

# Liberty Elementary

## Comprehensive School Improvement Plan (CSIP) 2022-25

### 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-9)

- 100% growth in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math

#### State Assessment Results in Reading

- By 2025, **Liberty Elementary** will increase Reading proficient and distinguished level to 70% as measured by KSA. Current level is 58%.

#### State Assessment Results in Math

- By 2025, **Liberty Elementary** will increase Math proficient and distinguished level to 60% as measured by KSA. Current level is 49%.

#### State Assessment Results in Science

- By 2025, **Liberty Elementary** will increase Science proficient and distinguished level to 60% as measured by KSA. Current level is 49%.

#### State Assessment Results in Social Studies

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

#### State Assessment Results in Combined Writing

- By 2025, **Liberty Elementary** will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 42%.

English Learner Progress

- By 2025, **Liberty 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, **Liberty Elementary** will increase the quality of school climate and safety index to 87% as measured by KSA. Current level is 81.8%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Liberty Elementary</b> will increase P/D in Reading to 63%. In 2022,	By 2024, <b>Liberty Elementary</b> will increase P/D in Reading to 67%. Current level is 58%	By 2025, <b>Liberty Elementary</b> will increase P/D in Reading to 70%.
By 2023, <b>Liberty Elementary</b> will increase P/D in Math to 55%. In 2022,	By 2024, <b>Liberty Elementary</b> will increase P/D in Math to 58%. Current level is 49%	By 2025, <b>Liberty Elementary</b> will increase P/D in Math to 60%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Liberty Elementary</b> will increase P/D in Science to 55%. In 2022,	By 2024, <b>Liberty Elementary</b> will increase P/D in Science to 58%. Current level is 49%.	By 2025, <b>Liberty Elementary</b> will increase P/D in Science to 60%.
By 2023, <b>Liberty Elementary</b> will increase P/D in Social Studies to 54%. In 2022,	By 2024, <b>Liberty Elementary</b> will increase P/D in Social Studies to 58%. Current level is 51%.	By 2025, <b>Liberty Elementary</b> will increase P/D in Social Studies to 60%.
By 2023, <b>Liberty Elementary</b> will increase P/D in Combined Writing to 49%. In 2022,	By 2024, <b>Liberty Elementary</b> will increase P/D in Combined Writing to 55%. Current level is 42%.	By 2025, <b>Liberty Elementary</b> will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives

Year 1	Year 2	Year 3
<p>By 2023, <b>Liberty Elementary</b> will decrease novice in African American students in Reading to 20 %. In 2022,</p> <p>By 2023, <b>Liberty Elementary</b> will decrease novice in African American students in Math to 20%. In 2022,</p>	<p>By 2024, <b>Liberty Elementary</b> will decrease novice in African American students in Reading to 15%. Current level is 29%</p> <p>By 2024, <b>Liberty Elementary</b> will decrease novice in African American students in Math to 15%. Current level is 25%</p>	<p>By 2025, <b>Liberty Elementary</b> will decrease novice in Reading to 10%.</p> <p>By 2025, <b>Liberty Elementary</b> will decrease novice in Math to 10%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, <b>Liberty Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. In 2022,</p>	<p>By 2024, <b>Liberty Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 93.6%.</p>	<p>By 2025, <b>Liberty Elementary</b> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>

