

## Dixie Magnet Elementary Comprehensive School Improvement Plan (CSIP) 2022-25

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

### Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

There is a large gap between how all students are performing compared to our students who are learning English as well as our students who have a disability with an IEP. These gaps are evident across all content areas: reading, math, science, social studies, writing.

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Through the PLC process students that are identified in either English Learners plus Monitored or Disability-with IEP will be tracked in the data analysis tool. Professional Learning teams will analyze the data at least twice a month and create a plan for intervention if students in both categories are falling below benchmark.

### Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Green – 67.8	Significant Increase
State Assessment Results in science, social studies and writing	Green – 64.2	Significant Increase
English Learner Progress	Blue – 124.4	Significant Increase
Quality of School Climate and Safety	Orange – 73.5	Decline
Postsecondary Readiness (high schools and districts only)	n/a	n/a
Graduation Rate (high schools and districts only)	n/a	n/a

**1: State Assessment Results in Reading and Mathematics**

Goal 1 (State your reading and math goal.): By 2024, Dixie Magnet Elementary will increase P/D in Reading to 54%. KSA data from 22-23 school shows 50% of 3rd - 5th graders scored P/D in reading. By 2024, Dixie Magnet Elementary will increase P/D in Math to 55%. KSA data from 22-23 school shows 49% of 3rd - 5th graders scored P/D in math.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 – Continue working collaboratively as professional learning teams to support student learning in reading and math.	PLC Implementation	Grade levels will meet weekly to answer the 4 PLC Questions: - What is it that we want students to learn (essential standards)? - How will we know they’ve learned it? (Create common formative assessments and summative assessments aligned to essential standards) - What will we do if they don’t learn it? (intervention - tier 2 & 3) - What will we do when they learn it? (Enrichment and extension)	Common formative assessment data Summative assessment data ACCESS MAP KSA FastBridge MAP Reading Fluency	Common formative and summative assessment data will be reviewed at least twice a month during PLTs (Professional Learning Teams). ACCESS scores will be analyzed once reported in the Spring. MAP will be analyzed by administration and PLTs three times a year (fall, winter, spring). KSA data will be analyzed when reported the following year (Oct. 2024). MTSS meetings will be held every 6 weeks where data is reviewed by the grade level teams and interventionists.	Title 1
	Small group reading	Once a month grade levels will meet with administration and support staff to review current reading data. Plans will be created for students that fall below benchmark or for those not making growth.	Instructional Reading Levels MAP KSA	Instructional Reading levels will be reported at the end of each month and analyzed by PLTs monthly. MAP will be analyzed by administration and PLTs three times a year (fall, winter, spring). KSA data will be analyzed when reported the following year (Oct. 2024).	Title 1

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

Goal 2 (State your science, social studies, and writing goal.): By 2024, Dixie Magnet Elementary will increase P/D in Science to 51%. Currently 29% of students scored P/D in science on the 2023 KSA. By 2024, Dixie Magnet Elementary will increase P/D in Social Studies to 47%. Currently 44% of students scored P/D in social studies on the 2023 KSA. By 2024, Dixie Magnet Elementary will increase P/D in Combined Writing to 60%. Currently 46% of students scored P/D in combined writing on the 2023 KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 – Grade level teams will continue to implement Project Based Learning Units that are designed to teach science and social studies standards while incorporating reading, math, and writing.	Project Based Learning	PBL Units will be implemented twice a year (fall and spring semester). Each unit will have a focus on science and/or social studies with an emphasis in writing	Common formative assessment data Summative assessment data ACCESS MAP KSA	Common formative and summative assessment data will be reviewed at least twice a month during PLTs (Professional Learning Teams). ACCESS scores will be analyzed once reported in the Spring. MAP will be analyzed by administration and PLTs three times a year (fall, winter, spring). KSA data will be analyzed when reported the following year (Oct. 2024).	Title 1
	Four Square Writing Model	The Four Square Writing Model will be used in all classrooms and in all content areas. Writing expectations are built based on developmental benchmarks and the model is used consistently in all classrooms.	Common formative assessment data Summative assessment data ACCESS KSA	Common formative and summative assessment data will be reviewed at least twice a month during PLTs (Professional Learning Teams). ACCESS scores will be analyzed once reported in the Spring. KSA data will be analyzed when reported the following year (Oct. 2024).	Title 1

### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Students who are learning English will be supported through the PLC process.</p>	<p>Implementation of the PLC process</p>	<p>Grade levels will meet weekly to answer the 4 PLC Questions:                      - What is it that we want students to learn (essential standards)?                      - How will we know they've learned it? (Create common formative assessments and summative assessments aligned to essential standards)                      - What will we do if they don't learn it? (intervention)                      - What will we do when they learn it? (Enrichment and extension)</p>	<p>Common formative assessment data                      Summative assessment data                      ACCESS                      MAP                      KSA</p>	<p>Common formative and summative assessment data will be reviewed at least twice a month during PLTs (Professional Learning Teams).                      ACCESS scores will be analyzed once reported in the Spring.                      MAP will be analyzed by administration and PLTs three times a year (fall, winter, spring).                      KSA data will be analyzed when reported the following year (Oct. 2024).</p>	<p>Title 1</p>
	<p>Additional Professional Learning</p>	<p>ELL teacher will provide research based teaching strategies to the faculty in monthly faculty meetings.</p>	<p>Common formative assessment data                      Summative assessment data                      ACCESS                      MAP                      KSA</p>	<p>Common formative and summative assessment data will be reviewed at least twice a month during PLTs (Professional Learning Teams).                      ACCESS scores will be analyzed once reported in the Spring.                      MAP will be analyzed by administration and PLTs three times a year (fall, winter, spring).                      KSA data will be analyzed when reported the following year (Oct. 2024).</p>	<p>Title 1</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2 Students who have an identified disability with an IEP will be supported through the PLC process.</p>	<p>Implementation of the PLC process</p>	<p>Special Education teachers will share teaching strategies and appropriate scaffolds and modifications to support the learning of students with a disability.</p>	<p>Common formative assessment data Summative assessment data MAP KSA</p>	<p>Common formative and summative assessment data will be reviewed at least twice a month during PLTs (Professional Learning Teams). MAP will be analyzed by administration and PLTs three times a year (fall, winter, spring). KSA data will be analyzed when reported the following year (Oct. 2024).</p>	<p>District funds</p>

### 4: English Learner Progress

Goal 4 (State your English Learner goal.): By 2024, Dixie Magnet Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 124.4.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Students who are learning English will be supported through the PLC process.	Implementation of the PLC process	Grade levels will meet weekly to answer the 4 PLC Questions: - What is it that we want students to learn (essential standards)? - How will we know they've learned it? (Create common formative assessments and summative assessments aligned to essential standards) - What will we do if they don't learn it? (intervention) - What will we do when they learn it? (Enrichment and extension)	Common formative assessment data Summative assessment data ACCESS MAP KSA	Common formative and summative assessment data will be reviewed at least twice a month during PLTs (Professional Learning Teams). ACCESS scores will be analyzed once reported in the Spring. MAP will be analyzed by administration and PLTs three times a year (fall, winter, spring). KSA data will be analyzed when reported the following year (Oct. 2024).	Title 1
	Additional Professional Learning	ELL teacher will provide research based teaching strategies to the faculty in monthly faculty meetings.	Common formative assessment data Summative assessment data ACCESS MAP KSA	Common formative and summative assessment data will be reviewed at least twice a month during PLTs (Professional Learning Teams). ACCESS scores will be analyzed once reported in the Spring. MAP will be analyzed by administration and PLTs three times a year (fall, winter, spring). KSA data will be analyzed when reported the following year (Oct. 2024).	Title 1



