

Brenda Cowan Elementary
Comprehensive School Improvement Plan 2022-25

State Assessment Results in Reading

- By 2025, **Brenda Cowan Elem.** will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 60%.

State Assessment Results in Math

- By 2025, **Brenda Cowan Elem.** will increase Math proficient and distinguished level to 69% as measured by KSA. Current level is 60%.

State Assessment Results in Science

- By 2025, **Brenda Cowan Elem.** will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 41%.

State Assessment Results in Social Studies

- By 2025, **Brenda Cowan Elem.** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 51%.

State Assessment Results in Combined Writing

- By 2025, **Brenda Cowan Elem.** will increase Combined Writing proficient and distinguished level to 86% as measured by KSA. Current level is 77%.

English Learner Progress

- By 2025, **Brenda Cowan Elem.** will increase English Learner progress index to 67% as measured by KSA. Current level is 60%.

Quality of School Climate and Safety

- By 2025, **Brenda Cowan Elem.** will increase the quality of school climate and safety index to 89% as measured by KSA. Current level is 80%.

Achievement Gap

- By May 2025, Brenda Cowan Elem. will decrease **Reading Novice** in
 - African American Students to >15%,
 - English Learners to >15%, and

- Students with Disabilities to >15%
- By May 2025, Brenda Cowan Elem. will decrease **Math** Novice in
 - African American Students to >15%,
 - English Learners to >15%, and
 - Students with Disabilities to >15%
- By May 2025, Brenda Cowan Elem. will increase **Science** Proficiency in
 - African American Students to >10%,
 - English Learners to >10%, and
 - Students with Disabilities to >10%
- By May 2025, Brenda Cowan Elem. will increase **Social Studies** Proficiency in
 - African American Students to >10%,
 - English Learners to >10%, and
 - Students with Disabilities to >10%
- By May 2025, Brenda Cowan Elem. will increase **Writing** Proficiency in
 - African American Students to >10%,
 - English Learners to >10%, and
 - Students with Disabilities to >10%

| Reading and Math Objectives | | |
|---|---|---|
| Year 1 | Year 2 | Year 3 |
| By 2023, Brenda Cowan Elem. will increase P/D in Reading to 63%. | By 2024, Brenda Cowan Elem. will increase P/D in Reading to 66%. | By 2025, Brenda Cowan Elem. will increase P/D in Reading to 69%. |
| By 2023, Brenda Cowan Elem. will increase P/D in Math to 63%. | By 2024, Brenda Cowan Elem. will increase P/D in Math to 66%. | By 2025, Brenda Cowan Elem. will increase P/D in Math to 69%. |

| Science, Social Studies, and Combined Writing Objectives | | |
|--|--|--|
| Year 1 | Year 2 | Year 3 |
| <p>By 2023, Brenda Cowan Elem. will increase P/D in Science to 44%.</p> <p>By 2023, Brenda Cowan Elem. will increase P/D in Social Studies to 54%.</p> <p>By 2023, Brenda Cowan Elem. will increase P/D in Combined Writing to 80%.</p> | <p>By 2024, Brenda Cowan Elem. will increase P/D in Science to 47%.</p> <p>By 2024, Brenda Cowan Elem. will increase P/D in Social Studies to 57%.</p> <p>By 2024, Brenda Cowan Elem. will increase P/D in Combined Writing to 83%.</p> | <p>By 2025, Brenda Cowan Elem. will increase P/D in Science to 50%.</p> <p>By 2025, Brenda Cowan Elem. will increase P/D in Social Studies to 60%.</p> <p>By 2025, Brenda Cowan Elem. will increase P/D in Combined Writing to 86%.</p> |

| Achievement Gap Objectives | | |
|--|---|---|
| Year 1 | Year 2 | Year 3 |
| <p>By 2023, Brenda Cowan Elem. will decrease Novice in Reading to 10%.</p> <p>By 2023, Brenda Cowan Elem. will decrease Novice in Math to 15%.</p> | <p>By 2024, Brenda Cowan Elem. will decrease Novice in Reading to 8%.</p> <p>By 2024, Brenda Cowan Elem. will decrease Novice in Math to 13%.</p> | <p>By 2025, Brenda Cowan Elem. will decrease Novice in Reading to 6%.</p> <p>By 2025, Brenda Cowan Elem. will decrease Novice in Math to 11%.</p> |

| English Learner Progress Objectives | | |
|---|---|---|
| Year 1 | Year 2 | Year 3 |
| <p>By 2023, Brenda Cowan Elem. will increase English Learner Progress index to 63% as measured by KSA. Current level is 60%.</p> | <p>By 2024, Brenda Cowan Elem. will increase English Learner Progress index to 66% as measured by KSA. Current level is 60%.</p> | <p>By 2025, Brenda Cowan Elem. will increase English Learner Progress index to 69% as measured by KSA. Current level is 60%.</p> |