## **TSI Schools**

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

## **Year 1 Focus Areas**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP4- KCWP2- curriculum  KCWP2-Tier 1 Instruction	<ol style="list-style-type: none"> <li><b>1. Staff Learning</b>              Small group Reading ongoing PD              Small group Math ongoing PD              AVMR Training for New Teachers</li> <li><b>2. Resources</b>              Leveled readers for all grades              Master Schedule allowing for Whole group and small group instruction in both Reading and Math              IXL-Reading and Math</li> </ol>	Walk through findings MAP data - Spring 23 22-23 KSA data Common Assmts.	Section 6 monies  After School Program monies
Science, SS, Writing	KCWP4- KCWP2- curriculum  KCWP2-Tier 1 Instruction	<ol style="list-style-type: none"> <li><b>1. Staff Learning</b>              Team leads attend district wide PD Intention</li> <li><b>2. Resources</b>              Simple Solutions              (Science/SS/Writing/Grammar)              IXL-Science/SS</li> <li><b>3. Systems and Structures</b>              Intentional Planning and collaborative teaching with team              5th grade team begin to departmentalize in Jan. 2024              PLCs implementing Plan, Do, Study, Act Model planning through Dufours              Big 4 questions              Dedicated re-teach time daily</li> </ol>	Walk through findings Common Assessments  IXL reports	Section 6 monies
Achievement Gap	KCWP4- KCWP2- curriculum  KCWP2-Tier 1 Instruction	<ol style="list-style-type: none"> <li><b>1. Staff Learning</b>              Team leads attend district wide PD</li> <li><b>2. Resources</b></li> <li><b>3. Systems and Structures</b>              Intentional Planning and collaborative</li> </ol>	Walk through findings MAP data - Spring 23 22-23 KSA data Common Assmts. Weekly Formative Assessments	Section 6 monies  After School Program monies

		<p>teaching with team</p> <p>PLCs implementing Plan, Do, Study, Act Model planning through Dufours Big 4 questions  Dedicated re-teach time daily  Disaggregate data and intentionally plan for gap group students.  Clearly monitor gap group students  Create plan and monitoring for gap group students</p>		
English Learning Progress	<p>KCWP4-</p> <p>KCWP2-curriculum</p> <p>KCWP2-Tier 1 Instruction</p>	<p><b>1. Staff Learning</b></p> <p>EL PD with Best Practices Shared</p> <p><b>2. Resources</b></p> <p>Leveled readers  IXL Math</p> <p><b>3. Systems and Structures</b></p> <p>Intentional Planning and collaborative teaching with team</p> <p>PLCs implementing Plan, Do, Study, Act Model planning through Dufours Big 4 questions  Dedicated re-teach time daily  Disaggregate data and intentionally plan for gap group students.  Clearly monitor EL student growth  Create plan and monitor EL students  Include EL teachers in PLCs  Small group instruction with push in model when possible  Intentional placement in homerooms where students can be served efficiently  Master Schedule to include time for Intervention</p>	<p>MAP data showing EL student progress</p> <p>ACCESS data</p> <p>KSA Data</p> <p>Common Unit Assessments</p>	Section 6 monies

**Progress Monitoring**

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

**Year 2 Focus Areas**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1	Continue to work with teachers in PLC to intentionally identify Learning Targets, Success Criteria and then the data showing mastery of standards	Classroom observations PLC Evidence MAP data	
Reading, Math, Science, Social Studies, Combined Writing,, EL Progress- Achievement Gap Students	KCWP 2	Continue to work with teachers in monitoring student learning to identify and align curriculum and instructional supports to reduce the percentage of Novice from our Achievement Gap Students (AfricanAmerican)	PLC documentation Formative and Summative Assessment Data MAP data	
Achievement Gap	KCWP 5	Collaborate and utilize identified gap data and	Student data tracked	

		aligned curriculum to differentiate supports to improve outcomes for students Continue to monitor small group instruction to improve student outcomes especially those that have been identified as a priority.	in PLC Classroom observations MAP Data	
<b><u>Progress Monitoring</u></b>				

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

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

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

### Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1	Continue to focus on highly effective teaching and engagement strategies in all tiers of instruction to ensure students have access to rigorous grade level instruction/content that leads to mastery of the standards	PLC minutes Student Data points Formative and Summative Assessment Data Student Work MAP Data	
	KCWP 2	Continue to collect and refine analysis of student learning data from CUA, formative and summative classroom data and other measures to inform classroom instruction and curriculum decisions	PLC minutes Student data points F & S Data Student work MAP data	
Achievement Gap	KCWP 5	Continue to monitor student progress in all tiers of instruction to ensure all students are progressing in mastery of standards.	Student data tracked in PLC Classroom observations	



