Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

- Increase percentage of African American students performing at proficient and distinguished in Reading and Math
- Improve culture and climate scores
- Improve Math and Writing scores

Needs Assessment: Processes, Practices, or Conditions

- Teachers will receive professional Development in differentiation and cultural responsiveness
- Scholars will be provided opportunities to answer the questions included in the culture and climate survey.
- Administration and teachers will analyze the responses from the culture and climate survey and look to improve in areas where we score low.
- Continued professional learning in the new Math curriculum and addressing deficits during small group instruction.
- Continued professional learning in Writing instruction and aggressive monitoring.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	86.4	1.6
State Assessment Results in science, social studies, and writing	83.1	-1.0
English Learner Progress	N/A	N/A
Quality of School Climate and Safety	76.0	-3.3
Postsecondary Readiness - *High School only*		
Graduation Rate - *High School only*		

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will increase Reading proficient and distinguished level to >70% as measured by KSA. Current level is 69%	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment	● Develop a practice to ensure student-friendly learning targets and success criteria are constructed during PLC planning process ● Develop common understanding of Prerequisite skills during the PLC process. ● Walkthroughs by administration, PLC and professional development in assessment analysis	Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	Weekly	$0
By 2028, Ashland Elementary will increase Math proficient and distinguished level to >68% as measured by KSA. Current level is 66%.	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment	● Develop a practice to ensure student-friendly learning targets and success criteria are constructed during PLC planning process ● Develop common understanding of Prerequisite skills during the PLC process. ● Walkthroughs by administration, PLC and professional development in assessment analysis	Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	Weekly	$0

2: State Assessment Results in Science, Social Studies, and Combined Writing

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will increase P/D in Science to >67%. Current level is 65%.	KCKP 2: Establish a process to ensure congruence is present between standards, learning	● Enhance our practice to ensure that students understand the success criteria and learning intentions by	Weekly monitoring of data during grade level	● Weekly formative assessment	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	targets and assessment measures.	reviewing at the beginning, multiple times throughout, and at the end of Tier I instruction.	PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	• Monthly summative assessments and writing prompts	
By 2028, Ashland Elementary will increase P/D in Social Studies to >72%. Current level is 71%.	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	• Enhance our practice to ensure that students understand the success criteria and learning intentions by reviewing at the beginning, multiple times throughout, and at the end of Tier I instruction.	Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	• Weekly formative assessment • Monthly summative assessments and writing prompts	0$
By 2028, Ashland Elementary will increase P/D in Combined Writing to >60%. Current level is 57%.	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	• Enhance our practice to ensure that students understand the success criteria and learning intentions by reviewing at the beginning, multiple times throughout, and at the end of Tier I instruction.	Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	• Weekly formative assessment • Monthly formal writing Checks.	$0

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will decrease novice in Reading to <12%. Current level is 15%	KCWP 1: Establish a process to ensure curricular delivery and assessment measures provide for all pertinent information needs for students. Weekly PLC meetings	Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Student Data Notebooks, Student voice surveys, Weekly PLC meetings rooted in teacher clarity, and clarity for learning.	Weekly walkthroughs, Data Monitoring and reflection. Utilization of the PDSA model	$0
By 2028, Ashland Elementary will decrease novice in Math to <12%. Current Level is 16%	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment measures	● Develop a practice to ensure student-friendly learning targets and success criteria are constructed during PLC planning process ● Develop common understanding of Prerequisite skills during the PLC process.	● Formative and summative data. ● Universal Screeners	● Walkthroughs by administration, PLC and professional development in assessment analysis Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	$0

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP 4: Review, Analyze, Apply Data Results	Continual PD directed towards working with English learners, differentiation and methods for parental communication	Access Scores, Formative Data, Differentiation methods adopted in classroom and instructional activities.	Ongoing self-reflection and progress monitoring through collaboration between the EL and Gen. Ed teacher.	$0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2028, Ashland Elementary will increase the quality of school climate and safety to and index >82. Current level is 76.9	● KCWP 6: Establish Learning Environment and Culture	● Provide students with assessment questions and record their response. ● Analyze how students responded.	● Student response to questions after teachers have had an opportunity to reflect on previous answers.	● Each month as a school we will focus on 10 of the questions to analyze student response.	

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

Special Considerations for Targeted Support and Improvement (TSI)

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

TSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
☒		☒

2024-2025 Phase One: Executive Summary for Schools_10012024_19:12

2024-2025 Phase One: Executive Summary for Schools

Ashland Elementary School
John Moore
195 N Ashland Ave
Lexington, Kentucky, 40502
United States of America

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_10012024_19:12 -
Generated on 01/11/2025

Ashland Elementary School

Table of Contents

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_10012024_19:12 - Generated on 01/11/2025

Ashland Elementary School

2024-2025 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?