**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): By 2024, Dixie Magnet Elementary will increase the quality of school climate and safety index to an indicator score of 80 as measured by KSA. Current indicator score is 77.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Through Social Emotional Learning and the implementation of Positive Behavioral Interventions and Supports (PBIS), students will feel a sense of belonging and safety while at school.	Monthly PBIS Celebrations	Students will be rewarded with activities on Fridays if they earn a specific percentage of positive dojos.	Monthly discipline data Class Dojo data	This data will be monitored at monthly PBIS meetings	Title 1 District funds
	Social Emotional Learning curriculum	Teachers will use an SEL curriculum that provides morning meetings and a weekly focus for SEL.	Monthly discipline data Class Dojo data KSA Climate and Safety Survey Results	This data will be monitored at monthly PBIS meetings KSA data will be reviewed annually	Title 1 District funds
	House System	Students and staff will be sorted into one of four houses. House meetings will be held twice a month where students will learn skills that foster a caring, safe, and supportive community.	Monthly discipline data Class Dojo data KSA Climate and Safety Survey Results	This data will be monitored at monthly PBIS meetings KSA data will be reviewed annually	Title 1 District funds



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

2023-2024 Phase One: Executive Summary for Schools

**Dixie Elementary Magnet School**

**Cynthia Bruno**

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

### Description of the School

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

Currently our school has a total enrollment of 562 students. Dixie has a somewhat transient population; however, enrollment has historically hovered somewhere between 500-540 students not including pre-school. The school is quite diverse. Our demographics include: 48% white, 10% two or more races, 16% Hispanic, and 26% black. Our staff demographics do not match our student demographics. Currently we have 80 ELL students. More than 13 languages are spoken at the school and we have students from more than 12 countries. We try to meet the needs of all students at Dixie. Further, we have a large population of students living in poverty, approximately 57%. We receive Title 1 funding as a result. Our population of students with disabilities is approximately 14%. We work hard to meet the needs of the variety of learners in our school and classroom. The district has implemented a language line so that we can speak with parents in their native language. Further, we invite Swahili and Spanish interpreters to all of our after school events, conferences and open houses. We want all of our students to be able to participate in these events. We try to provide for our families needing assistance through our FRYSC and school Social Worker. We have a weekly backpack program for more than 100 of our students. Our parents speak positively regarding the school's culture and climate as do our teachers. Some of our ELL students are newcomers who have fled their native lands and are in the US as refugees. Some of these students have never had formal education, others have had a limited or interrupted education. English acquisition is on-going as most of these students never spoke English prior to entering the US. EL students are mostly comprised of students from South/Central America who speak Spanish and those from West Africa who speak many dialects, mostly Swahili. These students are immersed into our classrooms and receive services from ELL staff members. Our Family Resource Center Coordinator works closely with many ELL families to provide support outside of school as most no longer receive assistance from the Kentucky Refugee ministry. These services include, but are not limited to, clothing, food, school supplies, and job placement help for parents. We have excellent parent involvement in terms of attending events at the school. We often have well over 300 people in attendance events. Most of our teachers have 100% of parents participating in parent/teacher conferences.

### School Stakeholders

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

Stakeholder involvement and engagement are crucial components to Dixie Magnet's improvement planning process.

**Parents and Guardians:** Our parents and guardians are among the most important stakeholders in our school. They have a vested interest in their child's education and well-being. To involve families, we conduct regular parent-teacher conferences, open houses, and informational meetings to keep them informed about school goals and improvement initiatives. A week family newsletter is sent through email and posted on our various social media to communicate updates and solicit feedback. Our parent-teacher association (PTA) also serves as a platform for involvement.

**Teachers and Staff:** Teachers and staff are essential stakeholders who play a significant role in implementing improvement plans. Dixie involves teachers and staff by establishing a Professional Learning Communities (PLCs) and providing opportunities for professional development. Teachers have representation on the School Based Decision Making Council and have other opportunities to provide feedback and input in order to engage in the improvement process.

**Students:** Students are important stakeholders as they are the primary beneficiaries of our school's efforts. We regularly interview students in order to elicit feedback on school improvement. Students participate in surveys and focus groups so that students have the opportunity to provide valuable insights into their educational experiences.

**Community Members:** Community members, including local residents and businesses, are participants in the school community and we are working on ways to provide opportunities to provide feedback for school improvement efforts. We have hosted community forums, volunteering opportunities, and we regularly invite local leaders to participate in school events. At Dixie Magnet we understand that collaborative partnerships with local organizations can support school improvement initiatives.