			MTSS Data MAP data	
<b><u>Progress Monitoring</u></b>				

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



# 2023-2024 Liberty Elementary Phase 1 Executive Summary

2023-2024 Phase One: Executive Summary for Schools

**Liberty Elementary**  
**Lisa Kear**  
2585 Liberty Rd  
Lexington, Kentucky, 40509  
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?

Liberty Elementary is one of the largest elementary schools in Fayette County. We are located in the very popular and highly populated area of 40509. This area is considered "Hamburg" and known to be a desirable side of town in which to live. In addition to a great deal of shopping, restaurants, hospitals, and entertainment, we have very easy access to the main interstate (I75) as well as Man O'War Blvd and New Circle Road.

Liberty Elementary serves a diverse population of students and families. The following is a snapshot of our school demographics: 51.3% White; 22.1% African American; 12.6% Hispanic or Latino; 14% Other Currently we have 44.3% of our students qualifying for Free and/or Reduced Lunch. We have 51.35% of our population are males and 48.65% are female. Our EL population is 18% of total population and Special Ed students make up 13.5% of our total population. Our dedicated staff consists of a leadership team which includes the Principal and two Assistant Principals in collaboration with the Special Education facilitator, the RtI coach, the Child Guidance Specialist, a full time Family Resource Center Coordinator and two full-time District Mental Health Specialists. Beyond our leadership team, we have 31 homeroom teachers, eight full time exceptional child educators, 2.2 EL teachers, an 6 member Intervention Team offering Reading Recovery, Math Recovery, RISE and other research-proven programs. We also have 1.5 speech language pathologists, an occupational therapist, and a school psychologist. The following is a snapshot of our school demographics: 55.1% White; 20.3% African American; 11.1% Hispanic or Latino; 13.5% Other Currently we have 41.3% of our students qualifying for Free and/or Reduced Lunch. We have 51.35% of our population are males and 48.65% are female. Liberty Elementary serves a diverse population of students and families.

The demographic make up of our staff is not as diverse as our student population. The demographics of our community fall in line with the demographic of the city of Lexington.

Being a school of this size creates it's own challenges. Being a school where 41.3% of our students qualify for free/reduced lunch but receiving NO Title funding, creates a barrier. The large percentage of students who qualify for F/R lunch is over 300 students. There are some schools in our district that are not even that large and here we have an entire population of students in our building who do not benefit from Title services. This is like having a low SES school inside a non-SES school.

Another challenge we are experiencing is the large number of students with special needs. We have the second highest number of students with Autism in the district (29 currently attending, 6 MSD, 23 LBD). Our students with disabilities make up

13.9% of our population. This is 102 students. To meet the needs of these students we have a robust Special Education staff as well as an MSD unit in-house. Many of the students with Autism experience cognitive and academic deficits in addition to their social and communication deficits.

### School Stakeholders

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

Liberty is fortunate to have many stakeholder groups. Of course our largest stakeholder group is the parents and families of our students. Together we create a united front by holding identical goals and expectations for ALL students. We could not do our jobs effectively without this stakeholder group.

The mere location of Liberty Elementary provides us with so many opportunities to create and build relationships with business and churches near our site. We have tremendous support from North East Christian Church and Eastland Church of God. The businesses (retail and restaurants) are always eager to support us in whatever needs we present. Our Family Resource Center Coordinator has community stakeholders on her Advisory Board.

A unique stakeholder group are FORMER Liberty families. Each year, former families reach out to offer assistance with food drives, clothing drives, and annual events Liberty is known for.

### 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.

The purpose of Liberty Elementary in this 21st century is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways.