Year 1 Focus Areas

| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
|---|-----------------|--|--|-----------------------|
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Process | KCWP 3 | Teachers will use district common assessments and other common assessments to measure student learning and to inform classroom instruction and curriculum decisions. | ADAM testing results Grade level data spreadsheets | NA |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Process | KCWP 4 | Incorporate explicit data review, analysis, and application into all school level teams and meetings. | PLC agendas/minutes MTSS agendas/minutes Grade level data spreadsheets | NA |
| Math | KCWP 2 | All math teachers in the building will be trained in AVMR to assess where students are regarding number sense and use the strategies and resources shared with them from the training. | Math assessments Professional Development Plan | District PD funds |
| Reading | KCWP 2 | All reading teachers in the building will be trained in Orton-Gillingham to gain more strategies to help students struggling with their reading strategies. Teachers will also be coached and attend additional trainings to teach them numerous strategies to use in guided reading groups to make sure our students all increase their independent | Reading Text Levels Reading assessments Professional Development Plan | District PD funds |

| | | | | |
|---|--------|--|---|-------------------|
| | | reading levels. | | |
| Reading, Math, Science, Social Studies, Combined Writing, English Learner Process | KCWP 2 | Several staff members will attend Ron Clark Academy PD in Atlanta to gain additional strategies to help with student engagement in all subject issues. | MAP data results KSA data results Grade level data spreadsheets to show students' academic growth | District PD funds |

Year 2 Focus Areas

| Culture/Climate: Brenda Cowan Elem. will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement. | | | | |
|--|-----------------|---|-----------------------------------|-----------------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
| Creative an environment for learning | KCWP 6 | Track survey data throughout the year about students' sense of belonging and their feelings about culture, climate, and safety | PBIS surveys KSA surveys | NA |
| Increase family engagement | KCWP 6 | Family engagement activities will be planned and executed by a committee to increase parent involvement, as well as information on how families can help support student learning. | Family surveys | NA |
| Social Emotional Learning | KCWP 6 | Teachers will continue to use the Caring Schools Community curriculum to address students' social emotional learning issues. At the same time, there will be a plan for support of students whose social-emotional needs show up on DESSA as a concern by implementing small group and individual lessons with mental health specialists in the building. | DESSA Caring Schools Community | District DMHS funds |



2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Schools

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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?

Brenda Cowan opened in the 2019-2020 school year. BCE is a Title I school with a diverse enrollment of over 500 students. BCE is located in Hamburg off of Athens-Boonesboro road. This diversified community is known for its family and community involvement. The community is rapidly growing and this area of Lexington is highly sought after. BCE boasts a variety of special programs including Arts Integration, Global Competency, Service Leadership, and the 3rd grade Reading Pledge.

School Stakeholders

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

Stakeholder groups include students, parents, educators, policy-makers, faith-based organizations, and the Lexington business community. Each of these groups has a vested interest in ensuring that our school meets the needs of all learners. BCE provides information about new programs, and regular school updates, seeing feedback on alternatives, analysis, and decisions made related to those programs and school improvement. We work with and enable community members to participate in many aspects of programming including but not limited to events such as Backyard Bash, Bainbridge Night, and ongoing Community Forums; and utilize these opportunities to increase stakeholder agency.

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 expose our students to diverse opportunities through the lens of arts education while providing the unique experience of learning in an environment that allows students to access every part of their brain. We have the responsibility to ensure ALL students are actively engaged, achieving at high levels, and are prepared to excel in a global society.

At BCE our program offerings align with our mission and our four pillars: Arts Integration, Global Competency, Service Leadership, and the 3rd grade Reading

Pledge. We support over 40 club and team offerings to our students including but not limited to cross country, basketball, STEM, and school spirit club.

The S.P.O.T.S expectations embody the legacy of Lt. Brenda Cowan, the first African-American female firefighter in Lexington most purposefully in our inclusion of "Service to Others". BCE is committed to teaching our students the importance of service in our community and on our campus. Other school-wide expectations guiding the behavior of our students and staff include: Show respect, Participate safely, On task, and Take responsibility. The teaching of these expectations promotes the development of the social-emotional competencies students require to excel in a global society.

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.

According to school accountability data reported by the Kentucky Department of Education, BCE achieved an overall "High" performance rating. This overall rating includes "High" ratings in state reading, mathematics, science, social studies, and combined writing assessments, progress on English Language Proficiency assessments, and Quality of School Climate and Safety Survey data.

Our active Parent Teacher Association (PTA) has been identified as a National School of Excellence for the past three school years.

The BCE Creative Arts team collaborates with parent and community volunteers to provide students with the opportunity to audition for and then produce a student-led junior musical.

Additional Information

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

Our staff works to intentionally build relationships with our students, making engaging lessons and facilitating additional opportunities to support our students inside and outside of the classroom.



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

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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.

Brenda Cowan Elementary uses various data points to assess student progress and needs, including MAP assessments, KSA data, and reading running records. The Instructional Leadership Team reviews data, determines professional development needs, and sets school-wide goals. The Multi-tiered support services team meets weekly to discuss students' tier 2 and tier 3 ELA, Math, and behavioral support plans.