Ashland Elementary School is located near downtown Lexington on North Ashland Avenue. A school with a strong focus on student achievement through stakeholder collaboration, the Ashland community seeks to find ways to ensure that all students thrive and experience success. The downtown location of our school makes walking field trips convenient, and the school partners with local businesses and stakeholders to engage the community. We hosted our Grown-Up Day, Block Party and annual Jog-A-thon during the month of September 2022 where families were able to come together and fellowship. The "Block Party" was a collaboration with Maxwell elementary at Woodland Park that focused on mental health and, "Putting the Blocks Together To Build Support." Another event in the Spring included our collaboration with businesses in the "warehouse district," where we hosted a "Gallery Hop" through multiple businesses that included Art displays, a talent show and other demonstrations in the areas of the ARTs. Walking field trips include the Henry Clay Estate, the Lexington Fayette Urban County Government Center offices, the Lexington Public Library-Main Campus, Christ Church Cathedral, the Living Arts and Science Center, the Lyric Theater, Woodland Park, Kenwick Community Center and more.   With an intentional focus on the ARTS, Ashland identifies students based on interest and skill in the areas of the Visual Arts, Dance/Drama, and Performing Arts. Stakeholders collaborated with our Specials teachers to present two productions at Norsworthy Auditorium where all scholars were able to participate. This production included Music, dance, drama and Art throughout the production and was published on the internet and viewed by family members across the country.

School Stakeholders

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

Ashland has a collaborative community that works together to ensure scholar success! The PTA hosts an Annual Jog-A-Thon each year to raise funds that support family night events like the Fall Festival, and Gallery Hop.

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.

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_10012024_19:12 - Generated on 01/11/2025

Ashland Elementary School

Ashland's mission is ensure a culture that educates, empowers and encourages success (3Es). We build the foundation of this community through meaningful relationships, intentional and engaging learning, clear communication, and a collaborative commitment to coaching students to be valuable contributing members of the global community. Ashland's vision is to be a school where ALL students are critically thinking problem solvers who demonstrate perseverance, independence, responsibility, and strong moral character. While ensuring that students feel safe, loved, and excited about school and learning. Ashland teachers partner with students and families to close achievement gaps. There are schoolwide structures at Ashland Elementary to encourage students to be responsible for their learning. Expectations are clearly set for students to enter school ready to learn, as outlined in our school handbook. Safety is our number one priority. Students have a dress code and adhere to a schoolwide PBIS behavior system. Students receive character education from our Guidance Counselor and Mental Health Specialist, who also meet with small groups of students to meet their needs. During August of 2022 Ashland opened a BeWell room that focuses on mindfulness and self-regulation.

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.

2014-15 KPREP results designated Ashland as a distinguished, progressing, high performing school with a score of 75.4, and in the 94%ile. 2015-16 KPREP results designation Ashland as a proficient school with a score of 69.5. 2016-17 KPREP results showed Ashland students with 91.4 in achievement points, 75.2 in gap points, and 75.3 in growth points.2017-2018 KPREP results demonstrated Ashland students were above the average of both district and state in all academic and separate academic indicators. 2018-2019 KPREP results demonstrate Ashland students score 64.1% P/D in reading and 63.5% P/D in math.A focus area at our school for the next three years is closing the achievement gap. Ashland has developed a plan to address the achievement gap including intentional small group and RtI instruction as well as monthly grade level team meetings with administration and MTSS Coordinator/interventionist to discuss student progress towards goals.

Additional Information

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

N/a

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_10012024_19:12 - Generated on 01/11/2025

Ashland Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Districts_09092024_11:44

2024-2025 Phase Two: The Needs Assessment for Districts

Fayette County
Demetrus Liggins
1126 Russell Cave Rd
Lexington, Kentucky, 40505
United States of America

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Districts - 2024-2025 Phase Two: The Needs Assessment for Districts_09092024_11:44 - Generated on 05/06/2025

Fayette County

2024-2025 Phase Two: The Needs Assessment for Districts
Understanding Continuous Improvement: The Needs Assessment for Districts

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 district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district 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 aspects of teaching and learning that affect performance must guide the work. 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 districts to clearly and honestly identify their most critical areas for improvement that they will address 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 districts, each district 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 as you conducted this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

Our CDIP committee has met three times between August and October. Committee members consist of: Board Member, Director of Assessment; CDIP Chair, Director of Title I, Chief of School Leadership, Chief of Unity, Belonging, and Student Efficacy, PBIS Coach, Instructional Coach, Multilingual & Gifted and Talented Coach, District-Based Instructional Specialist, Teaching & LearningInstructional Specialist, Fine Arts Instructional Specialist, District Family & Community Liaison, Principals, Teachers, Parents, Students and Community Members.

