system to track and monitor student behavior as part of our Positive Behavior Intervention and Supports (PBIS) System. We are a gold level PBIS School! Both of our instructional and behavioral components are a part of a Multi-Tiered System of Supports (MTSS). MTSS provides us with a coherent system for continuous improvement. Based on MAP, Galileo, and KSA, we are decreasing our percentage of Novice learners and increasing our percentage of Proficient/Distinguished learners! In addition, we are no longer considered a Targeted Support School (TSI) by the state! Lastly, our Family Community & Engagement Committee work monthly with our Parent-Teacher Association and our Family Resource Center Committee to increase engagement between our families, the community, and our school.

Additional Information

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

Deep Springs is the best kept secret in Fayette County Public Schools!



2023-2024 Phase Two: The Needs Assessment for Deep Springs Elementary

2023-2024 Phase Two: The Needs Assessment for Schools

Deep Springs Elementary School

Adam Kirk

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United States of America

2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Members of the Deep Springs Elementary Leadership Team and SBDM reviewed, analyzed, and applied data results from the fall 2023 MAP assessment and the spring 2023 KSA (Kentucky Summative Assessment) in October 2023 to determine our priorities for this year's needs assessment.

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?

2022-2023 CSIP Reading and Math Objectives: By 2023, Deep Springs Elementary will increase P/D in Reading to 38%. By 2023, Deep Springs Elementary will increase

P/D in Math to 32%. The KSA data is embargoed until November 1, therefore, can't be discussed at this time.

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.

N/A - embargoed KSA Data.

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.

N/A - embargoed KSA Data

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.

N/A - embargoed KSA Data.

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.

N/A - Embargoed KSA Data.

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.

KCWP 1

Attachment Summary

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



2023-2024 Phase Two: School Assurances

2023-2024 Phase Two: School Assurances

Deep Springs Elementary School

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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: Deep Springs

District Mission

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

School Mission

We are the difference makers who will ensure:

- All students enter a positive and safe learning environment where they are loved and supported.
- All students are held accountable for their learning and behavior.
- All students, families, and staff are respected through authentic positive relationships.

Focus Area 1

PLC: Deep Springs will function as a Professional Learning Community and will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan-Do-Focus on Learning)

Focus Area 2

Assessment & Accelerated Learning: Deep Springs will develop a balanced assessment system including standards-based instruction to accelerate learning.

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

Related District Strategic Plan Priority Areas are:

- **Student Achievement**
- **Highly Effective and Culturally Responsive Workforce**

Describe Strategic Plan Priority Areas:

By focusing on PLCs and Assessment/Accelerated Learning, Deep Springs will create and nurture a highly effective and culturally responsive team that will increase

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all
areas
(readin
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, social
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Related CDIP goals include:

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

**Descri
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CDIP
alignm
ent:
The**

identified focus areas of PLCs and Assessment/Accelerated Learning are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement

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Professional Learning Development Tools

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Focus Area 1

Focus Area 1 Objectives - Professional Learning Communities: Deep Springs will use a PDSA model effectively to improve student learning.
(Foundational PDSA: Plan-Do-Focus on Learning)

Short-Term Changes:

Knowledge: Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.

Long-Term Changes:

Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.

Knowledge: Teachers and school administrators develop an understanding of the Four Critical PLC Questions.

Skill: Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.

Knowledge: Teachers and school administrators will develop an understanding of the Professional Learning Communities at Work Continuum.

Skill: Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.

Knowledge: Teachers and school administrators will develop an understanding of the Three PLC Big Ideas.

Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.

Knowledge: Teachers and school administrators will develop an understanding of the PLC+ Framework and associated Five Key Questions.

Skill: Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy.

Focus Area 1 Intended Results

Student Outcomes:

- By 2025, Deep Springs Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 27%.
- By 2025, Deep Springs Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 21%.
- By 2025, Deep Springs Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 8%.
- By 2025, Deep Springs Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 21%.
- By 2025, Deep Springs Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 20%.

- By 2025, Deep Springs Elementary will grow 100% of EL students by at least 1.5 in their composite score as measured by ACCESS.

Educator Outcomes:

- By 2025, Deep Springs Elementary will ensure 100% of PLCs (teachers and administrators) use a PDSA model effectively to improve student learning.

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 believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- 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 establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

Focus Area 1 Monitoring

What data will be considered and gathered?

- PLC Continuum Self-Assessment
- PLC Agenda & minutes
- Common Formative and Summative assessments aligned to essential standards
- MAP (reading and math)

Who is responsible for gathering data?

