

James Lane Allen Elementary Comprehensive School Improvement Plan 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

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

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, James Lane Allen will increase Reading proficient and distinguished level to 52% as measured by KSA. Current level is 38%.

State Assessment Results in Math

- By 2025, James Lane Allen will increase Math proficient and distinguished level to 51% as measured by KSA. Current level is 37%.

State Assessment Results in Science

- By 2025, James Lane Allen will increase Science proficient and distinguished level to 33% as measured by KSA. Current level is 19%.

State Assessment Results in Social Studies

- By 2025, James Lane Allen will increase Social Studies proficient and distinguished level to 40% as measured by KSA. Current level is 26%.

State Assessment Results in Combined Writing

- By 2025, James Lane Allen will increase Combined Writing proficient and distinguished level to 40% as measured by KSA. Current level is

26%.

English Learner Progress

- By 2025, James Lane Allen 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, James Lane Allen will increase the Quality of school climate and safety index to 87.1 as measured by KSA. Current level is 73.1.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, James Lane Allen will increase P/D in Reading to 38%. In 2022, the level was 36%. By 2023, James Lane Allen will increase P/D in Math to 37%. In 2022, the level was 22%.	By 2024, James Lane Allen will increase P/D in Reading to 45%. Current level is 38%. By 2024, James Lane Allen will increase P/D in Math to 44%. Current level is 37%.	By 2025, James Lane Allen will increase P/D in Reading to 52%. By 2025, James Lane Allen will increase P/D in Math to 51%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, James Lane Allen will increase P/D in Science to 19%. In 2022, the level was 16%. By 2023, James Lane Allen will increase P/D in Social Studies to 26%. In 2022, the level was 25%. By 2023, James Lane Allen will increase P/D in Combined Writing to 26%. In 2022, the level was 16%.	By 2024, James Lane Allen will increase P/D in Science to 32%. Current level is 19%. By 2024, James Lane Allen increase P/D in Social Studies to 45%. Current level is 26%. By 2024, James Lane Allen will increase P/D in Combined Writing to 45%. Current level is 26%.	By 2025, James Lane Allen will increase P/D in Science to >45%. By 2025, James Lane Allen will increase P/D in Social Studies to >60%. By 2025, James Lane Allen will increase P/D in Combined Writing to >60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, James Lane Allen will decrease novice in Reading to 35%. In 2022, the level was 45%.</p> <p>By 2023, James Lane Allen will decrease novice in Math to 35%. In 2022, the level was 50%.</p>	<p>By 2024, James Lane Allen will decrease novice in Reading to 25%. Current level is 36%.</p> <p>By 2024, James Lane Allen will decrease novice in Math to 25%. Current level is 40%.</p>	<p>By 2025, James Lane Allen will decrease novice in Reading to <15%.</p> <p>By 2025, James Lane Allen will decrease novice in Math to <15%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, James Lane Allen will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. In 2022, the level was 61.6.</p>	<p>By 2024, James Lane Allen will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 93.8%.</p>	<p>By 2025, James Lane Allen will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>

Year 1 Focus Areas

PLCs: All school PLCs will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	In grade level PLCs, work to create a PLC monitoring system to monitor the effectiveness of PLC practices established by tights and integration of culturally responsive teaching and learning practice.	Measures of success: <ul style="list-style-type: none"> Fall and Spring Self-Assessment (as stated in PLC Framework) Progress Monitoring: <ul style="list-style-type: none"> Work with Chief to review self-assessments (leadership and grade levels) 	PLC at Work Institute (possible Title 2 Request)
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Engage in PLC teams in professional learning to implement data analysis processes to plan standards-based instruction and respond to student learning to increase student self-efficacy.	Measures of success: <ul style="list-style-type: none"> Learning Walks Common Unit Assessments Progress Monitoring: <ul style="list-style-type: none"> Principal, AP, Curriculum Coach, and Chief will monitor planning implementation through learning walks and common unit 	

			assessments.	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Develop a process for backward lesson design focusing on standards and assessment development through exemplars and instructional design models.	<p>Measures of success:</p> <ul style="list-style-type: none"> Completed backward design process (output) <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Principal, AP, and Curriculum Coach will monitor the backward lesson design process. 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	In PLCs, work to develop formative assessments to expand opportunities for teachers to monitor student learning.	<p>Measures of success:</p> <ul style="list-style-type: none"> Formative assessments and processes <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Principal, AP, Curriculum Coach, and Chief will monitor formative assessments and processes. 	
<u>Progress Monitoring</u>				
<p>January 2023: March 2023: May 2023:</p>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	Ensure school family engagement expectations align with district-wide family engagement expectations that include: adopted framework, core beliefs, revised policy, FACE Advisory Team, School-Level Lead.	<p>Measures of Success: Expectations include the following each school year (at a minimum):</p> <ul style="list-style-type: none"> two examples of positive, multilingual communication that is 2-way one example of an open space two opportunities for family conferences/student 	Title 1 Family Engagement Funds