### 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.

Liberty Elementary has continued to improve in many ways since we opened in 2008. We have developed two very strong programs in our school. We have a traditional route for students to follow as well as a Dual Language Immersion route. Our academic indexes have improved overall with different areas becoming a focus each year.

#### Additional Information

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

n/a



## 2023-2024 Phase Two: Liberty Needs Assessment

2023-2024 Phase Two: The Needs Assessment for Schools

**Liberty Elementary**  
**Lisa Kear**  
2585 Liberty Rd  
Lexington, Kentucky, 40509  
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.

Leadership team reviewed data from school for past 3 years. We looked primarily at MAP, State Assessment, guided reading levels, District required Common Unit Assessments, behavior data, Guided Reading levels as well as formative assessment data reviewed in weekly PLCs. The reviewed much of this data through a document created by our District Digital Coach called "Liberty's Data Wall".

#### **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?

In a review of the previous year's CSIP/Needs Assessment, we will continue to focus on Science, Reading and Math. We will make a particular focus on Tier 1 instruction and small group instruction in both reading and math.

### 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.

Trends we noticed: number of N/A Writing scores were slightly increasing and definitely not decreasing. We saw a similar trend in Science.

We also noticed a discrepancy between the performance of our White students vs. our AA/Two or more races/Hispanic students.

### 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.

Overall Academic Index for 21-22 KSA was 63.4. This score is representative of an overall score of 69.0 for Reading, 59.0 for Math, 62.1 for Science, 53.0 for Social



---

Studies, 67.6 for Combined Writing, 77.8 for Quality of School Climate and Safety, and 64.8 for English Language Learner's Progress

### 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.

Based on 21-22 KSA data:

Gap students w/ Disabilities-49% scored Novice in Reading and 61% Novice in Math. This is compared to 25% of All Students who scored Novice in Reading and 28% scored Novice in Math.

### 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.

Because our current KSA data serves as baseline data, the comparison of scores is not accurate.

### 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**

---

 Liberty School Key Elements -Phase 2

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.

Based on our current procedures for assessing the 6 Key Core Work Processes, Liberty's priority are KCWP #1 and #3 and #4



2023-2024 Phase Two: Liberty School Assurances\_10232023\_09:40

2023-2024 Phase Two: School Assurances

**Liberty Elementary**  
**Lisa Kear**  
2585 Liberty Rd  
Lexington, Kentucky, 40509  
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**

**CPS 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: Liberty

**District Mission**

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

**School Mission**

**Our mission is to be a top-performing school that puts students' needs first, creates a positive atmosphere of collaboration and transparency, and ensure all students develop critical thinking and problem-solving skills.**

**Focus Area 1**- Teachers will ensure instruction is highly effective, culturally responsive and evidenced based for all students.

**Focus Area 2**- All students with IEPs will be given access to grade level content and standards and in turn the percentage of Novice performers on the KSA will reduce.

How do the identified top two focus areas requiring professional learning relate to district goals? Liberty's top two focus areas fall under the district goals of: Student Achievement and Diversity, Equity, Inclusion and Belonging

Strategic Plan Priority Areas are:

- Student Achievement

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

**Describe Strategic Plan Priority Areas: Student Achievement and Diversity, Equity, Inclusion and Belonging**

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

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

- **Graduation Rate.**

**Describe CDIP alignment: The identified focus areas are aligned with the Fayette County Public Schools CSIP goals including Reading, Math, Science, Social Studies, Combi**



ned  
Writing  
,  
Achiev  
ement  
Gap  
and  
Englis  
h  
Learne  
r  
Progre  
ss