**School Administrators and Leadership:** We understand at Dixie Magnet that school administrators and leadership teams are responsible for guiding the improvement planning process. We work to involve stakeholders by creating committees or task forces dedicated to specific improvement areas. We work to provide transparency in decision-making and regular updates on progress in order to help maintain stakeholder trust.

### 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.

In the 2017-2018 school year the staff at Dixie created a Design Thinking Team with the goal to develop a new mission and vision for Dixie. The work was completed at the end of the 2018-19 school year. The new mission and vision include the

following: Mission Statement: Dixie Magnet Elementary, where all students learn at high levels through personalized learning.

Through our personalized learning model students have unique experiences that foster academic, social, and emotional growth, as well as instill self-confidence and cross-cultural understanding. In partnership with our families and community, our goal is to empower students to be leaders and a positive force in our changing world. In the 2021-22 school year we restarted our work towards the mission and vision focused on personalized learning and in the 22-23 school year we implemented Project Based Learning experiences in kindergarten through fifth grade. Through this work Dixie Magnet was recognized as a National PBL Model School by Magnify Learning in August 2023. Solution Tree also recognized Dixie as a Promising Practices Professional Learning Community School. Dixie bases all decisions on the school mission and vision. This will be displayed throughout the school. Students are expected to exemplify our mission and vision.

### 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.

In the summer of 2023, Dixie Magnet Elementary was recognized as a National PBL Model School. Project-Based Learning (PBL) is an instructional approach that focuses on student-driven, hands-on projects to facilitate learning. Being recognized as a National PBL Model School implies that Dixie Magnet Elementary School has excelled in implementing PBL methods in its curriculum. This is evidence of our track record of designing and executing high-quality, engaging PBL units that align with academic standards and foster critical thinking, problem-solving, and collaboration among students. This national recognition as a PBL Model School signifies that Dixie Magnet serves as an exemplary model for other educational institutions seeking to adopt PBL as an effective teaching and learning strategy.

At the same time, Dixie was recognized as a Promising Practices Professional Learning Community School by Solution Tree. Being recognized as a Promising Practices PLC (Professional Learning Community) School shows that Dixie Magnet Elementary School has demonstrated excellence in its approach to professional development and collaborative learning among staff. The teachers and staff operate as a Professional Learning Community as they work together to improve teaching practices and student outcomes through shared goals, data analysis, and ongoing reflection. This recognition is evidence that Dixie has established effective PLCs, and their practices have shown promise in enhancing student achievement, teacher collaboration, and school culture.

With the implementation of Project Based Learning and operating as a Professional Learning Community, Dixie students have been impacted in a positive manner. When comparing student performance in MAP Reading between Spring 2022 to Spring 2023, there was a 8.8% increase in students scoring above the 60th percentile. When looking at student group performance, there was a 1.2% increase

of students scoring 60th percentile above that receive Special Education services, a 3.9% increase in those students who qualify for Free and Reduced lunch, and a 3% increase in students learning english. The data is similar for math as well. Overall, there was a 6.5% increase in the percentage of students scoring at or above the 60th percentile in Math. There was an increase of 1.6% of students receiving special education services, a 4.2% increase in students who qualify for free and reduced lunch, as well as a 2.2% increase in students who are learning English. Obviously, bringing clarity to what we expect students to learn and what mastery looks like within the PLC process and providing students with opportunities for authentic learning has had a positive impact on student learning at Dixie Magnet.

We have noticed a decrease in attendance coming back from the 2020-2021 school year. In 2018-19 Dixie Magnet's attendance average was 95.6%. For the 2022-2023 school year, we averaged 93% daily attendance. Working with support staff, the administrative team is working to increase daily attendance with parent information and support, phone calls home, home visits and other plans to remove any barriers that are keeping students home from school.

