

# Breckinridge Elementary Comprehensive School Improvement Plan 2022-25

## [Year 1 Focus Areas 2022-2023](#)

## [Year 2 Focus Areas 2023-2024](#)

## [Year 3 Focus Areas 2024-2025](#)

### 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, Breckinridge Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level for 22-23 KSA is 48%.

#### State Assessment Results in Math

- By 2025, Breckinridge Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level for 22-23 KSA is 42%.

#### State Assessment Results in Science

- By 2025, Breckinridge Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level for

22-23 KSA is 32%.

#### State Assessment Results in Social Studies

- By 2025, Breckinridge Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level for 22-23 KSA is 35%.

#### State Assessment Results in Combined Writing

- By 2025, Breckinridge Elementary will increase Combined Writing proficient and distinguished level to 66% as measured by KSA. Current level for 22-23 KSA is 50%.

#### Achievement Gap

- By 2025, Breckinridge Elementary will decrease Novice in Reading and Math to <15%; Science to <21%; Social Studies to <23%; Combined Writing to <10% as measured by KSA. Current levels for 22-23 KSA - reading is 23%, math is 31%, science is 14%, social studies is 39%, and combined writing is 13%.
- By 2025, Breckinridge Elementary will decrease Novice in Reading and Math for males to <15%. Current level in Reading is 31%. Current level in Math is 32%.
- TSI - By 2025, Breckinridge Elementary will decrease Novice in Reading for students with disabilities to <15%. Current level is 47%.
- TSI - By 2025, Breckinridge Elementary will decrease Novice in Math for students with disabilities to <15%. Current level is 69%.

#### English Learner Progress

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

#### Quality of School Climate and Safety

- By 2025, Breckinridge Elementary will increase the quality of school climate and safety index to 82.6% as measured by KSA. Current level is 92.2%.

#### Graduation Rate

- N/A

#### Post-Secondary Readiness

- N/A

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Breckinridge Elementary will increase P/D in Reading to 48%. <b>Met goal - 48%</b>	By 2024, Breckinridge Elementary will increase P/D in Reading to 54%. Currently, Breckinridge is at 48%.	By 2025, Breckinridge Elementary will increase P/D in Reading to 61%.
By 2023, Breckinridge Elementary will increase P/D in Math to 44%. <b>Did not meet goal - 42%</b>	By 2024, Breckinridge Elementary will increase P/D in Math to 49%. Currently, Breckinridge is at 42%.	By 2025, Breckinridge Elementary will increase P/D in Math to 56%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Breckinridge Elementary will increase P/D in Science to 28%. <b>Exceeded goal - 32%</b>	By 2024, Breckinridge Elementary will increase P/D in Science to 39%. Currently, Breckinridge is at 32%.	By 2025, Breckinridge Elementary will increase P/D in Science to 46%.
By 2023, Breckinridge Elementary will increase P/D in Social Studies to 39%. <b>Did not meet goal - 35%</b>	By 2024, Breckinridge Elementary will increase P/D in Social Studies to 48%. Currently, Breckinridge is at 35%.	By 2025, Breckinridge Elementary will increase P/D in Social Studies to 61%.
By 2023, Breckinridge Elementary will increase P/D in Combined Writing to 61%. <b>Did not meet goal - 50%</b>	By 2024, Breckinridge Elementary will increase P/D in Combined Writing to 58%. Currently, Breckinridge is at 50%.	By 2025, Breckinridge Elementary will increase P/D in Combined Writing to 66%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Breckinridge Elementary will decrease novice in Reading to 26%. <b>Exceeded goal - 23%</b>	By 2024, Breckinridge Elementary will decrease novice in Reading to 18%. Currently, Breckinridge is at 23%.	By 2025, Breckinridge Elementary will decrease novice in Reading to 14%.
By 2023, Breckinridge Elementary will decrease novice in Math to 27%. <b>Did not meet goal - 31%</b>	By 2024, Breckinridge Elementary will decrease novice in Math to 22%. Currently, Breckinridge is at 31%.	By 2025, Breckinridge Elementary will decrease novice in Math to 14%.
By 2023, Breckinridge Elementary will decrease novice in Science to 12%. <b>Did not</b>	By 2024, Breckinridge Elementary will decrease novice in Science to 12%. Currently, Breckinridge	By 2025, Breckinridge Elementary will decrease novice in Science to 10%.

<p><b>meet goal - 14%</b></p> <p>By 2023, Breckinridge Elementary will decrease novice in Social Studies to 32%. <b>Did not meet goal - 39%</b></p> <p>By 2023, Breckinridge Elementary will decrease novice in Combined Writing to 17%. <b>Exceeded goal - 13%</b></p> <p>By 2023, Breckinridge Elementary will decrease novice in Reading for males to 33%. <b>Exceeded goal - 31%</b></p> <p>By 2023, Breckinridge Elementary will decrease novice in Math for males to 32%. <b>Met goal - 32%</b></p>	<p>is at 14%.</p> <p>By 2024, Breckinridge Elementary will decrease novice in Social Studies to 30%. Currently, Breckinridge is at 39%.</p> <p>By 2024, Breckinridge Elementary will decrease novice in Combined Writing to 13%. Currently, Breckinridge is at 13%.</p> <p>By 2023, Breckinridge Elementary will decrease novice in Reading for males to 22%. Currently, Breckinridge is at 31%.</p> <p>By 2023, Breckinridge Elementary will decrease novice in Math for males to 23%. Currently, Breckinridge is at 32%.</p>	<p>By 2025, Breckinridge Elementary will decrease novice in Social Studies to 22%.</p> <p>By 2025, Breckinridge Elementary will decrease novice in Combined Writing to 9%.</p> <p>By 2023, Breckinridge Elementary will decrease novice in Reading for males to 14%.</p> <p>By 2023, Breckinridge Elementary will decrease novice in Math for males to 14%.</p>
---	--	---

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

TSI Subgroup Objectives (Students with Disabilities: IEP)		
Year 1	Year 2	Year 3
By 2023, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Reading to 48%. <b>Exceeded goal - 47%</b>	By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Reading to 30%. Currently, Breckinridge is at 47%.	By 2025, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Reading to <15%.
By 2023, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Math to 54%. <b>Did not meet goal - 69%</b>	By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Math to 41%. Currently, Breckinridge is at 69%.	By 2025, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Math to <15%.

Breckinridge Elementary Special Considerations for TSI Schools

[23-24 Breckinridge Comprehensive Improvement Plan for Schools - Additional Information](#)

## Year 1 Focus Areas 2022-2023

<b>PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5, 6	PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process.	PLC Training Certificate	ESSER
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	A PLC schedule will be created that will include special education, English language teachers, and intervention teachers.	PLC Schedules	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2, 3, 4	The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC Data  Unit & Weekly Assessments  iReady and MAP Data	N/A

			BTM Lessons/Guided Reading/Running Records	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Each grade level team and special area teams will complete the PLC self-assessment and mid-year assessment to determine priority areas for improvement.	PLC Self-Assessment PLC Mid year Assessment	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	The Instructional Transformation Leaders (ITL), Curriculum Coach, and PGES will attend monthly district meetings and receive training in the district framework and resources of PLCs.	Professional Learning Artifacts	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Implement a Math Coalition, including one member from each grade level, special education, EL, and intervention to focus on math standards and vertical alignment of standards.	PLC Document Agenda/Meeting Minutes KY Math standards	N/A

**Progress Monitoring**

January, 2023: PLC Mid year data  
 March, 2023: PLC Rolling Agenda, PLC Data  
 June, 2023: PLC registrations

**Assessment: Breckinridge Elementary will develop a balanced assessment system.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social	KCWP 3, 4, 5	Teachers will analyze assessment data to make informed decisions on classroom	Unit assessments	N/A

Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap		instruction. This will include decisions for the whole class, small group, and individual reteaches. Teachers will pay close attention to the data of males and students with disabilities to make sure they are progressing as they should be and noting what changes they need to make to their instruction to help advance these two particular areas.	Weekly assessments Running Records iReady and MAP data PLC data	
Reading, Math, Students with disabilities: IEP, Achievement Gap	KCWP 2, 3, 4, 5	Special Education teachers and Intervention teachers will use iReady Reading and Math assessment data to inform instructional decisions for students in SPED or MTSS. They will also analyze weekly progress monitoring data to see what changes need to be made, if any, to their daily instruction for each individual child. They will pay close attention to data of the male population. They will adjust their instruction accordingly.	iReady Reading and Math data  iReady Progress Monitoring (Reading)  FAST Progress Monitoring (Math)	ESSER
Reading, Math, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 3	District common assessments will be administered to grades 3, 4, and 5 in Reading and Math.	District Common Unit Assessments	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 4, 5	All teachers will do three explicit data reviews throughout the school year. One at the beginning of the year, mid-year, and then around Spring Break. They will utilize the Data Wise Cycle for this review. They will come up with their Focus Area, Priority Question, Learner-Centered Problem, Problem of Practice, Action Plan, and a Plan to Assess Progress. This process will help make informed decisions on classroom and small group instruction.	Weekly and Unit Assessments  iReady Reading and Math data  Running Records  Foundational Skills	N/A

**Progress Monitoring**

January, 2023:

March, 2023: PLC Data, Running Record Tracker, iReady Data, MAP Data, Unit Assessments, Weekly Assessments

June, 2023: PLC Data

**Accelerated Learning: Breckinridge Elementary will develop and implement standards-based instruction to accelerate learning.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 5	The administration team will implement a coaching cycle for teachers. They will work with teachers to offer support, training, coaching, co teaching, feedback, etc. They will use the Get Better Faster Scope and Sequence to anchor this work.	Get Better Faster Book  Coaching Tracker  Coaching Notebook	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Focus on standard-based instruction using Teacher Clarity Playbook and Success Criteria Playbook.	Teacher Clarity Playbook  Success Criteria Playbook	Title I
Student with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5	<p>Request District Audit - During this time we will be working on understanding and writing IEPs with a focus on adding in more opportunities for co teaching. The district will be coming out for Release Days with the SPED team.</p> <p>Our SPED team and support staff will begin building relationships and providing accommodations on all assessments with the students they will provide accommodations for on KSA.</p> <p>Implement the PASS program for SPED students.</p>	<p>Agenda/Meeting Minutes with District Staff</p> <p>Sample IEPs</p> <p>Co Teaching Professional Learning</p> <p>Accommodation Schedule</p> <p>PASS Professional Learning</p> <p>PLC Data</p> <p>Progress Monitoring - iReady Reading and</p>	<p>District SPED funds</p> <p>Title I Professional Learning Funds</p>



		<p>The SPED teachers will join the general education release time for standards deconstruction, curriculum alignment, and modifications.</p> <p>SPED team will meet weekly in PLC Data Meetings with their grade levels.</p> <p>Progress Monitoring will be implemented based on i-Ready and SPED Goals. Teachers will use this data to inform instructional decisions.</p> <p>Data trackers will be completed with KSA data, iReady data, as well as unit and topic assessments for Magnetic Reading and EnVisions. This will help SPED teachers know how their students are doing, not only on IEP goals, but on grade level standards.</p>	<p>FAST Math</p> <p>Data Trackers</p>	
Achievement Gap	KCWP 2, 5	<p>Intentional relationship building and planning for the students in the achievement gap. Plan lessons using books of interest or relatable content and start data driven, friendly competitions. Focusing on the achievement gap population and their interests will help reduce novice.</p>	Interest Inventory	Title I or General Funds
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap	KCWP 1	<p>Grade level classroom teachers will collaborate to refine the planning process for all subjects to ensure they are teaching grade level content, teaching grade level standards, and using appropriate learning targets and success criteria.</p>	<p>PLC Document</p> <p>KY State Standards</p>	N/A
<p><b>Progress Monitoring</b></p> <p>January, 2023: Coaching Tracker, Meeting Minutes/Agenda, Accommodation Schedule review, PLC Data  March, 2023: Coaching Tracker, Meeting Minutes/Agenda, PLC Data, Accommodation Schedule updates  June, 2023: PLC Data</p>				

**Culture/Climate: Breckinridge Elementary will provide support to meet students' academic and social-emotional needs.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 5	Teachers will be given the opportunity to attend professional learning throughout the school year and in the summer that supports the needs of their students and/or themselves. There will be structures in place through the district that will allow for collaboration across the district. Examples of PD could be, but not limited to: Diversity, Equity and Inclusion, Engagement Strategies, SEL, etc.	Professional Learning Certificate  Professional Development Plan  District Professional Learning Catalog  MTSS Meeting Agenda/Minutes	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 6	Provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom.	SEL program  Bloomsights  DESSA  MTSS Meeting Agenda/Minutes	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	The administration team will provide teachers professional learning experiences on effective implementation of culturally responsive teaching and learning strategies throughout the school year. Slides on culturally responsive teaching and learning will be discussed during team meetings and staff meetings.	Team meeting/staff meeting attendance  Slides from meeting powerpoint	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	The administration team will provide teachers with professional learning experiences on effective implementation of how to have better conversations. Slides and handouts will be discussed during team meetings and staff meetings.	Team meeting/staff meeting attendance  Slides from meeting powerpoints  Handouts	N/A
Reading, Math,		Teachers are provided the opportunity to	Needs Assessment	Title I

Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap		complete a needs assessment each month. This gives administration ideas of things teachers need for their students to be successful and make sure there are no barriers to learning.	Document	
<b>Progress Monitoring</b>				
January, 2023: MTSS Meeting Agenda/Notes, Needs Assessment Spreadsheet, Staff Meeting Agenda/powerpoint/sign-in, Bloomsights report, DESSA report March, 2023: MTSS Meeting Agenda/Notes, Needs Assessment Spreadsheet, Staff Meeting Agenda/powerpoint/sign-in, Bloomsights report, DESSA report June, 2023: PLC Registrations				

## Year 2 Focus Areas 2023-2024

<b>PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5, 6	Continuation from year 1 - PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process. (This will keep occurring until most of the teachers have been to PLC conference)	PLC Training Certificate	Title I
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Continue to create a PLC schedule that will include special education, English language teachers, and intervention teachers.	PLC Schedules	N/A

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2, 3, 4	The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC Data  Unit & Weekly Assessments  iReady and MAP Data  BTM Lessons/Guided Reading/Running Records	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Continuation from year 1 - the Math Coalition, including one member from each grade level, special education, EL, and intervention will focus on math standards and vertical alignment of standards. Team will analyze math results using unit assessments, iReady Math, MAP Math, Fact Fluency, and Kentucky Summative Assessment (KSA) to see what standards they need to focus on.	Agenda/Meeting Minutes  KY Math Standards  Math Data - unit assessments, iReady, MAP, fact fluency, and KSA	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Implement a Literacy Coalition, including one member from each grade level, special education, EL, and intervention to focus on ELA standards and vertical alignment of standards.	Agenda/Meeting Minutes  KY ELA Standards	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 4, 5	The administration team will work with teachers in PLCs to focus attention on data from identified subgroups and plan instruction and reteaches accordingly.	PLC Data  Unit Assessments	N/A

**Progress Monitoring**

January, 2024:  
March, 2024:  
June, 2024:

**Assessment: Breckinridge Elementary will develop a balanced assessment system.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3, 4, 5	Teachers will analyze assessment data to make informed decisions on classroom instruction. This will include decisions for the whole class, small group, and individual reteaches. Teachers will pay close attention to the data of males and students with disabilities to make sure they are progressing as they should be and noting what changes they need to make to their instruction to help advance these two particular areas.	Unit assessments Weekly assessments Running Records iReady and MAP data PLC data	N/A
Reading, Math, Students with Disabilities: IEP, Achievement Gap	KCWP 2, 3, 4, 5	Special Education teachers and Intervention teachers will use iReady Reading and Math assessment data to inform instructional decisions for students in SPED or MTSS. They will also analyze weekly progress monitoring data to see what changes need to be made, if any, to their daily instruction for each individual child. They will pay close attention to the data of the male population. They will adjust their instruction accordingly.	iReady Reading and Math data  IReady Progress Monitoring (Reading)  FAST Progress Monitoring (Math)	Title I
Reading, Math, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3	Continue to administer the District Common Assessments for Reading and Math for grades 3, 4, and 5.  District Common Assessments will be administered for Science (grade 4) and Social Studies (grade 5).	District Common Unit Assessments	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 4, 5	All teachers will do three explicit data reviews throughout the school year. One at the beginning of the year, mid-year, and then around Spring Break. They will utilize the Data Wise Cycle for this review. They will come up with their Focus Area, Priority Question, Learner-Centered Problem, Problem of Practice, Action Plan, and a Plan	Weekly and Unit Assessments  iReady Reading and Math data  Running Records	N/A

		to Assess Progress. This process will help make informed decisions on classroom and small group instruction.	Foundational Skills	
<b><u>Progress Monitoring</u></b>				
January, 2024: March, 2024: June, 2024:				

<b>Accelerated Learning: Breckinridge Elementary will provide support to meet students' academic and social-emotional needs.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 4, 5	Use data to develop a coaching schedule for teachers. Administration and coaches will work with teachers to offer support, training, coaching, co teaching, feedback, etc. They will use the Get Better Faster Scope and Sequence to anchor this work.	Get Better Faster Book Coaching Tracker Coaching Notebook Subgroup Data Progress Monitoring Data Unit Assessment Data	N/A
Students with disabilities: IEP, Achievement Gap	KCWP 5	Collaborate and use achievement gap data and aligned curriculum to differentiate supports and instruction to improve student learning.	PLC Documents  Data Snapshots  Support Team Meeting Agenda/Minutes	Title I  Special Education
Student with Disabilities: IEP	KSWp 1, 2, 3, 4, 5	Continue to work with District SPED members on understanding and writing IEPs with a focus on adding in more opportunities for co teaching (Especially for new SPED teachers). Utilize release days for this work.  Assessment accommodations schedule will be implemented throughout the year. This will	Agenda/Meeting Minutes with District Staff  Sample IEPs  Co Teaching Professional Learning	District SPED funds  Title I Professional Learning Funds