The timeline of the process consisted of alignment of the strategic plan and current CDIP, analyze Year 2 of the CDIP 2022 - 2025, analyze Academic, Behavior, and Attendance data, conduct a Needs Assessment, and review draft goals, objectives, and strategies for CDIP. The specific data that was reviewed consisted of MAP, In and Out of School suspensions, and daily attendance over the past three years.

Meetings were documented in a public forum, virtual opportunities, and minutes were recorded.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

State Assessment Results in Reading: By 2025, Fayette County Public Schools will increase Reading proficient and distinguished in Elementary School to 69%, Middle School to 68%, High School to 67% as measured by KSA. Currently, Elementary School is 52%; Middle School is 48%; High School is 47%.

State Assessment Results in Math: By 2025, Fayette County Public Schools will increase Math proficient and distinguished in Elementary School to 69%, Middle School to 61%, High School to 62% as measured by KSA. Currently, Elementary School is 46%; Middle School is 40%; High School is 37%.

State Assessment Results in Science: By 2025, Fayette County Public Schools will increase Science proficient and distinguished in Elementary School to 52%, Middle School to 46%, High School to 41% as measured by KSA. Currently, Elementary School is 37%; Middle School is 24%; High School is 16%.

State Assessment Results in Social Studies: By 2025, Fayette County Public Schools will increase Social Studies proficient and distinguished in Elementary School to 60%, Middle School to 62%, High School to 59% as measured by KSA. Currently, Elementary School is 46%; Middle School is 41%; High School is 43%.

State Assessment Results in Combined Writing: By 2025, Fayette County Public Schools will increase Combined Writing proficient and distinguished in Elementary School to 62%, Middle School to 67%, High School to 61% as measured by KSA. Currently, Elementary School is 47%; Middle School is 49%; High School is 41%.

Achievement Gap: By 2025, Fayette County Public Schools will decrease Reading and Math Novice to >15%; Science Novice to >21%; Social Studies Novice to >23%; Combined Writing Novice to >10%. English Learner ProgressBy 2025, 100% of EL students will grow by at least .5 in their composite score.

Quality of School Climate and Safety: By 2025, Fayette County Public Schools will increase the Quality of School Climate and Safety in Elementary to 96.9, Middle School to 84.8, and High School to 82.6 as measured by KSA. Currently, Elementary School is 76.7, Middle School is 63.2, and High School is 61.2.

Post-Secondary Readiness: By 2025, Fayette County Public Schools will increase the Post-Secondary indicator score to 87.3. Currently, the level is 79.5.

Graduation Rate: By 2025, Fayette County Public Schools will increase the graduation rate to 92.8 as measured by the combined 4-year and 5-year rate. Currently, the rate is 90.8.

Our district improvement goals were embedded into four focus areas: Professional Learning Communities, Assessment, Acceleration, and Culture/Climate. The committee reviewed and evaluated the current plan, goals, objectives, strategies, and activities with the KDE CDIP rubric. The plan was successful based on shared trend data. Academic and behavioral data was shared with stakeholders quarterly. The new plan has informed the district that it needs a family engagement goal.

Trends

3. After 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 2022-2023 to 288 in 2023-2024.

• From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.

see attachment: data set 1 and 2

<u>**ATTACHMENTS**</u>

Attachment Name

📄 Needs Assessment Data set 1

📄 Needs Assessment Data set 2

Current State

4. Describe in narrative form the current condition of the district 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 of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.

• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

2024-2025 Phase Two: The Needs Assessment for Districts - 2024-2025 Phase Two: The Needs Assessment for Districts_09092024_11:44 - Generated on 05/06/2025

Fayette County

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.

• Survey results and perception data indicated 74% of the district's teachers received adequate professional development.
    Data source: Kentucky Summative Spring 2024

    See attachment: data set 3

ATTACHMENTS

Attachment Name

📄 Data set 3

   Priorities/Concerns
     5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly addressed these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent 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.