#### Additional Information

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

n/a



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2023-2024 Phase Two: The Needs Assessment for Schools

**Dixie Elementary Magnet School**

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## **2023-24 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

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

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

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

#### **Protocol**

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

We will engage the faculty in reviewing, analyzing and applying data results through our Instructional Leadership Meetings. These Instructional Leadership Team meetings are scheduled for every other Monday. The team includes grade level and special area team leaders as well as administrators. We also schedule more frequent meetings when necessary, specifically to discuss the CSIP and its development and implementation. We also involve other parents and teachers through our Site Based Decision Making Council (SBDM). SBDM is comprised of four teachers, 3 parents and the principal. SBDM meetings are held minimally monthly on the second Monday of the month. The CSIP is a monthly agenda item as well. Further, we will focus on our academic challenges during our MTSS meetings where we discuss student growth and recommend Tier 2 and Tier 3 interventions for students falling below grade level. We also analyze MAP, Kentucky Summative Assessment (KSA), and formative assessment data with each of these groups.



## 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?

As a school we were very successful with our implementation of the PLC process. All grade levels work in collaborative teams to answer the 4 critical questions of the PLC process: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient?

Based on 2022-23 Kentucky Summative Assessment Scores 50% of our students in grades 3-5 scored proficient or distinguished, compared to only 33% in 2021-22. In math the scores were similar with 49% of students scoring proficient or distinguished compared to only 32% in 2021-22.

Based on this amount of growth in one year we will continue with the implementation of the PLC process.

## 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.
  - In MAP Reading the percentage of students scoring in the 60th percentile and above increased from 49.4% to 58.2%
  - In MAP Reading the percentage of students receiving free and reduced lunch scoring in the 60th percentile and above increased from 22.4% to 26.3%
  - In MAP Math the percentage of students scoring in the 60th percentile and above increased from 45.5% to 52%
  - In MAP Math the percentage of students receiving free and reduced lunch scoring in the 60th percentile and above increased from 19.5% to 23.7%

## 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.

Dixie Magnet's overall 22-23 KSA score was 83.2 compared to the 21-22 overall score of 52.1. In reading & math we scored high with an indicator score of 79.3. Fifty percent of students scored P/D in reading and 49% of students scored P/D in math. The indicator score for science, social studies, and combined writing was 84. In science 29% of students scored P/D, social studies 44% of students scored in the P/D category, and in combined writing (editing/mechanics & on-demand writing) 46% of students scored either proficient or distinguished.

### 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.

Dixie's greatest area of weakness for the 22-23 school year was the difference in performance levels when comparing all students to our hispanic students. In reading and math, 53% of hispanic students scored novice compared to 41% overall for reading and 37% for 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

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58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

One of the greatest strengths in our 21-22 school year data was how students feel about school as reported in the Quality of School Climate and Safety survey. For the question, "My school is a caring place", 98% of students agree or strongly agree. When asked "Adults from school work hard to make sure students are safe", 99% of our students agreed or strongly agreed. The culture and climate at Dixie is something we have always known to be a strength, and now there is data from our students that show they feel cared for and feel safe at our school. Now that we have a strong culture as our foundation we will work towards being intentional about the systems and structures we put into place in order to ensure that all students will learn at high levels. That begins with our reading instruction. In the fall of 2021, we worked weekly with teams of teachers with a focus on small group reading instruction. We saw an increase in reading levels, specifically at the primary level. This work will continue into the 23-24 school year.

We are also working towards becoming a Professional Learning Community. Grade level teams meet as professional learning teams weekly to identify essential standards, create summative and common formative assessments that are aligned with the standards identified and discuss best practices. Teachers bring assessment data to the meeting where the team is able to identify students who have mastered the standard, students who need additional support and then work together to create a plan for students that will either extend the learning or reteach in order for students to reach mastery. Through this process we are able to intentionally track individual student learning, including our hispanic students. Working as a collaborative team, we will use our collective knowledge and skills to ensure high levels of learning for all students at Dixie.

### 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

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 Dixie Magnet School Key Elements 23-24



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.