		<p>provide the opportunity for the accommodator and the student to build a relationship and the child to feel at ease during testing sessions.</p> <p>Continue implementation of the PASS program for SPED students.</p> <p>The SPED teachers will continue to join the general education release time for standards deconstruction, curriculum alignment, and modifications.</p> <p>SPED team will continue to meet weekly in PLC Data Meetings with their grade levels.</p> <p>Progress Monitoring will continue to be implemented based on i-Ready and SPED Goals. Teachers will use this data to inform instructional decisions.</p> <p>Data trackers will be completed with KSA data, iReady data, as well as unit and topic assessments for Magnetic Reading and EnVisions. This will help SPED teachers know how their students are doing, not only on IEP goals, but on grade level standards.</p>	<p>Accommodation Schedule</p> <p>PASS Professional Learning</p> <p>PLC Data</p> <p>Progress Monitoring - iReady Reading and FAST Math</p> <p>Data Trackers</p>	
Achievement Gap	KCWP 2, 5	<p>Continue intentional relationship building and planning for the students in the achievement gap. Plan lessons using books of interest or relatable content and start data driven, friendly competitions. Provide more hands-on learning opportunities and start intentional groups to focus on fun, friendly activities that spark their interest and tie academics to the activities. Focusing on the achievement gap population and their interests will help reduce novice.</p>	<p>Interest Inventory</p> <p>Lesson Plans</p> <p>PLC Data</p>	N/A

**Progress Monitoring**

January, 2024:  
 March, 2024:  
 June, 2024:

**Culture/Climate: Breckinridge Elementary will provide support to meet students' academic and social-emotional needs.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KSWP 2	The administration team will continue to provide teachers professional learning experiences on effective implementation of culturally responsive teaching and learning strategies throughout the school year. Slides on culturally responsive teaching and learning will be discussed during team meetings and staff meetings.	Team meeting/staff meeting attendance  Slides from meeting powerpoint	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 5	Teachers will continue to be given the opportunity to attend professional learning throughout the school year and in the summer that supports the needs of their students and/or themselves. There will be structures in place through the district that will allow for collaboration across the district. Examples of PD could be, but not limited to: Diversity, Equity and Inclusion, Engagement Strategies, SEL, etc.	Professional Learning Certificate  Professional Development Plan  District Professional Learning Catalog  MTSS Meeting Agenda/Minutes	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 6	Continue to provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom.	SEL program  Bloomsights  DESSA  MTSS Meeting Agenda/Minutes	N/A



Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	Provide opportunities for students and their families to attend and engage in cultural and multilingual family literacy nights.	School Survey  Attendance Sign-in sheets	N/A
<b><u>Progress Monitoring</u></b>				
January, 2024: March, 2024: June, 2024:				

### Year 3 Focus Areas 2024-2025

<b>PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5, 6	Continuation from year 1 & 2 - PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process. (This will keep occurring until most of the teachers have been to PLC conference)	PLC Training Certificate	Title I
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP,	KCWP 2, 3, 4	The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet	PLC Data  Unit & Weekly Assessments  iReady and MAP Data	N/A

Achievement Gap		mastery.	BTM Lessons/Guided Reading/Running Records	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Continuation from year 1 & 2 - The Math Coalition, including one member from each grade level, special education, EL, and intervention will focus on math standards and vertical alignment of standards. Team will continue to analyze math results using unit assessments, iReady Math, MAP Math, Fact Fluency, and Kentucky Summative Assessment (KSA) to see what standards they need to focus on.	Agenda/Meeting Minutes  KY Math Standards  Math Data - unit assessments, iReady, MAP, fact fluency, and KSA	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Continuation from year 2 - The Literacy Coalition, including one member from each grade level, special education, EL, and intervention will focus on ELA standards and vertical alignment of standards. Team will continue to analyze reading/writing results using unit assessments, iReady Reading, MAP Reading, Running Records, Literacy Profile Card, Writing samples, and Kentucky Summative Assessment (KSA) to see what standards they need to focus on.	Agenda/Meeting Minutes  KY ELA Standards  Literacy Data - unit assessments, iReady, Math, running records, Literacy Profile card, writing samples, and KSA	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 4, 5	The administration team will continue to work with teachers in PLCs to focus attention on data from identified subgroups and plan instruction and reteaches accordingly.	PLC Data  Unit Assessments	N/A
<b><u>Progress Monitoring</u></b>				
January, 2025: March, 2025: June, 2025:				

**Assessment: Breckinridge Elementary will develop a balanced assessment system.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3, 4, 5	Teachers will analyze assessment data to make informed decisions on classroom instruction. This will include decisions for the whole class, small group, and individual reteaches. Teachers will continue to pay close attention to the data of males and students with disabilities to make sure they are progressing as they should be and noting what changes they need to make to their instruction to help advance these two particular areas.	Unit assessments Weekly assessments Running Records iReady and MAP data PLC data	N/A
Reading, Math, Students with Disabilities: IEP, Achievement Gap	KCWP 2, 3, 4, 5	Special Education teachers and Intervention teachers will use iReady Reading and Math assessment data to inform instructional decisions for students in SPED or MTSS. They will also analyze weekly progress monitoring data to see what changes need to be made, if any, to their daily instruction for each individual child. They will pay close attention to data of males. They will adjust their instruction accordingly.	iReady Reading and Math data iReady Progress Monitoring (Reading) FAST Progress Monitoring (Math)	Title I
Reading, Math, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3	Continue to administer the District Common Assessments for Reading and Math (grades 3, 4, & 5), Science (grade 4), and Social Studies (grade 5).	District Common Unit Assessments	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 4, 5	All teachers will do three explicit data reviews throughout the school year. One at the beginning of the year, mid-year, and then around Spring Break. They will utilize the Data Wise Cycle for this review. They will come up with their Focus Area, Priority Question, Learner-Centered Problem, Problem of Practice, Action Plan, and a Plan to Assess Progress. This process will help make informed decisions on classroom and	Weekly and Unit Assessments iReady Reading and Math data Running Records Foundational Skills	N/A

		small group instruction.		
<b><u>Progress Monitoring</u></b>				
January, 2025:				
March, 2025:				
June, 2025:				

<b>Accelerated Learning: Breckinridge Elementary will provide support to meet students' academic and social-emotional needs.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 4, 5	Continue to use data to develop a coaching schedule for teachers. Administration and coaches will work with teachers to offer support, training, coaching, co teaching, feedback, etc. They will use the Get Better Faster Scope and Sequence to anchor this work.	Get Better Faster Book Coaching Tracker Coaching Notebook Subgroup Data Progress Monitoring Data Unit Assessment Data	N/A
Students with disabilities: IEP, Achievement Gap	KCWP 5	Continue to use achievement gap data and aligned curriculum to differentiate supports and instruction to improve student learning. Monitor student progress for all tiers of instruction.	PLC Documents  Data Snapshots  Support Team Meeting Agenda/Minutes	Title I  Special Education
Student with Disabilities: IEP	KSWP 1, 2, 3, 4, 5	Continue to work with District SPED members on understanding and writing IEPs with a focus on adding in more opportunities for co teaching (Especially for new SPED teachers). Utilize release days for this work.  Assessment accommodations schedule will be implemented throughout the year. This will provide the opportunity for the accommodator and the student to build a	Agenda/Meeting Minutes with District Staff  Sample IEP's  Co Teaching Professional Learning  Accommodation Schedule	District SPED funds  Title I Professional Learning Funds

		<p>relationship and the child to feel at ease during testing sessions.</p> <p>Continue implementation of the PASS program for SPED students.</p> <p>The SPED teachers will continue to join the general education release time for standards deconstruction, curriculum alignment, and modifications.</p> <p>SPED team will continue to meet weekly in PLC Data Meetings with their grade levels.</p> <p>Progress Monitoring will continue to be implemented based on i-Ready and SPED Goals. Teachers will use this data to inform instructional decisions.</p> <p>Data trackers will be completed with KSA data, iReady data, as well as unit and topic assessments for Magnetic Reading and EnVisions. This will help SPED teachers know how their students are doing, not only on IEP goals, but on grade level standards.</p>	<p>PASS Professional Learning</p> <p>PLC Data</p> <p>Progress Monitoring - iReady Reading and FAST Math</p> <p>Data Trackers</p>	
--	--	--	--	--

**Progress Monitoring**

January, 2025:  
 March, 2025:  
 June, 2025

<b>Culture/Climate: Breckinridge Elementary will provide support to meet students' academic and social-emotional needs.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	KCWP 5, 6	Analyze data from Quality of School Climate and Safety Survey and other surveys about student's feelings and sense of belonging.	Surveys	N/A

		Use the data to provide appropriate services to students.		
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 5	Teachers will continue to be given the opportunity to attend professional learning throughout the school year and in the summer that supports the needs of their students and/or themselves. There will be structures in place through the district that will allow for collaboration across the district. Examples of PD could be, but not limited to: Diversity, Equity and Inclusion, Engagement Strategies, SEL, etc.	Professional Learning Certificate  Professional Development Plan  District Professional Learning Catalog  MTSS Meeting Agenda/Minutes	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 6	Continue to provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom.	SEL program  Bloomsights  DESSA  MTSS Meeting Agenda/Minutes	N/A
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	Continue to provide opportunities for students and their families to attend and engage in cultural and multilingual family literacy nights.	School Survey  Attendance Sign-in sheets	N/A
<b>Progress Monitoring</b>				
January, 2025: March, 2025: June, 2025:				