> Students in our achievement gap groups are scoring significantly below all students. Seventy percent of English Learner students in the achievement gap scored below proficiency on the Measures of Academic Progress (MAP) in reading as opposed to fifty-four percent of all students. Eighty percent of Students with Disability in the achievement gap scored below proficiency on the Measures of Academic Progress (MAP) in reading as opposed to fifty-four percent of all students. Seventy-one percent of African American students in the achievement gap scored below proficiency on the Measures of Academic Progress (MAP) in reading as opposed to fifty-four percent of all students.

> Students in our achievement gap groups are scoring significantly below all students. Eighty-one percent of English Learner students in the achievement gap scored below proficiency on the Measures of Academic Progress (MAP) in math as opposed to fifty-six percent of all students. Seventy-eight percent of Students with Disability

2024-2025 Phase Two: The Needs Assessment for Districts - 2024-2025 Phase Two: The Needs Assessment for Districts_09092024_11:44 - Generated on 05/06/2025

Fayette County

in the achievement gap scored below proficiency on the Measures of Academic Progress (MAP) in math as opposed to fifty-six percent of all students. Seventy-six percent of African American students in the achievement gap scored below proficiency on the Measures of Academic Progress (MAP) in math as opposed to fifty-six percent of all students.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages 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.

Monitor systems of support being implemented with fidelity

- Professional Learning Communities (PLCs)
- Multi-Tiered Systems of Support (MTSS)

Adjust the content and pacing to meet student needs based on assessment results

- Use small groups or individualized student support

Analysis of data and implement actionable steps that impact student learning during PLCs and MTSS meetings.

- Provide flexible time for academic interventions based on PLCs actionable steps, movement through tiers of instruction (extension or reteaching), grouping/regrouping, teacher support, and scheduling
- Focus on reteaching of learning intentions and criteria for success through formative assessment

ATTACHMENTS

Attachment Name

📄 Data set 4

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 Processes
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

📄 FCPS District Elements

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.
Key Core Work Process 1: Design and Deploy Standards and Key Core Work Process 2:

Within FCPS, our district curriculum is the Unit Frameworks. The Unit Frameworks guide teachers and instructional leaders on what is essential for students to learn and how learning is designed. The curriculum connects district instructional beliefs to the autonomous work within a school regarding standards-based instruction, a balanced assessment system, and high-quality instructional practices.

"The district curriculum is not a textbook, a set of materials, or a digital system. An effective curriculum does, however, identify and connect educators to resources that the district requires, and guides the selection and use of classroom resources to best leverage student strengths, including cultural and linguistic assets, and address diverse needs. The curriculum considers the time required to teach the essential content to all students. Feedback from users is incorporated in the development, revision, and implementation of the district curriculum to leverage teacher expertise and to ensure continuous reflection and refinement of the district's instructional principles and expectations" (Council of the Great City Schools, 2024).

<u>Curriculum Implementation and Monitoring</u>

Expectations for Teachers

○   Plan - Backward Design with Professional Learning Communities (PLCs) using Unit Frameworks

○   Do - Implementation of Backward Design

○   Study - Reflection on Backward Design and associated data within PLCs

○   Act - Revising subsequent Backward Design instruction within PLCs based on analysis and reflection

Expectations for Administrators

○   Plan - Support Backward Design process within PLCs

○   Do - Observe instruction based on focus/goal(s)

○   Study - Analyze classroom visit data

○   Act - Provide feedback and support to PLCs based on data

2024-2025 Phase Two: The Needs Assessment for Districts - 2024-2025 Phase Two: The Needs Assessment for Districts_09092024_11:44 - Generated on 05/06/2025

Fayette County

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Data set 3		• 4
📄 Data set 4		• 6
📄 FCPS District Elements		• 7
📄 Needs Assessment Data set 1		• 3
📄 Needs Assessment Data set 2		• 3

2024-2025 Phase Two: School Assurances_11042024_05:30

2024-2025 Phase Two: School Assurances

Ashland Elementary School
John Moore

195 N Ashland Ave
Lexington, Kentucky, 40502
United States of America

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

Table of Contents

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

2024-2025 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 assisstance 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

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 assisstance 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 undersection 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

7. The school provides parents of participating children in a targeted assistance program, 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

○ 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

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 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 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

17. In 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 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 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 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

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 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

COMMENTS

Title I Targeted Assistance School Programs

23. In 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 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 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 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.