As a Promising Practices school we will continue our work through the PLC process. Through this process, we are focused on learning for all, collaboration which creates an environment for shared collective responsibility, and results.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Dixie Magnet School Key Elements		•
 Dixie Magnet School Key Elements 23-24		• 7



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2023-2024 Phase Two: School Assurances

**Dixie Elementary Magnet School**  
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## 2023-24 Phase Two: School Assurances

### Introduction

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

#### Federal Programs

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

Yes

No

N/A

#### **COMMENTS**

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

Yes

No

N/A

#### **COMMENTS**

#### Title I Programs

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

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**



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

A. timely information about programs under Title I;

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

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

**Yes**

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

- No
- N/A

**COMMENTS**

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

- Yes
- No
- N/A

**COMMENTS**

## Title I Schoolwide Programs

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

- Yes
- No
- N/A

**COMMENTS**

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

- Yes
- No
- N/A

**COMMENTS**

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

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS****Title I Targeted Assistance School Programs**

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**

Schools Identified for Targeted Support and Improvement

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

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

Yes

No

N/A

**COMMENTS**

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

Yes

No

N/A

**COMMENTS**





2022-23 Phase Four: Professional Development Plan for Schools  
for School Year 2023-2024\_04172023\_11:58

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

**Dixie Elementary Magnet School**  
**Cynthia Bruno**  
1940 Eastland Pkwy  
Lexington, Kentucky, 40505  
United States of America

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

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

Dixie Magnet Elementary: Where ALL students learn at high levels through personalized learning.

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.

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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.

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

As a Personalized Learning Magnet program, Dixie will focus on accelerated learning to develop and implement standard-based instruction to accelerate learning through personalized learning (Project Based Learning, Learner Profiles, Goal Setting and Data Tracking)

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

By focusing on PLCs and Accelerated Learning, Dixie Magnet will increase student achievement in all areas (reading, math, science, social studies, writing). In grade level Professional Learning Teams (PLTs) teachers will work to identify essential standards, create assessments aligned to the standards to measure student learning and create a plan based on data to support students who need additional time with the standard and create enrichment and extensions to deepen learning within the standard. With a focus on accelerated learning students will have deeper learning opportunities through complex and meaningful problems and projects (Project Based Learning). These projects will integrate reading, writing, math, science and social studies while strengthening skills such as critical thinking, communication, collaboration and creativity. Through each project we will work to engage our stakeholders and community as partners.

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

**Short-Term Changes:**

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

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

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

**Long-Term Changes:**

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

**Skill:** Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation. Dixie Magnet Elementary will be the first Model PLC School in Fayette County.

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

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

**Student Outcomes:**

- By 2025, Dixie Magnet Elementary will increase Reading proficient and distinguished level to 60% as
- By 2025, Dixie Magnet Elementary will increase Math proficient and distinguished level to 55% as me
- By 2025, Dixie Magnet Elementary will increase Science proficient and distinguished level to 60% as
- By 2025, Dixie Magnet Elementary will increase Social Studies proficient and distinguished level to 6
- By 2025, Dixie Magnet Elementary will increase Combined Writing proficient and distinguished level t
- By 2025, Dixie Magnet Elementary will grow 100% of EL students by at least .5 in their composite sco

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high level
- Educators believe they must work collaboratively and take collective responsibility for the success of
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to

**Educator Practices:**

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for a
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a
- Collaborative teams create long-term and short-term SMART Goals and action plans based on stude
- Collaborative teams report progress made toward their goals to the building administrator(s) at least
- Collaborative teams keep their work focused on the Three PLC Big Ideas and use the Four PLC Que

- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use district and school assessments as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and m

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

- What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- How frequently will data be analyzed? (monthly, quarterly, etc.)

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

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

##### **Who is responsible for gathering data?**

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

##### **How frequently will it be analyzed?**

- PLC Continuum Self-Assessment - three times a year
- PLT Agenda & minutes - weekly
- NSGR Reading Levels - will be monitored monthly from August to May
- Common Formative and Summative assessments aligned to essential standards - CFAs will be monitored 2-3 times per mo
- MAP (reading and math) - three times a year: Fall, Winter, Spring

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.**

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes.
- The PLC team consistently implements a system to write learning intentions and success criteria in lessons.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include teacher input.
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and standards.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies.