Approved by SBDM 12/13/22

SBDM 12/12/23 - no quorum so meeting was canceled and CSIP will be approved at January 2024 meeting



# 2023-2024 Breckinridge Elementary Phase One: Executive Summary for Schools\_09062023\_10:58

2023-2024 Phase One: Executive Summary for Schools

**Madeline M Breckinridge Elem School**

**Michael J Price**

2101 St. Mathilda Drive  
Lexington, Kentucky, 40502  
United States of America

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

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Located in the historic Idle Hour neighborhood of Lexington, Kentucky, Madeline Breckinridge Elementary (Breckinridge) is named after Madeline McDowell Breckinridge, a well-known philanthropist and great-great granddaughter of statesman Henry Clay. The original building had only 16 classrooms. Today, we have 22 classrooms and serve approximately 500 students. Breckinridge students are racially and ethnically diverse. 19% of students are White, 37% Black, 32% Hispanic, and 2% Asian. Over one-third of our students are multilingual, and 22% qualify for special education services. Breckinridge serves the most socioeconomically disadvantaged population in Fayette County; 90% of our students qualify for free or reduced lunches. They are also overwhelmingly poor; over 90% of Breckinridge students qualify for free and reduced lunch. That is the highest percentage of any Fayette County School. Despite this fact, Breckinridge leaders and teachers have committed to changing the paradigm(s) about what is possible for socioeconomically polarized schools. Specifically, Breckinridge is not aiming to be a high-poverty school that is successful; our aim is to be an exceptional school that just happens to serve high-poverty students.

Breckinridge is deeply invested in the local community and have established partnerships with with business, community, faith-based, and post secondary agencies. Breckinridge has strong ties the Woodhill and Idle Hour community and to the Lexington Metro area. We are proud to partner with faith-based organizations in the area, including Southland Christian Church. Each year, around 60 community members connected to Southland Christian Church mentor Breckinridge students and support their social, emotional, and academic growth. Breckinridge has a partnership with Valvoline to include the Big Brothers/Big Sisters program, as well as Junior Achievement (JA in a Day) and field trip opportunities. The University of Kentucky is a key partner that supports our students and families in myriad ways. For example, Breckinridge partners with the University of Kentucky's College Mentoring Program to support college and career readiness at the elementary level. The UK College of Education has a preservice teacher cohort at Breckinridge where practicum students provide support while also gaining real-world teaching experience. This cohort is mutually beneficial to our students and the future teachers. As part of this, we have also adopted a co-teaching initiative to promote academic achievement. Breckinridge strives to engage various stakeholders and partnerships that can support all aspects of student development, wellness, and learning needs. Thus, a final, and essential partnership through the University of Kentucky is with their College of Nursing and Children's Hospital. Both departments provide essential support for students and families who lack access to immediate health services.



Breckinridge is the top performing urban school in Kentucky (2022), the top performing Title I school in Fayette County (2016-2019, 2021-2022), and a top five English Language Learner school in Kentucky (2022).

### School Stakeholders

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

Breckinridge prioritizes partnerships with parents, families, and communities. Our building leaders, teachers, paraeducators, mental and physical health professionals, Family and Community Engagement team, Family Resource and Youth Service Center (FRYSC) Coordinator, and our intervention specialists view families as partners in their child's educational experience. This deep connection to our neighborhood and student families has been essential to our success; it has fostered a proud, and resilient, school culture. Breckinridge is fortunate to have numerous community partners that support our students in substantive and varied ways. Specifically, we have long-standing collaborative partnerships with community agencies (e.g., Woodhill Community Center and The Nest), postsecondary institutions (e.g., the University of Kentucky), private corporations (e.g., Valvoline), national non-profit initiatives and organizations (e.g., Big Brothers/Big Sisters, Junior Achievement), and faith-based organizations (e.g., Southland Christian Church, and Refuge Clinic).

Adults from the Lexington community serve as mentors for Breckinridge students. These mentors provide our students with real-world experiences that foster assimilation and transfer of core content. More importantly, they give our children opportunities to form relationships with supportive adults; the bonds between student and mentor provide security and help students build trust with others. Breckinridge also bolsters community engagement through participation in neighborhood events such as block parties, fall festivals, Thanksgiving dinners, and seasonal presentations. Breckinridge staff hosts multicultural parent nights and conducts regular home visits. Other school and community partnership programs include a yearly Dad's Breakfast, creation of community gardens, connecting students with community tutoring, and implementing an afterschool program to provide individualized homework help for students who require the extra support for any reason.

### 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.

---

Breckinridge Elementary School exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society. Breckinridge students receive rich and diverse learning experiences that challenge and inspire them to achieve. Our school envisions a learning community that promotes superior student success in all areas through sustaining a culture of high expectations and mutual respect between all stakeholders. We will be a "school of distinction" by focusing on exclusively what is best for students. We believe in fostering collaborative and community partnerships, engaging families, creating a student-centered school system, and developing a culture of caring and mutual respect that supports life long learning. As we focus on the development of the whole child, we encourage all stakeholders to participate in clubs and activities that develop the community and interest within our schools. Additionally, every child receives a targeted learning plan according to their specific needs that includes an action plan to support growth and proficiency. At Breckinridge, we see every child's strengths and meet them wherever they are. Our goal is to equip students with academic skills they need to succeed in life. As important, we prioritize helping students understand what it means to be a human being in a global society and to recognize their unique and important place within that world.

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the last three years, literacy has been the central focus of our professional learning. Professional Learning Communities (PLCs) are a crucial structure within our system. PLCs meet weekly. During PLCs teachers dive deep into data and make informed decisions for further teaching. We also use the *Data Wise Improvement Cycle* to examine instruction and develop action plans to focus on the needs of each child. The teachers are provided with sub-release days for common planning to implement literacy best practice strategies to increase student achievement. Kindergarten teachers have been trained in Wonders Literacy, Letterland, and Fountas & Pinnell Phonics and Word Study, first grade teachers have been trained in Fountas & Pinnell Curriculum (including mini-lessons, Shared Reading, Interactive Reading, and Phonics and Word Study), second grade teachers have been trained on Ready Reading and Fountas & Pinnell Word Study and Phonics and third through fifth grade teachers have been trained in Magnetic Reading for teaching reading during their literacy block. Teachers have also had mini lessons on Guided Reading using Jan Richardson's *The Next Step Forward in Guided Reading*, mini lessons on word work using Jan Richardson's *The Next Step Forward in Word Study and Phonics*, and mini lessons on running records using Jan Richardson's *The Next Step Forward in Running Records*. Intervention teachers have been trained in Jan Richardson's RISE/RISE Up model for Tier 2 reading services. We have also implemented a system for ongoing, facilitated, and theory-focused peer observations. These "Behind the Mirror" peer observations allow teachers to observe one another teaching while a facilitator leads them through real-time discussions of the lessons. These lessons end with a debrief that provides

opportunity for group reflection, planning next steps for the individual child or children who were observed, and extended discussion of the big ideas that were elicited by the real-time discussion. This embedded, ongoing professional learning system has greatly improved instruction and communication amongst teachers. Teachers have been trained in KAGAN engagement strategies to help move students to a more authentic engagement. They also have ongoing professional learning in Zones of Regulation and The Restorative Practices Playbook to improve classroom behavior. The MTSS leadership team has developed a school handbook that clearly outlines intervention protocols and the systemic problem solving process for students who need additional tier 2 and tier 3 support for academic growth. Our school strives for every child to be a successful independent reader. The school uses the EnVisions math curriculum as our core math program. These programs have lessons and a framework that align with the common core math standards. This year we are diving deeper into math PLCs to improve math competency for all children. Our school has an intentional focus on data driven instruction to promote a culture of learning and celebrate student achievement.

### Additional Information

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

Breckinridge is fortunate to have access to federal education funds to support a variety of school initiatives. Breckinridge is a Title I school and that allocation is used to focus on improving student achievement by reducing novice and increasing proficiency. The allocation provides supplemental staff to reduce class size and provide additional intervention services to meet the needs of all students. It is also used to enhance family engagement and offer additional professional learning for teachers.

In addition to providing high quality instruction for all children at Breckinridge, we are continuing to prepare our students for college or future careers. Included in this plan are community, college, and faith based partnerships. These relationships form bonds that provide security and support to our students. At Breckinridge, we focus not just on the core subjects, but emphasize the development of the whole child. All children receive a social emotional curriculum to promote alternative thinking solutions and all students also receive foreign language instruction and the arts as part of their balanced education.



2023-2024 Breckinridge Elementary Phase Two: The Needs  
Assessment for Schools\_10122023\_09:33

2023-2024 Phase Two: The Needs Assessment for Schools

**Madeline M Breckinridge Elem School**

**Michael J Price**

2101 St. Mathilda Drive  
Lexington, Kentucky, 40502  
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.

Breckinridge has adopted the Data Wise Project from the Harvard Graduate School as our method of collecting, reviewing, analyzing, and implementing data to make instructional decisions. The process has 8 continuous components for improvement: 1.) Organize for Collaborative Work 2.) Build Assessment Literacy 3.) Create Data Overview 4.) Dig into Student Data 5.) Examine Instruction 6.) Develop Action Plan 7.) Plan to assess progress 8.) Act and Assess. In addition to the Data Wise process our school analyzes data through Professional Learning Communities (PLCs). Teachers meet weekly to analyze data during the course of teaching a unit of instruction, as well as at the end of each Unit to make instructional decisions by identifying learner center problems and next steps (problem of practice). Administrators meet weekly with teams to make data driven decisions based around our school mission and vision. All meetings are documented on a PLC reflection document, as well as in rolling agendas.