			<ul style="list-style-type: none"> progress two staff learning opportunities focused on family and community engagement two opportunities for family learning one example of community support/partnership <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Principal, AP, Curriculum Coach, FACE Advisory Team, School-Level FACE Lead 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 1 & 5	<p>Provide and engage in professional learning during the summer and throughout the school year to support the needs of students and staff.</p> <p>The current needs in our school are:</p> <ul style="list-style-type: none"> Developing teacher efficacy Responsive teaching Building school, classroom, and home relationships Instructional strategies/resources that support academic and social needs (Thinking Maps, Interactive Read Aloud, SEL, Culturally Inclusive text sets) 	<p>Measures of Success:</p> <ul style="list-style-type: none"> Professional learning day plans and products Principal PLCs/cadres District Professional Learning Plan School Professional Learning Plans <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Principal, AP, Curriculum Coach, Guidance Specialist, PBIS Lead (School or District), DMHS 	Title 1 Title 2 Title 3 Student Support Department
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	<p>Provide additional academic support (i.e. REAL Read, ESS, summer learning programs, etc.) School-based administrators and teachers will evaluate existing programs to identify improvements that need to be made. Support programs should have a clearly defined purpose, learning intentions, success criteria, and</p>	<p>Measures of Success:</p> <ul style="list-style-type: none"> Extended School Services plans and products <p>Progress Monitoring:</p> <ul style="list-style-type: none"> School Chief, Principal, 	ESS, Title 1, District monies

		evidence of success and meet applicable state/federal guidelines. Students served in the academic support programs should be monitored for progress and students' families should understand the purpose of the additional support through an open spaces approach.	AP, Curriculum Coach, and program directors will monitor quarterly.	
<u>Progress Monitoring</u>				
January 2024: March 2024: May 2024:				

Year 2 Focus Areas

PLCs: All school PLCs will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	In grade level PLCs, work to create a PLC monitoring system to monitor the effectiveness of PLC practices established by tights and integration of culturally responsive teaching and learning practice.	Measures of success: <ul style="list-style-type: none"> ● Fall and Spring Self-Assessment (as stated in PLC Framework) Progress Monitoring: <ul style="list-style-type: none"> ● Work with Chief to review self-assessments (leadership and grade levels) 	PLC at Work Institute (possible Title 2 Request)
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Engage in PLC teams in professional learning to implement data analysis processes to plan standards-based instruction and respond to student learning to increase student self-efficacy.	Measures of success: <ul style="list-style-type: none"> ● Learning Walks ● Common Unit Assessments Progress Monitoring: <ul style="list-style-type: none"> ● Principal, AP, Curriculum Coach, and Chief will monitor planning implementation through 	

			learning walks and common unit assessments.	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Develop a process for backward lesson design focusing on standards and assessment development through exemplars and instructional design models.	<p>Measures of success:</p> <ul style="list-style-type: none"> Completed backward design process (output) <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Principal, AP, and Curriculum Coach will monitor the backward lesson design process. 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	In PLCs, work to develop formative assessments to expand opportunities for teachers to monitor student learning.	<p>Measures of success:</p> <ul style="list-style-type: none"> Formative assessments and processes <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Principal, AP, Curriculum Coach, and Chief will monitor formative assessments and processes. 	
<u>Progress Monitoring</u>				
<p>January 2024: March 2024: May 2024:</p>				

Culture and Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging, including intentional family and community engagement.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 6	Ensure school family engagement expectations align with district-wide family engagement expectations that include: adopted framework, core beliefs, revised policy, FACE Advisory Team, School-Level Lead.	<p>Measures of Success: Expectations include the following each school year (at a minimum):</p> <ul style="list-style-type: none"> two examples of positive, multilingual communication that is 2-way 	Title 1 Family Engagement Funds