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

○ Yes

○ No

● **N/A**

COMMENTS

27. In 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 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 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

30. In 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

○ Yes

○ No

● **N/A**

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

     ○ Yes

     ○ No

     ● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

     ○ Yes

     ○ No

     ● **N/A**

COMMENTS

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_11042024_05:30 - Generated on 01/11/2025

Ashland Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

![Cognia logo]

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_01182024_11:29

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

Ashland Elementary School
John Moore
195 N Ashland Ave
Lexington, Kentucky, 40502
United States of America

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_01182024_11:29 - Generated on 01/11/2025

Ashland Elementary School

Table of Contents

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_01182024_11:29 - Generated on 01/11/2025

Ashland Elementary School

2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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),

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_01182024_11:29 - Generated on 01/11/2025

Ashland Elementary School

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?

Ashland's Mission Statement: Our mission is to ensure a culture that educates, empowers and encourages success (3Es).

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.

The top 2 priority areas for professional development are Tier II and III instruction in the area of Math, and Tier I and II instruction in the area of writing, and interdisciplinary writing.

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

Our schools goals are to ensure that all students are critically thinking problem solvers that demonstrate perserverance. Professional development around these focus areas will enhance our teachers ability to develop skills in the areas of writing and math. Considering our Gap groups are scoring the lowest in this area, this will also address our goals to increase those groups student achievement with a specific academic focus.

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.

Teachers will receive professional development around concrete, representational, and abstract mathematical instruction. The skills obtained will develop school-wide methods and procedures for determining developing prerequisite skills to grade level concepts.

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

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_01182024_11:29 - Generated on 01/11/2025

Ashland Elementary School

Ultimately if teachers are able to develop scholars prerequisite skills for grade level concepts, student achievement will increase and students performing at novice levels will decrease.

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.)

Student work will be shared at PLC's to compare progress, reflect on instructional practice, and determine next steps for instruction. Teachers will gather the data throughout the week through formative and summative assessments. With a designated day of the week for grade level PLC's teachers will share and discuss data 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.**

Indicators of success will include individual student achievement and results. Also, when students do not achieve in previous weeks, success of our processes will be indicated by our ability to determine areas for improvement, strategies/methods for reteaching material, and incorporated methods/strategies for reassessment.

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

Classroom Math Teachers will be the targeted audience, however the skills will also be transferrable to all instructional staff. Paras, coaches and administration will also have access to the information.

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.)

District support in providing research based approaches to Tier II and III instruction. Grants/funding for Tier II-III materials and professional development.

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

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_01182024_11:29 - Generated on 01/11/2025

Ashland Elementary School

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.

District level coaches will support individual teams and provide professional learning on specific topics, resources, etc. Upon purchasing a Tier II-III program, teachers will receive ongoing training for implementation with fidelity.

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.

Teachers will receive professional development around aggressive monitoring and writing instruction. The skills obtained will develop school-wide methods and procedures for determining developing prerequisite skills, and to achieve grade level standards for writing.

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

Through PLC's and work sessions teachers are able to develop standards for writing, and learn to focus on specific skill sets to obtain grade level standards for writing. Student achievement will increase and students performing at novice levels will decrease.

5c. How will the 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.)

Student work will be shared at PLC's to compare progress, reflect on instructional practice, and determine next steps for instruction. Teachers will share writing samples once a month to share progress and methods for achieving process. Also throughout our PLC process we will have an intentional focus in eliciting a written/ word processed response on formative and summative assessments.

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.**

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_01182024_11:29 - Generated on 01/11/2025

Ashland Elementary School

Indicators of success will include individual student achievement and results. Progress in writing will be determined over time through specific writing samples where teachers focus on specific grade level expectations and individualize growth areas for students who continue to struggle with written composition. The success of our processes will be indicated by our ability to determine areas for improvement, strategies/methods for reteaching material, and incorporating proven methods/strategies for reassessment.

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

Classroom Writing Teachers will be the targeted audience, however the skills will also be transferrable to all instructional staff. Paras, coaches and administration will also have access to the information. The Arts team will also receive professional development in the area of writing to explore how they can further incorporate writing into there specific area.

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.)

District support in providing research based approaches to Tier II and III instruction in writing. Professional Development specifically in the area of writing. Grants/funding for Tier II-III materials and professional development.

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.

District level coaches will support individual teams and provide professional learning on specific topics, resources, etc. Our leadership team will explore possible professional developments to bring to the staff outside of district support.

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.

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_01182024_11:29 - Generated on 01/11/2025

Ashland Elementary School

Teachers will also receive professional development in the areas of aggressive monitoring, the PLC playbook, and accelerating learning through the PLC process.

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_01182024_11:29 - Generated on 01/11/2025

Ashland Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)