When looking at state assessment data, the administration team, including the Principal, PGES Coach, Curriculum Coach, and Guidance Specialist look at data and graph the findings to then share with grade level teams. During team meetings the admin team and the teachers dive deep into the data and discuss what we see and have lengthy conversations on what we can do to improve the data. The data is also shared with the SBDM council.

### 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?

All of the goals and objectives in the previous plan were geared around increasing the percentage of proficient and distinguished students and decreasing the percentage of novice students. Breckinridge did not meet all goals in last years plan, but met half of the goals. Breckinridge increased the percentage of students scoring proficient and distinguished in reading and science and decreased the percentage of novice in reading and combined writing. Breckinridge decreased the percentage of males scoring novice in reading and math. Breckinridge also decreased the percentage of students with disabilities (IEP) scoring novice. Most of the objectives in last years plan need to be continued because the data shows they working, however, we will need to adjust some of the objectives in this years plan to specifically target certain areas. We need to adjust goals for increasing the percentage of students scoring proficient and distinguished in math, social studies, and combined writing and decreasing the percentage of students scoring novice in math, science, and social studies. We also need to focus on objectives for males in all subject areas. Females outperformed males in all areas, except science. We need to adjust objectives around the subgroup - disabilities with IEP's because that area is our biggest gap and we were identified as a TSI school for that subgroup.

### 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.
  - Females are outperforming males in all areas tested, except science. The percentage of P/D for females in reading is 56% compared to 38% for males, in math 45% P/D for females and 39% P/D for males, in social studies 45% P/D for females and 24% P/D for males, and in writing 69% P/D for females and 30% P/D for males.

- Reading - from 2020-2021 to 2022-2023 Breckinridge saw an increase in P/D scores for reading from 37% to 48%.
- Math - from 2020-2021 to 2022-2023 Breckinridge saw an increase in P/D scores for math from 29% to 42%.
- Science - from 2021-2022 to 2021-2022 Breckinridge saw an increase in P/D scores for science from 19% to 32%.
- Social Studies - from 2021-2022 to 2022-2023 Breckinridge saw an increase in P/D scores for social studies from 29% to 35%.
- Reading - from 2020-2021 to 2022-2023 Breckinridge saw a decrease in novice scores for reading from 41% to 25%.
- Math - from 2020-2021 to 2022-2023 Breckinridge saw a one percentage point decrease in novice scores for math from 33% to 32%.

### 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.
  - On the 2022-23 KSA, Breckinridge had an overall score of 68.6.
  - On the 2022-23 KSA, Breckinridge reading, math, science, social studies, and combined writing were all medium level (green) and our ELP and climate & safety data were both very high (blue). However, we are overall medium level (yellow) and have a federal label TSI for Disability.
  - On the 2022-23 KSA, Breckinridge had 48% of students score P/D in reading, 42% of students score P/D in math, 32% of students score P/D in science, 35% of students score P/D in social studies, and 50% of students score P/D in combined writing.
  - On the 2022-23 KSA, Breckinridge had 47% of students in the disability with IEP subgroup score novice in reading and 69% of students in the disability with IEP subgroup score novice in math.

### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- 47% of students in the disability with IEP subgroup scored novice in reading on the KSA.
- 69% of students in the disability with IEP subgroup scored novice in math on the KSA.
- KSA data shows that males are underperforming females in all subject areas, except Science.
  - Reading - P/D females is 56% and P/D males is 38%
  - Math - P/D females is 45% and P/D males is 39%
  - Social Studies - P/D females is 45% and P/D males is 24%
  - Writing - P/D females is 69% and P/D males is 30%
  - Science - P/D females is 30% and P/D males is 32%
- 35% of students scored P/D in social studies on KSA.
- 32% of students scored P/D in science on KSA.

### 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.

- Reading achievement had an increase from 42% P/D to its current rate of 48%. The systems of support we implemented for reading need to continue, but we need to add additional systems to increase P/D even more and we need to adapt these systems to address our lower performance areas, such as science and social studies.



- 
- Math achievement had a slight increase from 39% P/D to its current rate of 42%. The systems of support we implemented in math need to continue, but we need to add additional systems to increase P/D even more.
  - Science achievement had an increase from 20% P/D to its current rate of 32%. The systems of support we implemented in science need to continue, but we need to add additional systems to increase P/D even more.
  - Social Studies achievement had an increase from 28% P/D to its current rate of 35%. The systems of support we implemented in social studies need to continue, but we need to add additional systems to increase P/D even more.
  - Females reading achievement had a slight increase from 54% P/D to 56%. The systems we implemented for females can be implemented for males. We need to make sure we are considering males interest when choosing books.
  - EL data was very high (blue). The systems of support we implement for EL learners needs to be implemented for all populations and subgroups. We especially need to implement some of these systems for males and our targeted area of disability with IEP. We need to make sure we are making all students listen, speak, read, and write in all subject areas.

### 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**

---

 23-24 Breckinridge 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.

Through the implementation of the Data Wise process and Professional Learning Community processes, we will focus our resources and efforts on assessment literacy and reviewing, analyzing, and applying data results in effort to reduce novice and increase overall proficiency for everyone, especially for our targeted area of disability with IEP and males. We will be implementing a variety of professional development opportunities and social/emotional learning opportunities (Bloomsights and DESSA), common curriculum (Magnetic Reading, Ready Common Core for reading, F & P Reading Curriculum, F & P Phonics and Word Study, Letterland, From Phonics to Reading, foundational skills, Envisions math, math fluency block, 4 Square Writing, and Guided/Small group reading), and improving school culture to enhance our instruction and meet the needs of all students at Breckinridge. By implementing these core processes, we will be working on monitoring assessment data to ensure congruency to the standards/targets, deconstruct standards and ensure our success criteria aligns with the standards, utilize formative and summative assessment data to make instructional decisions, weekly PLCs to collect and analyze data to drive instruction, monitor and evaluate assessment results to determine student grouping and tiered instruction, as well as monitoring and tracking standards mastery. We will look closely at IEP's and make sure we are meeting the needs of these students through all the things listed above.



2023-2024 Breckinridge Elementary Phase Two: School  
Assurances\_10122023\_09:30

2023-2024 Phase Two: School Assurances

**Madeline M Breckinridge Elem School**

**Michael J Price**

2101 St. Mathilda Drive  
Lexington, Kentucky, 40502  
United States of America

## 2023-24 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

#### **COMMENTS**

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

---

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

**Yes**

No

N/A

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

**Yes**

No

N/A

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

**Yes**

No

N/A

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

**Yes**

No

N/A

**COMMENTS**

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

**Yes**

No

N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

**Yes**

No

N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

**Yes**

No

N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

- No
- N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- Yes**
- No
- N/A

**COMMENTS**

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes**
- No
- N/A

**COMMENTS**

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes**
- No
- N/A

**COMMENTS**

17. In a school implementing a schoolwide program, the school developed a



---

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

**COMMENTS**

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

**COMMENTS**

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

**COMMENTS**

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

---

**COMMENTS**

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

**COMMENTS**

### Title I Targeted Assistance School Programs

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

**N/A**

**COMMENTS**

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

**N/A**

**COMMENTS**

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

**N/A**

**COMMENTS**

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

**N/A**

**COMMENTS**

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

**COMMENTS**

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

**COMMENTS**

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

**COMMENTS**

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

N/A

**COMMENTS**

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

**Yes**

No

N/A

**COMMENTS**

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

**No**

N/A

**COMMENTS**



2022-2023 Breckinridge Elementary Phase Four: Professional  
Development Plan for Schools for School Year  
2023-2024\_09182022\_18:27

2022-23 Phase Four: Professional Development Plan for Schools for School Year  
2023-2024

**Madeline M Breckinridge Elem School**

**Michael J Price**

2101 St. Mathilda Drive

Lexington, Kentucky 40502

## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

Breckinridge exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area 1: PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.