			<ul style="list-style-type: none"> • one example of an open space • two opportunities for family conferences/student progress • two staff learning opportunities focused on family and community engagement • two opportunities for family learning • one example of community support/partnership <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Principal, AP, Curriculum Coach, FACE Advisory Team, School-Level FACE Lead 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Graduation Rate	KCWP 1 & 5	<p>Provide and engage in professional learning during the summer and throughout the school year to support the needs of students and staff.</p> <p>The current needs in our school are:</p> <ul style="list-style-type: none"> • Developing teacher efficacy • Responsive teaching • Building school, classroom, and home relationships • Instructional strategies/resources that support academic and social needs (Thinking Maps, Interactive Read Aloud, SEL, Culturally Inclusive text sets) 	<p>Measures of Success:</p> <ul style="list-style-type: none"> • Professional learning day plans and products • Principal PLCs/cadres • District Professional Learning Plan • School Professional Learning Plans <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Principal, AP, Curriculum Coach, Guidance Specialist, PBIS Lead (School or District), DMHS 	Title 1 Title 2 Title 3 Student Support Department
Reading, Math, Science, Social Studies, Combined	KCWP 6	Provide additional academic support (i.e. REAL Read, ESS, summer learning programs, etc.) School-based	<p>Measures of Success:</p> <ul style="list-style-type: none"> • Extended School Services plans and 	ESS, Title 1, District monies

Writing, English Learner Progress, Graduation Rate		administrators and teachers will evaluate existing programs to identify improvements that need to be made. Support programs should have a clearly defined purpose, learning intentions, success criteria, and evidence of success and meet applicable state/federal guidelines. Students served in the academic support programs should be monitored for progress and students' families should understand the purpose of the additional support through an open spaces approach.	products Progress Monitoring: <ul style="list-style-type: none"> School Chief, Principal, AP, Curriculum Coach, and program directors will monitor quarterly. 	
<u>Progress Monitoring</u>				
January 2024: March 2024: May 2024:				

Year 3 Focus Areas

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

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



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

James Lane Allen Elementary School

Diana Smith

1901 Appomattox Rd
Lexington, Kentucky, 40504
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?

James Lane Allen Elementary has approximately 390 students in grades K-5 and 30 in preschool. We offer a morning and afternoon session and a full-day program in preschool. Our school is an integral part of Lexington's diverse community. Over 70% of our students come from diverse backgrounds with over 45% speaking a second language other than English. Over 90% of our students qualify for free/reduced lunch and through a federal grant, all students eat breakfast and lunch for free. We have a partnership with our Parent Teacher Association (PTA). The PTA provides support for our behavior and academic programs including but not limited to guest artists and support for our family nights.

School Stakeholders

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

Our school invests in a variety of stakeholders, including but not limited to School-Based Decision Making (SBDM) Council, Parent Teacher Association (PTA), Title 1 Advisory Council, and Family Resource Center Advisory Council, along with others in the community who support our school's mission and vision.

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 mission of James Lane Allen Elementary is that we will develop proficient learners and successful citizens through high expectations in a positive, caring environment. We value and embrace the diversity in every learner. We strive to make sure that all students are allowed to achieve at high levels and are provided the necessary support through a variety of state and local grants. We are a Title 1 school which helps us to fund several certified staff to address our needs in Literacy and Math. Title 1 money is also used for student and teacher materials. We have multiple Family Nights each school year to allow families to participate in their children's education and learn how to positively contribute to their academic achievement and growth. We use the Read to Achieve grant to further support the students in our Primary Program. Our teachers begin with the standards, plan instruction, and reflect on student learning while using a variety of resources

including but not limited to Fountas and Pinnell, Wonders, Investigations (K-2), and enVision (3-5). Our support staff supports students in a variety of ways. ELL and Intervention staff support multiple grades throughout the day. Our PBIS team continues to focus on identified areas of need including the consistency of consequences by staff, parent involvement, and the analysis of behavior data.

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.

James Lane Allen Elementary is focused on improving the percentage of students scoring proficient and distinguished in all academic areas with an overall reduction of students scoring novice.

As a result of the impact of COVID-19, we saw a significant decrease in the number of students scoring proficient/distinguished in all content areas. We will continue to focus on improving student achievement and growth, narrowing our achievement gap, and reducing the number of students scoring novice.

In the years ahead, we will focus on narrowing the gap and increasing the number of students scoring proficient/distinguished in all areas by focusing on Tier 1 instruction in literacy and math using standards through Professional Learning Communities (PLCs) with the Plan, Do, Study, Act Process. We will regularly gather data and utilize it to inform and plan our instruction. We will use district-created protocols for formative and summative assessments to review and reflect on student achievement and growth to ensure all students have opportunities to learn. Our PBIS team will continue to focus on identified areas of need based on behavior data.