- PLC Continuum Self-Assessment - teachers, admin team
- PLC Agenda & minutes - teachers, admin team
- Common Formative and Summative assessments aligned to essential standards - teachers, admin team
- MAP (reading and math) - teachers, admin team

How frequently will it be analyzed?

- PLC Continuum Self-Assessment - three times a year
- PLC Agenda & minutes - weekly
- Common Formative and Summative assessments aligned to essential standards - CFAs will be monitored 2-3 times per month, summative assessments will be monitored at the end of every unit (approximately every 6 weeks)
- MAP (reading and math) - three times a year: Fall, Winter, Spring

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

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to knows,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.

- The PLC team consistently implements a system to use the team's expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

Monitoring Each Student's Learning

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

Turning Data Into Information

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- The PLC team implements a system for using data to identify professional learning needs.
- The PLC team implements a system for using data to inform MTSS decisions and practices.

Providing Students with Systematic Interventions and Extensions

- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.

Interventions

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.

- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

Focus Area 1 Targeted Audience

The targeted audience is teachers, principal, assistant principal, and curriculum coach

Focus Area 1 Resources

Staff: chiefs, directors, specialists, principals, assistant principals, teachers, curriculum coaches

Funding: Title II

Technology: PLC Shared Drive, FCPS Professional Learning Website, PLC Professional Learning Hub

Instructional Resources: FCPS PLC Framework, *PLC+: Better Decisions and Greater Impact by Design*, *The PLC+ Playbook: A Hands-On Guide to Collectively Improving Student Learning*, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, *Cultures Built to Last: Systemic PLCs at Work*, *The PLC+ Facilitation and Activator's Guide*

Professional Learning Support from Vendors: N/A

Release Time: N/A

Focus Area 1 Ongoing Supports for Implementation

Deep Springs Elementary will receive support from the district office for ongoing support including tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth and processes.

Focus Area 2

Assessment & Accelerated Learning

Focus Area 2 Objectives

Short-Term Changes:

Knowledge: Teachers and school administrators develop an understanding of district common unit assessments and how they can be utilized to inform intentional planning.

Knowledge: 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.

Long-Term Changes:

Behavior: Teachers consistently utilize district common assessments to inform their planning and instructional practices.

Knowledge: Teachers and school administrators develop an understanding of student learning throughout the year based on district benchmark assessments and state level assessments.

Behavior: Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Behavior: Teachers consistently utilize benchmark assessments and state level assessments to inform their planning and instruction practices.

Knowledge: Teachers and school administrators develop an understanding of the Assessment Guidance Document.

Behavior: Teachers and school administrators consistently utilize the Assessment Guidance Document.

Knowledge: Teachers and school administrators learn strategies for differentiation.

Behavior: 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:

- By 2025, Deep Springs Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 27%.
- By 2025, Deep Springs Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 21%.
- By 2025, Deep Springs Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 8%.
- By 2025, Deep Springs Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 21%.
- By 2025, Deep Springs Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 20%.
- By 2025, Deep Springs Elementary will grow 100% of EL students by at least 1.5 in their composite score as measured by ACCESS.

Educator Outcomes:

By 2025, Deep Springs Elementary will ensure 100% of teachers develop and utilize a balanced assessment system.

By 2025, Deep Springs Elementary will ensure 100% of teachers 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.
- 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.
- Teachers 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?**

- PLC Continuum Self-Assessment
- PLC Agenda & minutes
- Common Formative and Summative assessments aligned to essential standards
- MAP (reading and math)

Who is responsible for gathering data?

- PLC Continuum Self-Assessment - teachers, admin team
- PLC Agenda & minutes - teachers, admin team
- Common Formative and Summative assessments aligned to essential standards - teachers, admin team
- MAP (reading and math) - teachers, admin team

How frequently will it be analyzed?

- PLC Continuum Self-Assessment - three times a year
- PLC Agenda & minutes - weekly
- Common Formative and Summative assessments aligned to essential standards - CFAs will be monitored 2-3 times per month, summative assessments will be monitored at the end of every unit (approximately every 6 weeks)

- MAP (reading and math) - three times a year: Fall, Winter, Spring

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

At Tier 1, a balanced assessment system is used to make decisions at the 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.

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.
- 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 all certified staff members, principal, assistant principal, and curriculum coach.

Focus Area 2 Resources

Staff: chiefs, directors, specialists, principals, assistant principals, teachers, curriculum coaches

Funding: Title I, Title II

Technology: Navigator, 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*, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

Professional Learning Support from Vendors: N/A

Focus Area 2 Ongoing Supports for Implementation

Deep Springs Elementary will receive support from the district office for ongoing support.

Optional Extension