Focus Area 2: Assessment: Breckinridge Elementary will develop a balanced assessment system.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

The identified top two focus areas are two of the same focus areas of the Fayette County Public Schools CDIP. They are both centered around increasing proficiency/distinguished and decreasing novice.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes:

- Teachers and administrators attend the Professional Learning Communities at Work professional dev
- Teachers and administrators will develop an understanding of the PLC process and are able to imple
- Teachers and administrators will develop an understanding of the Four Critical PLC questions.
- Teachers and administrators will develop an understanding of the Three PLC Big Ideas.
- Teachers and administrators will implement a Math Coalition to focus on math standards and vertical

Long-Term Changes:

- Teachers and administrators continue to attend the Professional Learning Communities at Work prof
- Teachers and administrators will consistently apply their knowledge and skills of the PLC process and
- Teachers and administrators will consistently use the Four Critical PLC questions to guide the PLC.
- Teachers and administrators believe in the collaborative process to ensure all students learn at high l
- Teachers and administrators will continue to implement a Math Coalition to focus on math standards



4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

Student Outcomes:

- By 2024, Breckinridge Elementary will increase P/D in Reading to 54%.
- By 2024, Breckinridge Elementary will increase P/D in Math to 50%.
- By 2024, Breckinridge Elementary will increase P/D in Science to 37%.
- By 2024, Breckinridge Elementary will increase P/D in Social Studies to 50%.
- By 2024, Breckinridge Elementary will increase P/D in Combined Writing to 63%.
- By 2024, Breckinridge Elementary will decrease novice in Reading to 20%.
- By 2024, Breckinridge Elementary will decrease novice in Math to 21%.
- By 2024, Breckinridge Elementary will decrease novice in Science to 11%.
- By 2024, Breckinridge Elementary will decrease novice in Social Studies to 27%.
- By 2024, Breckinridge Elementary will decrease novice in Combined Writing to 13%.
- By 2024, Breckinridge Elementary will decrease novice in Reading for males to 24%.
- By 2024, Breckinridge Elementary will decrease novice in Math for males to 23%.
- By 2024, Breckinridge Elementary will grow 100% of EL students by at least .5 in their composite score.
- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scores below 1.0.
- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scores below 1.0.

Educator Beliefs:

- Educators believe they must work collaboratively for the success of each student.
- Educators believe that all students can learn at high levels.
- Educators believe that every child is awarded access and opportunity.
- Educators in a PLC believe in focusing on data and letting the data drive instruction.

Educator Practices:

- All certified teachers are part of a PLC.
- PLCs meet weekly. All members of the PLC follow the meeting agenda template and provide the agenda.
- All members of a PLC work together to establish norms, review the norms at the beginning of every meeting.
- PLCs will provide access to all documents in the PLC Shared Drive.

- PLC members create short and long term goals and action plans based on students' needs.
- PLCs focus their work around the Three PLC Big Ideas and the Four PLC questions.
- PLCs will use a self-assessment and a mid-year assessment to evaluate their effectiveness.
- PLCs focus on students' and improving the learning for all students.

#### 4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

i. PLC training will be provided to staff members

ii. Administrators, staff members

iii. Yearly

i. PLC schedule and rolling agenda (access to all documents in a Shared Drive)

ii. Teachers, administrators

iii. Each meeting

i. PLC template with data analysis (access to all documents in a Shared Drive)

ii. Teachers, Administrators

iii. Each meeting

i. PLC's will produce evidence of planning high yield instructional strategies within lessons

ii. Teachers, Administrators

iii. Each meeting

i. Each grade level team and special area team will complete the PLC self-assessment and mid-year a

ii. Teachers, Administrators

iii. Twice yearly

i. Implement a Math Coalition

ii. Each member of Math Coalition

iii. Each meeting

i. Focus attention on identified subgroups data and plan for instruction

ii. Administrators, teachers

iii. Weekly

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

- The PLC teams consistently:
  - Identify outcomes that are essential for students to learn and those that are “good to know” bu
  - Write learning intentions and success criteria in language that everyone understands.
  - Develop unit pacing guides, that includes starting dates, ending dates, weekly assessment da
  - Take assessments together and talk about possible misconceptions.
  - Design exemplar pieces to model the expectations.
  - Analyze data and determine the effectiveness of instruction.
  - Use data to identify professional learning needs.
  - Use data to inform MTSS decisions and practices.
  - Maintain a list of students who are above, on, approaching, and/or far from grade level for each

- Design instruction to meet needs of those students that need intervention in an area.
- Develop additional assessments to monitor progress after interventions have been delivered.
- Use evidence based strategies to deliver remedial instruction to struggling students.
- Use instructional strategies to provide extensions for those that are able to go above and beyond.

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

The targeted audience is all teachers and administrators.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Staff: Administrators, teachers

Funding: ESSER, Title I

Technology: PLC Shared Drive

Instructional Resources: PLC Template, FCPS District Framework, BTM Lesson Template, State Standards

Professional Learning Support from Vendors: N/A

Release Time: One half day each month per team

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- Teachers will continue to attend Professional Learning Communities at Work provided by Solution Tree
- Administrators will continue to meet with teachers in PLCs to plan strategically in the selection of high
- Teachers/Administrators will continue to facilitate weekly PLC meetings and continue to complete the
- Each team will continue to complete the PLC self-assessment and mid-year assessment to determin

- Continue to implement the Math Coalition.
- Start the Literacy Coalition next school year.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes:

- Teachers will develop an understanding of how to use assessment data to make informed decisions on classroom instruction
- Special Education teachers and intervention teachers will develop an understanding of how to use iReady Reading and Math data
- Teachers will develop an understanding of district common assessments and how they can be used to inform their planning and instructional practice
- Teachers will develop an understanding of how to incorporate three explicit data reviews throughout the school year and use

Long-Term Changes:

- Teachers consistently analyze assessment data to make informed decisions on classroom instruction
- Special Education teachers and intervention teachers consistently use iReady Reading and Math data
- Teachers consistently use district common assessments to inform their planning and instructional practice
- Teachers will consistently incorporate three explicit data reviews throughout the school year and use

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

Student Outcomes:

- By 2024, Breckinridge Elementary will increase P/D in Reading to 54%.
- By 2024, Breckinridge Elementary will increase P/D in Math to 50%.
- By 2024, Breckinridge Elementary will increase P/D in Science to 37%.
- By 2024, Breckinridge Elementary will increase P/D in Social Studies to 50%.
- By 2024, Breckinridge Elementary will increase P/D in Combined Writing to 63%.
- By 2024, Breckinridge Elementary will decrease novice in Reading to 20%.
- By 2024, Breckinridge Elementary will decrease novice in Math to 21%.
- By 2024, Breckinridge Elementary will decrease novice in Science to 11%.
- By 2024, Breckinridge Elementary will decrease novice in Social Studies to 27%.
- By 2024, Breckinridge Elementary will decrease novice in Combined Writing to 13%.

- By 2024, Breckinridge Elementary will decrease novice in Reading for males to 24%.
- By 2024, Breckinridge Elementary will decrease novice in Math for males to 23%.
- By 2024, Breckinridge Elementary will grow 100% of EL students by at least .5 in their composite score.
- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scores.
- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scores.

#### Educator Beliefs:

- Educators believe that all students can learn at high levels.
- Educators believe that every child is awarded access and opportunity.
- Educators believe that analyzing assessment data is crucial in making informed decisions on instruction.
- Educators believe that data drives the instruction.
- Educators believe that analyzing student assessment data leads to targeted and responsive instruction.

#### Educator Practices:

- Teachers consistently analyze weekly and unit assessments to make informed decisions on classroom instruction.
- Teachers use district common assessments to inform their planning and instructional practices.
- Teachers analyze the data of males and students with disabilities to make informed decisions on their instruction.
- Special Education and intervention teachers analyze weekly progress monitoring data to drive their instruction.
- Teachers conduct explicit data reviews three times per year to help them make informed decisions on instruction.

5c. How will the professional development be monitored for evidence of implementation?

- What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- How frequently will data be analyzed? (monthly, quarterly, etc.)
  - ELA, Math, Science, Social Studies common assessments
  - Teachers, administrators
  - Each time given

i. Weekly Assessment

ii. Teachers, Administrators

iii. Weekly

i. Unit Assessments

ii. Teachers, Administrators

iii. About every five or six weeks

i. Running Records

ii. Teachers, Administrators

iii. Monthly

i. iReady and MAP Data (Reading and Math)

ii. Teachers, Administrators

iii. Three times per year

i. FAST Progress Monitoring

ii. Teachers, Administrators

iii. Every week for some and every other week for some

i. Data Reviews

ii. Teachers, Administrators

iii. Three times per year

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

**Please describe in detail.**

- Teachers use formative assessment data and District common assessment data to make informed decisions.
- Teachers use data from formative assessments to determine if instruction is effective and what, if any, adjustments are needed.
- Teachers use formative assessment data to help make informed decisions about students in the MTSS framework.
- Standardized assessments are used to determine how students are doing in regards to state standards.
- Universal screenings are used to evaluate the effectiveness of the curriculum and the instruction students receive.
- Universal screenings are used to identify students who are at risk in reading, math, writing, behavior, and social/emotional skills.
- Universal screenings are used to identify students who need additional support or intensive small group instruction.
- Diagnostic assessments are used to identify students' content knowledge and their strengths and/or weaknesses.
- Diagnostic assessments are used to identify the intervention needed for students to be successful.
- The MTSS framework provides interventions to most students below the 25 percentile on diagnostic assessments.
- FAST progress monitoring is used to assess grade level progress of those students identified for intervention.
- Bloomsights is taken by students and is used to determine behavior and/or social/emotional interventions.
- DESSA is a program completed by teachers about students and their possible needs for intervention.
- Explicit data reviews are completed three times per year using the Data Wise Cycle. This process helps teachers make data-driven decisions.