Professional Learning Development Tools

<u>F</u>	<u>F</u>
<u>C</u>	<u>C</u>
<u>P</u>	<u>P</u>
<u>S</u>	<u>S</u>
<u>Pr</u>	<u>Pr</u>
<u>of</u>	<u>of</u>
<u>es</u>	<u>es</u>
<u>si</u>	<u>si</u>
<u>on</u>	<u>on</u>
<u>al</u>	<u>al</u>
<u>Le</u>	<u>Le</u>
<u>ar</u>	<u>ar</u>
<u>ni</u>	<u>ni</u>
<u>ng</u>	<u>ng</u>
<u>Ti</u>	<u>Ti</u>
<u>m</u>	<u>m</u>

<a href="#"><u>eline Brief 2023 - 2024</u></a>	<a href="#"><u>eline 2023 - 2024 At - A-Glance</u></a>
<a href="#"><u>FCPS Learning and Model el</u></a>	<a href="#"><u>FCPS Monitoring and Evaluation Framework</u></a>

C  
o  
r  
e  
E  
e  
m  
e  
n  
t  
s  
o  
f  
a  
P  
r  
o  
f  
e  
s  
s  
i  
o  
n  
a  
L  
e  
a  
r  
n  
i  
n  
g  
P  
I  
a  
n

Focus Area 1

### Focus Area 1 Objectives

**Short-Term Changes:** Master Schedule examination and creation for push in for Tier 1 Instruction (i.e. shore up Tier 1 Instruction)

**Long-Term Changes:** As student needs are met in Tier 1 instruction, fewer intervention groups will be needed and a stronger co-teach model can occur to increase Reading and Math scores.

### Focus Area 1 Intended Results

**Student Outcomes:** Reading and Math KSA scores of P/D will increase

**Educator Beliefs:** All students can reach proficiency in Reading and Math

**Educator Practices:** All teachers will have 80% or more of their class reach proficiency in Reading and Math through Tier 1 instruction.

### Focus Area 1 Monitoring

**What data will be considered and gathered?** Fall, Winter, Spring MAP data will be monitored looking for increase in proficiency in Reading and Math, Common Assessments as well as weekly formative assessment data will be analyzed in PLCs

**Who is responsible for gathering data?** Admin team, homeroom teachers, intervention teachers

**How frequently will it be analyzed?** Data will be analyzed through weekly PLCs.

**Focus Area 1 Indicators of Success** (Please describe in detail.) Increased P/D scores in Reading and Math on KSA. A trend of increased proficiency on weekly formative assessments showing mastery of standards being taught.

**Focus Area 1 Targeted Audience** All certified staff and admin. team

**Focus Area 1 Resources** Staff-Assistant Principal, Team Leads, Teachers; Technology: PLC Shared Drive; FCPS Professional Learning Website;  
**Instructional Resources:** Specialists from OAS

**Focus Area 1 Ongoing Supports for Implementation** Admin team and teachers will intentionally focus on Tier 1 instruction with monitoring of appropriate assessments, student learning and growth

## Focus Area 2

**Focus Area 2 Objectives** All students with IEPs will be given access to grade level content and standards

### **Focus Area 2 Intended Results**

**Student Outcomes:** Increased overall combined score in reading and math among students with disabilities.

**Educator Beliefs:** 100% of students with disabilities can score proficient or above.

**Educator Practices:** By examining the master schedule and reviewing IEPs, staff will make an intentional effort to include as much co-teach minutes as possible and only assign resource room minutes when needed. This will ensure students are being exposed to grade level content with rigor.

**Focus Area 2 Monitoring**

What data will be considered and gathered? Formative assessment data, MAP data, KSA data

Who is responsible for gathering data? Admin team and teachers

How frequently will it be analyzed? Weekly

**Focus Area 2 Indicators of Success** (Please describe in detail.)By 2024, Liberty Elementary will increase the overall combined scores in reading and math among students with disabilities.

**Focus Area 2 Targeted Audience** Regular ed staff, special ed staff and special ed para professionals

**Focus Area 2 Resources**-District Specialists, research based and proven instructional materials

**Focus Area 2 Ongoing Supports for Implementation**-continued support from district with staffing and trainings

**Optional Extension**