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?

Some of our goals from last year included increasing our academic proficiency percentages and also closing the achievement gap of our subgroups. While, we were successful in doing so in some areas, combined proficient/ distinguished percentages slightly decreased in math and writing, and were stagnant in reading.

Other priorities included increasing our academic proficiency in both Science and Social Studies on the KSA. According to KSA data these objectives were achieved.

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.

School-wide, the number of behavior referrals decreased from 288 in 2021-22 to 215 in 2022-23. According to KSA Data, BCE's Overall Academic Index increased from 75 in 21-22 to 77.1 in 22-23.

On average the school saw a 2% increase in students receiving novice scores in reading. Among students in the identified achievement gap groups, novice percentages increased at higher rates for the groups of students below:

- African American - 14% increase in students performing at the novice level
- Hispanic- 3% increase in students performing at the novice level

Although slightly higher than the previous school year (66.8 in 21-22), the KSA data reveals we continue to have significant room for improvement in Science as our Academic Index for 22-23 was 69.2

BCE also experienced an increase in the school's Overall Academic Index in the area of Social Studies (+ 10.5) when compared to the previous school year (68.9)

The school's combined writing index decreased from 87.2 in 21-22 to 83.1 in 22-23.

Our English Language Learners experienced gains according to the English Language Learners' Progression Indicator data up +17.8 from the 21-22 school year (60).

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.
 - BCE's overall academic index on the 2023 KSA was 77.1 and we scored in the green for the color rating system. Our sub scores include:

Reading 79.5, Math 72.6, Science 69.2, Social Studies 79.4, Combined Writing 83.1, Quality of School Climate and Safety 77.1, and English Language Learners' Progression 77.8.

Quality of School Climate and Safety survey results (student perception data) 77%.

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 priorities and concerns will be to:

- Increase our academic proficiency in both Math (72.4) and Combined Writing (77.1) on the KSA.
- Increase our academic proficiency in both Science (69.2) and Social Studies (79.4)
- Decrease the percentage of students in the achievement gap scoring below proficiency:
 - 33% African American
 - 28% Economically Disadvantaged

◦ 36% Students Receiving Special Education Services

- Increase our Quality of School Climate and Safety survey results (student perception data) 77% focusing on areas impacting student-to-student relations.

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.

Our percentage of students performing at distinguished levels increased in Reading 31%, Science 13%, Social Studies 27% , Combined Writing 13%, and remained the same in Math at 18%. We hope to utilize push-in interventions and supports and our school-wide enrichment plan to increase these at our proficiency indicators as well.

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 Template

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: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|----------------|--------------------|
|  KCWP | KCWP 23-24 | • |
|  Key Elements Template | Template 23-24 | • 7 |



2023-2024 Phase Two: School Assurances_10252023_21:51

2023-2024 Phase Two: School Assurances

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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 Office of Human Resources
Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations
2023-2024**

School: Brenda Cowan Elem.

PL Representative: Megan Barnes

| | Work Calendar Date | Total PL Hours | Funding Source | Brief Description of Planned PL Activity | Comprehensive School Improvement Plan (CSIP) Objective | District Strategic Priority Alignment | Comprehensive District Improvement Plan (CDIP) Focus Area |
|------------------|---------------------------|-----------------------|--------------------------------------|---|--|--|--|
| PL Day #1 | Aug 7, 2023 | 6 | (N/A) District staff leading | Wellness/Trauma Informed Care | If staff and students' basic mental needs are not met, then it is hard to perform at school. | Culture & Climate | School culture & Social emotional learning of students |
| PL Day #2 | Aug 8, 2023 | 6 | (N/A)Creative Arts team leading | Arts Integration | The Creative Arts team will train faculty to help teachers incorporate more Arts into their instruction. | Acceleration | The rationale is based on our school pillar of "Arts Integration" |
| PL Day #3 | Aug 9, 2023 | 6 | District Funded | FCPS Professional Learning Conference | Teachers will be able to choose areas of learning they would like to improve and grow in. | PLCs | By teachers learning more in different content areas, this should also help us meet our proficiency goals. |
| PL Day #4 | Aug 10, 2023 | 6 | District Funded | FCPS Teacher Institute | Teachers will be able to choose areas of learning they would like to improve and grow in. | PLCs | By teachers learning more in different content areas, this should also help us meet our proficiency goals. |
| PL Day #5 | Aug 15, 2023 | 6 | (N/A)School staff leading | Ron Clark PD (House system & more) | By placing students on teams, hopefully they will be more motivated to do what is expected of them. | Culture & Climate | If students are motivated to earn points for their team, then proficiency levels should increase as well. |
| PL Day #6 | Jan 3, 2024 | 6 | (N/A) District hired writing teacher | Writing (grade level specific) training | Teachers requested more training in writing, so the district hired a writing consultant to work with our teachers. | Assessment | If students are better writers, then proficiency levels in all content areas should also increase. |

Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.