Monitoring Each Student's Learning

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

Turning Data Into Information

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

Providing Students with Systematic Interventions and Extensions

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

## Interventions

- The PLC team consistently implements a system to maintain lists of students who have yet to master
- The PLC team consistently implements a system to maintain lists of common misconceptions or mist
- The PLC team consistently implements a system to share one promising instructional strategy for rete
- The PLC team consistently implements a system to identify one instructional strategy for teaching co
- The PLC team consistently implements a system to develop additional assessments to monitor progr
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering

## Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate maste
- The PLC team consistently implements a system to maintain lists of additional concepts that can exte
- The PLC team consistently implements a system to share one promising instructional strategy for pro
- The PLC team consistently implements a system to develop sets of challenge tasks for each essentia
- The PLC team consistently implements a system to develop additional assessment to measure progr
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering

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

The targeted audience is teachers, principals, assistant principal, admin dean and instructional coach

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

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

Funding: Title II

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

Instructional Resources: FCPS PLC Framework, Learning by Doing: A Handbook for Professional Learning Communities at Work, Cultures Built to Last: Systemic PLCs at Work

Professional Learning Support from Vendors: Solution Tree

Release Time: N/A

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

Dixie Magnet Elementary will receive support from the district office for ongoing supports including tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth and processes to integrate literacy standards across content areas; create varied approaches to creating and communicating success criteria; formative assessment, and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.

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

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

**Knowledge:** Teachers and school administrators develop an understanding of the district-developed frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.

**Knowledge:** Teachers and school administrators learn strategies for differentiation.

**Knowledge:** Teachers and school administrators develop an understanding of culturally responsive teaching.

**Knowledge:** Teachers and school administrators develop an understanding of how to implement the initial components of a systems approach to continuous improvement as the most efficient and effective way to improve student outcomes.

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



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

**Behavior:** Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students

**Behavior:** Teachers use a systems approach to continuous improvement to improve student outcomes.

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

**Student Outcomes:**

- By 2025, Dixie Magnet Elementary will increase Reading proficient and distinguished level to 60% as measured
- By 2025, Dixie Magnet Elementary will increase Math proficient and distinguished level to 55% as measured by
- By 2025, Dixie Magnet Elementary will increase Science proficient and distinguished level to 60% as measured
- By 2025, Dixie Magnet Elementary will increase Social Studies proficient and distinguished level to 60% as measured
- By 2025, Dixie Magnet Elementary will increase Combined Writing proficient and distinguished level to 60% as measured
- By 2025, Dixie Magnet Elementary will grow 100% of EL students by at least .5 in their composite score as measured

**Educator Beliefs:** Educators believe in equity of access and opportunity.

**Educator Practices:** Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

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.)

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

- **PBL Semester Projects - assessments and rubrics for exhibitions**
- NSGR Reading Levels
- Common Formative and Summative assessments aligned to essential standards

- MAP (reading and math)

### Who is responsible for gathering data?

- PBL Semester Projects - teacher, admin team
- NSGR Reading Levels - teachers
- Common Formative and Summative assessments aligned to essential standards - teachers, admin team
- MAP (reading and math) - teachers, admin team

### How frequently will it be analyzed?

- PBL Semester Projects - assessments and rubrics for exhibitions - Fall & Winter
- NSGR Reading Levels - will be monitored monthly from August to May
- Common Formative and Summative assessments aligned to essential standards - CFAs will be monitored 2-3 times per month
- MAP (reading and math) - three times a year: Fall, Winter, Spring

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.

- Progress monitoring charts for class goals are displayed and current when appropriate.
- Progress monitoring charts for class goals showing anonymous individual student data are displayed when appropriate.
- Students are engaged in clarifying the classroom short-term learning targets and strategies.
- Students frequently participate in the classroom plus/delta process and implementing solutions.
- Progress toward classroom goal achievement is evident and displayed and/or clearly communicated.
- The class is making progress toward developing classroom learning system indicators.

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

The targeted audience is all certified staff members, principal, assistant principal, admin dean, and instructional coach.

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

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

Funding: Title I, Title II, CCEIS

Technology: Navigator, Culturally Responsive Teaching for Multilingual Learners Hub, Continuous Classroom Improvement Hub, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: Continuous Classroom Improvement: First Steps in Using a Systems Approach to Improve Learning Results, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

Professional Learning Support from Vendors: Jim Shipley and Associates, Magnify Learning

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.

Dixie Magnet Elementary will receive support from the district office for ongoing supports. Monthly coaching and support for Project Based Learning will be provided by Magnify Learning.

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

n/a