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

The targeted audience is all teachers and administrators.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Staff: Teachers, administrators



Funding: ESSER, District Assessment

Technology: ADAM, Assessment and MTSS Hub, iReady, MAP, FAST, PLC Shared Drive

Instructional Resources: iReady, MAP, FAST, PLC Template

Professional Learning Support from Vendors: N/A



5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- Teachers will continue to use formative assessment data and District common assessment data to monitor student progress.
- Teachers will begin to closely look at data from the male population and students with disabilities to track progress.
- Teachers will continue to use formative assessment data to help make informed decisions in the MTSS process.
- Breckinridge will continue to use standardized assessments to determine how our students are doing.
- Universal screenings will continue to be used to evaluate the effectiveness of the curriculum and the MTSS process.
- Diagnostic assessments will continue to be used to identify students' content knowledge and their strengths and weaknesses.
- The MTSS framework will continue to be followed and most of those below the 25 percentile will continue to receive interventions.
- FAST progress monitoring will continue to be used to assess grade level progress for those students.
- Bloomsights and DESSA will continue to be used to identify students who need intervention in behavior.
- Explicit data reviews will continue to occur three times per year using the Data Wise Cycle.

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Breckinridge PL Plan Template 2023-2024		•
 Breckinridge School-Based Professional Learning Plan Template 2023-2024		•

**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: **Breckinridge**

**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 (Response Required)**

Breckinridge exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society.

**Focus Area 1 (Response Required)**

PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.

**Focus Area 2 (Response Required)**

Assessment: Breckinridge Elementary will develop a balanced assessment system.

**How do the identified top two focus areas requiring professional learning relate to district goals? (Respond Below)**

The identified top two focus areas are two of the same focus areas of the Fayette County Public Schools CDIP. They are both centered around increasing proficiency/distinguished and decreasing novice.

**Strategic Plan Priority Areas are:**

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**

**(Response Required) Describe Strategic Plan Priority Areas:**

All areas of our CSIP address student achievement (increasing proficiency/distinguished and decreasing novice).

The following Strategic Plan Priority Areas are addressed within our CSIP:

- Student Achievement - addressed in Focus Areas 1 (PLC), 2 (Assessment), 3 (Accelerated Learning), and 4 (Culture/Climate).
- Diversity, Equity, Inclusion and Belonging - addressed in Focus Area 4 (Culture/Climate)
- Highly Effective and Culturally Responsive Workforce - addressed in Focus Area 4 (Culture/Climate)

**The Fayette County Public Schools CDIP goals include:**

- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**
- **Post-secondary Readiness**
- **Graduation Rate.**

**(Response Required) Describe CDIP alignment:**

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

### Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2023-2024](#)

[FCPS Professional Learning Timeline 2023-2024 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

### Focus Area 1

**PLC: Breckinridge Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.**

### **[Focus Area 1 Objectives](#) (Response Required)**

#### Short-Term Changes:

- Teachers and administrators attend the Professional Learning Communities at Work professional development to gain knowledge of the PLC process.
- Teachers and administrators will develop an understanding of the PLC process and are able to implement the process effectively..

- Teachers and administrators will develop an understanding of the Four Critical PLC questions.
- Teachers and administrators will develop an understanding of the Three PLC Big Ideas.
- Teachers and administrators will implement a Math Coalition to focus on math standards and vertical alignment of the standards.

**Long-Term Changes:**

- Teachers and administrators continue to attend the Professional Learning Communities at Work professional development (until all staff members have attended or until they need a refresher) to gain knowledge of the PLC process.
- Teachers and administrators will consistently apply their knowledge and skills of the PLC process and implement a PDSA model effectively to show improvement in student learning.
- Teachers and administrators will consistently use the Four Critical PLC questions to guide the PLC.
- Teachers and administrators believe in the collaborative process to ensure all students learn at high levels.
- Teachers and administrators will continue to implement a Math Coalition to focus on math standards and vertical alignment of the standards.

**Focus Area 1 Intended Results (Response Required)**

**Student Outcomes:**

- By 2024, Breckinridge Elementary will increase P/D in Reading to 54%.
- By 2024, Breckinridge Elementary will increase P/D in Math to 50%.
- By 2024, Breckinridge Elementary will increase P/D in Science to 37%.
- By 2024, Breckinridge Elementary will increase P/D in Social Studies to 50%.
- By 2024, Breckinridge Elementary will increase P/D in Combined Writing to 63%.
- By 2024, Breckinridge Elementary will decrease novice in Reading to 20%.
- By 2024, Breckinridge Elementary will decrease novice in Math to 21%.
- By 2024, Breckinridge Elementary will decrease novice in Science to 11%.
- By 2024, Breckinridge Elementary will decrease novice in Social Studies to 27%.
- By 2024, Breckinridge Elementary will decrease novice in Combined Writing to 13%.
- By 2024, Breckinridge Elementary will decrease novice in Reading for males to 24%.
- By 2024, Breckinridge Elementary will decrease novice in Math for males to 23%.
- By 2024, Breckinridge Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.
- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Reading to 31%.
- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Math to 34%.

**Educator Beliefs:**

- Educators believe they must work collaboratively for the success of each student.
- Educators believe that all students can learn at high levels.
- Educators believe that every child is awarded access and opportunity.
- Educators in a PLC believe in focusing on data and letting the data drive instruction.

**Educator Practices:**

- All certified teachers are part of a PLC.
- PLCs meet weekly. All members of the PLC follow the meeting agenda template and provide the agenda for all members.
- All members of a PLC work together to establish norms, review the norms at the beginning of every meeting, and have a protocol for holding all members accountable.
- PLCs will provide access to all documents in the PLC Shared Drive.
- PLC members create short and long term goals and action plans based on students' needs.
- PLCs focus their work around the Three PLC Big Ideas and the Four PLC questions.
- PLCs will use a self-assessment and a mid-year assessment to evaluate their effectiveness.
- PLCs focus on students' and improving the learning for all students.

**Focus Area 1 Monitoring(Response Required)**

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- PLC training will be provided to staff members
  - Administrators, staff members
  - Yearly
- 
- PLC schedule and rolling agenda (access to all documents in a Shared Drive)
  - Teachers, administrators

- iii. Each meeting
  - i. PLC template with data analysis (access to all documents in a Shared Drive)
  - ii. Teachers, Administrators
  - iii. Each meeting
  
- i. PLC's will produce evidence of planning high yield instructional strategies within lessons
  - ii. Teachers, Administrators
  - iii. Each meeting
  
- i. Each grade level team and special area team will complete the PLC self-assessment and mid-year assessment
  - ii. Teachers, Administrators
  - iii. Twice yearly
  
- i. Implement a Math Coalition
  - ii. Each member of Math Coalition
  - iii. Each meeting
  
- i. Focus attention on identified subgroups data and plan for instruction
  - ii. Administrators, teachers
  - iii. Weekly

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

- The PLC teams consistently:
  - Identify outcomes that are essential for students to learn and those that are “good to know” but aren’t the priority areas.
  - Write learning intentions and success criteria in language that everyone understands.
  - Develop unit pacing guides, that includes starting dates, ending dates, weekly assessment dates, reteach dates, and unit assessment dates.
  - Take assessments together and talk about possible misconceptions.
  - Design exemplar pieces to model the expectations.
  - Analyze data and determine the effectiveness of instruction.
  - Use data to identify professional learning needs.
  - Use data to inform MTSS decisions and practices.
  - Maintain a list of students who are above, on, approaching, and/or far from grade level for each assessment.



- Design instruction to meet needs of those students that need intervention in an area.
- Develop additional assessments to monitor progress after interventions have been delivered.
- Use evidence based strategies to deliver remedial instruction to struggling students.
- Use instructional strategies to provide extensions for those that are able to go above and beyond grade level.

**Focus Area 1 Targeted Audience(Response Required)**

The targeted audience is all teachers and administrators.

**Focus Area 1 Resources(Response Required)**

Staff: Administrators, teachers

Funding: ESSER, Title I

Technology: PLC Shared Drive

Instructional Resources: PLC Template, FCPS District Framework, BTM Lesson Template, State Standards

Professional Learning Support from Vendors: N/A

Release Time: One half day each month per team

**Focus Area 1 Ongoing Supports for Implementation(Response Required)**

- Teachers will continue to attend Professional Learning Communities at Work provided by Solution Tree.
- Administrators will continue to meet with teachers in PLCs to plan strategically in the selection of high yield instructional strategies within lessons.
- Teachers/Administrators will continue to facilitate weekly PLC meetings and continue to complete the PLC framework.
- Each team will continue to complete the PLC self-assessment and mid-year assessment to determine priority areas for improvement.
- Continue to implement the Math Coalition.
- Start the Literacy Coalition next school year.

**Focus Area 2**

**Assessment: Breckinridge Elementary will develop a balanced assessment system.**

## **Focus Area 2 Objectives (Response Required)**

### **Short-Term Changes:**

- Teachers will develop an understanding of how to use assessment data to make informed decisions on classroom instruction. Teachers will begin to pay close attention to data of males and students with disabilities.
- Special Education teachers and intervention teachers will develop an understanding of how to use iReady Reading and Math data to make informed instructional decisions on students in SPED and MTSS. They will begin to pay close attention to the data of males also.
- Teachers will develop an understanding of district common assessments and how they can be used to inform intentional planning.
- Teachers will develop an understanding of how to incorporate three explicit data reviews throughout the school year and how to use this data to make informed decisions on classroom and small group instruction.

### **Long-Term Changes:**

- Teachers consistently analyze assessment data to make informed decisions on classroom instruction. Teachers consistently pay close attention to data of males and students with disabilities.
- Special Education teachers and intervention teachers consistently use iReady Reading and Math data to make informed instructional decisions on students in SPED and MTSS. They will consistently pay close attention to data of males and use the data to drive the instruction.
- Teachers consistently use district common assessments to inform their planning and instructional practices.
- Teachers will consistently incorporate three explicit data reviews throughout the school year and use the data to make informed decisions on classroom and small group instruction.

## **Focus Area 2 Intended Results (Response Required)**

### **Student Outcomes:**

- By 2024, Breckinridge Elementary will increase P/D in Reading to 54%.
- By 2024, Breckinridge Elementary will increase P/D in Math to 50%.
- By 2024, Breckinridge Elementary will increase P/D in Science to 37%.
- By 2024, Breckinridge Elementary will increase P/D in Social Studies to 50%.
- By 2024, Breckinridge Elementary will increase P/D in Combined Writing to 63%.
- By 2024, Breckinridge Elementary will decrease novice in Reading to 20%.

- By 2024, Breckinridge Elementary will decrease novice in Math to 21%.
- By 2024, Breckinridge Elementary will decrease novice in Science to 11%.
- By 2024, Breckinridge Elementary will decrease novice in Social Studies to 27%.
- By 2024, Breckinridge Elementary will decrease novice in Combined Writing to 13%.
- By 2024, Breckinridge Elementary will decrease novice in Reading for males to 24%.
- By 2024, Breckinridge Elementary will decrease novice in Math for males to 23%.
- By 2024, Breckinridge Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.
- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Reading to 31%.
- By 2024, Breckinridge Elementary will decrease the percentage of students with disabilities (IEP) scoring novice in Math to 34%.

**Educator Beliefs:**

- Educators believe that all students can learn at high levels.
- Educators believe that every child is awarded access and opportunity.
- Educators believe that analyzing assessment data is crucial in making informed decisions on instruction.
- Educators believe that data drives the instruction.
- Educators believe that analyzing student assessment data leads to targeted and responsive instruction.

**Educator Practices:**

- Teachers consistently analyze weekly and unit assessments to make informed decisions on classroom and small group instruction.
- Teachers use district common assessments to inform their planning and instructional practices.
- Teachers analyze the data of males and students with disabilities to make informed decisions on their instruction.
- Special Education and intervention teachers analyze weekly progress monitoring data to drive their daily instruction for small groups and individual children.
- Teachers conduct explicit data reviews three times per year to help them make informed decisions on classroom and small group instruction.

## **Focus Area 2 Monitoring (Response Required)**

**What data will be considered and gathered?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- i. ELA, Math, Science, Social Studies common assessments
- ii. Teachers, administrators
- iii. Each time given
  
- i. Weekly Assessment
- ii. Teachers, Administrators
- iii. Weekly
  
- i. Unit Assessments
- ii. Teachers, Administrators
- iii. About every five or six weeks
  
- i. Running Records
- ii. Teachers, Administrators
- iii. Monthly
  
- i. iReady and MAP Data (Reading and Math)
- ii. Teachers, Administrators
- iii. Three times per year
  
- i. FAST Progress Monitoring
- ii. Teachers, Administrators
- iii. Every week for some and every other week for some
  
- i. Data Reviews
- ii. Teachers, Administrators
- iii. Three times per year

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

- Teachers use formative assessment data and District common assessment data to make informed decisions on classroom instruction and small group instruction.
- Teachers use data from formative assessments to determine if instruction is effective and what, if any, adjustments need to be made to instruction.
- Teachers use formative assessment data to help make informed decisions about students in the MTSS process.
- Standardized assessments are used to determine how students are doing in regards to state standards.
- Universal screenings are used to evaluate the effectiveness of the curriculum and the instruction students are receiving.
- Universal screenings are used to identify students who are at risk in reading, math, writing, behavior, and/or social emotional skills.
- Universal screenings are used to identify students who need additional support or intensive small group instruction or intervention.
- Diagnostic assessments are used to identify students' content knowledge and their strengths and/or weaknesses.
- Diagnostic assessments are used to identify the intervention needed for students to be successful.
- The MTSS framework provides interventions to most students below the 25 percentile on diagnostic assessments.
- FAST progress monitoring is used to assess grade level progress of those students identified for intervention.
- Bloomsights is taken by students and is used to determine behavior and/or social/emotional intervention the student may need.
- DESSA is a program completed by teachers about students and their possible needs for intervention in the areas of behavior and/or social/emotional skills.
- Explicit data reviews are completed three times per year using the Data Wise Cycle. This process helps make informed decisions on classroom and small group instruction.

**Focus Area 2 Targeted Audience** **(Response Required)**

The targeted audience is all teachers and administrators.

**Focus Area 2 Resources** **(Response Required)**

Staff: Teachers, administrators

Funding: ESSER, District Assessment

Technology: ADAM, Assessment and MTSS Hub, iReady, MAP, FAST, PLC Shared Drive

Instructional Resources: iReady, MAP, FAST, PLC Template

Professional Learning Support from Vendors: N/A

**Focus Area 2 Ongoing Supports for Implementation** (Response Required)

- Teachers will continue to use formative assessment data and District common assessment data to make informed decisions on classroom instruction and small group instruction and determine if the instruction is effective and what adjustments need to be made to instruction.
- Teachers will begin to closely look at data from the male population and students with disabilities to try and close the achievement gap.
- Teachers will continue to use formative assessment data to help make informed decisions in the MTSS process.
- Breckinridge will continue to use standardized assessments to determine how our students are doing in regards to state standards.
- Universal screenings will continue to be used to evaluate the effectiveness of the curriculum and the instruction students are receiving, identify students who are at risk in academics and/or behavior and social/emotional skills, and identify students who need additional support or intensive intervention.
- Diagnostic assessments will continue to be used to identify students' content knowledge and their strengths and weaknesses and to identify interventions needed for those that are not being successful or need extra support.
- The MTSS framework will continue to be followed and most of those below the 25 percentile will continue to be provided intervention.
- FAST progress monitoring will continue to be used to assess grade level progress for those students identified for intervention.
- Bloomsights and DESSA will continue to be used to identify students who need intervention in behavior and/or social/emotional skills.
- Explicit data reviews will continue to occur three times per year using the Data Wise Cycle.

**Optional Extension**

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

**School:** Breckinridge Elementary

**PL Representative:** Melinda Marcinek

	<b>Work Calendar Date</b>	<b>Total PL Hours</b>	<b>Funding Source</b>	<b>Brief Description of Planned PL Activity</b>	<b>Comprehensive School Improvement Plan (CSIP) Objective</b>	<b>District Strategic Priority Alignment</b>	<b>Comprehensive District Improvement Plan (CDIP) Focus Area</b>
<b>PL Day #1</b>	Aug 7, 2023	6		Staff Development: The Breckinridge Way	All objectives	Student Achievement Diversity, Equity, Inclusion, & Belonging Highly Diverse and Culturally Responsive Workforce Family and Community Engagement Organizational Health and Efficiency	PLC Assessment Accelerated Learning Culture and Climate
<b>PL Day #2</b>	Aug 8, 2023	6		Number Talks, Trauma Informed Care, Caring School Communities	Math Achievement GAP Quality of School Climate & Safety	Student Achievement Diversity, Equity, Inclusion, & Belonging Highly Diverse and Culturally Responsive Workforce Family and Community Engagement Organizational Health and Efficiency	PLC Assessment Accelerated Learning Culture and Climate
<b>PL Day #3</b>	Aug 9, 2023	6	District Funded	FCPS Professional Learning Conference	All objectives	Student Achievement Diversity, Equity, Inclusion, & Belonging Highly Diverse and Culturally Responsive Workforce Family and Community Engagement Organizational Health and Efficiency	PLC Assessment Accelerated Learning Culture and Climate
<b>PL Day #4</b>	Aug 10, 2023	6	District Funded	FCPS Teacher Institute	All objectives	Student Achievement Diversity, Equity, Inclusion, & Belonging Highly Diverse and Culturally Responsive Workforce Family and Community Engagement Organizational Health and Efficiency	PLC Assessment Accelerated Learning Culture and Climate

<b>PL Day #5</b>	Aug 15, 2023	6		Staff Development: Staff Meeting	All objectives	Student Achievement Diversity, Equity, Inclusion, & Belonging Highly Diverse and Culturally Responsive Workforce Family and Community Engagement Organizational Health and Efficiency	PLC Assessment Accelerated Learning Culture and Climate
<b>PL Day #6</b>	Jan 3, 2024	6		Culturally Responsive Training- Job Embedded in staff meetings and release days	Quality of School Climate & Safety	Diversity, Equity, Inclusion, & Belonging Highly Diverse and Culturally Responsive Workforce Organizational Health and Efficiency	Accelerated Learning Culture and Climate
<b>Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.</b>							
<b>Additional PL Plans</b>							
<b>Additional PL Plans</b>							
<b>Additional PL Plans</b>							
<b>Additional PL Plans</b>							

**Principal Approval:** Michael Price 4/18/23  
*Signature* *Date*

**Date Approved by SBDM Council:** 4/18/23  
*Date*

KRS 158.070 (3)(a) Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.