Additional Information

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

James Lane Allen Elementary provides after-school opportunities in several areas. We have the 21st Century grant which is used for after-school programming that is dedicated to serving students in need of additional instruction in Reading and Math. In the 21st Century program, students are able to participate in a variety of programs based on student and family surveys. Additional activities for students include, but are not limited to Chorus, Percussion Ensemble, and Art Club. Students may also join the Student Technology Leadership Program (STLP) Our Family Resource Center provides many resources to our school community, works with multiple community partners, and helps families to remove non-cognitive barriers to students' learning.



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

James Lane Allen Elementary School

Diana Smith

1901 Appomattox Rd
Lexington, Kentucky, 40504
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.

The leadership team (Principal, AP, and Instructional Coach) analyzes various data sets for K-5, including KSA, MAP, Common Unit Assessments, formative assessments (for specific standards mastery), Text Level Data, Writing Tasks, and Comprehension Assessments. Data is reported to our SBDM Council. The analysis of data occurs each time we have data available. KSA is completed 1 time a year, MAP 3 times a year, and unit assessments after each unit (3-5).

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?

Our focus was to ensure that Tier 1 instruction in all content areas addressed the appropriate standards and that all of our work was aligned with the standards. We worked to make sure our MTSS process had the proper structures and addressed Tier 2/3 needs. We also utilized our 21st Century Afterschool Program to address student academic needs in particular EL students. For this upcoming year, we will need to continue our work on Tier 1 instruction.

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.

Based on MAP scores from the last two years we have significant numbers of students that are scoring below their grade level norm. According to our KSA Spring 2023 scores, 36% scored novice in Reading and 40% scored novice in Math.

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.

According to our KSA Spring 2022 scores, thirty-six (36%) scored novice in Reading and forty (40%) scored novice in Math. Thirty-six (36%) of African American students and fifty-five (55%) of English Learners scored novice in Reading. Forty-nine (49%) of African American students and fifty (50%) of English Learners scored novice in Math.

Priorities/Concerns

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

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

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

Thirty-six (36%) of African American students and fifty-five (55%) of English Learners scored novice in Reading. Forty-nine (49%) of African American students and fifty (50%) of English Learners 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.

All students within our English Learner Program moved from 61.6 (prior year's progress) to 77.7 (current year's progress). All students in all demographic groups made very high progress in their acquisition of language.

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



2023-24 School Key Elements JLA

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.

Our focus will be KCWP 1:Design and Deploy Standards



2023-2024 Phase Two: School Assurances_09202023_09:37

2023-2024 Phase Two: School Assurances

James Lane Allen Elementary School

Diana Smith

1901 Appomattox Rd
Lexington, Kentucky, 40504
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

Do not have state accountability data back at this time

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

Do not have state accountability data back at this time



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

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

James Lane Allen Elementary School
Diana Smith
1901 Appomattox Rd
Lexington, Kentucky, 40504
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?

James Lane Allen Elementary will develop proficient learners and successful citizens through high expectations in a positive, caring environment.

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

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

All school PLCs will use a PDSA model effectively to improve student learning.
(Foundational PDSA: Plan- Do - Focus on Learning)

Assessment: All schools will develop a balanced assessment system.

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

With our focus on PLCs and a balanced assessment system we will increase student achievement in all content areas. We will continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning intentions, and assessment measures.

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

Short-Term Changes: Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.

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

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

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

Teachers and school administrators will develop an understanding of the PLC+ Framework and associated Five Key Questions.

Long-Term Changes: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.

Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.

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.

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

Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy.

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, James Lane Allen Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 36%.

By 2025, James Lane Allen Elementary will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 22%.

By 2025, James Lane Allen Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 16%.

By 2025, James Lane Allen Elementary will increase Social Studies proficient and distinguished level to 60 % as measured by KSA. Current level is 23%.

By 2025, James Lane Allen Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 16%.

By 2025, James Lane Allen Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 61.6.

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

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

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

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

What data will be considered and gathered?

- Student achievement data, as measured by MAP, Text Levels, common formative and summative assessments
- PLC agendas and minutes
- Instructional walkthrough data

Who is responsible for gathering data?

- Teachers
- Administrators

How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing
- Common formative and summative assessments - as part of every unit
- KSA - Fall 2023
- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

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
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.
- 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
 - The PLC team implements a system for organizing, reflecting on, and acting around common
 - The PLC team implements a system for using evidence of student learning to determine the e
 - The PLC team implements a system to develop rubrics for proficiency scales that define differ
 - The PLC team implements a system to develop exemplars of subjective tasks representing di
 - The PLC team implements a system to utilize digital tools for assessing and reporting on stud
 - Turning Data Into Information
 - The PLC team implements a system to frequently analyze multiple sources of data to inform c

- The PLC team analyzes trends within and between student groups to inform decisions about
- 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 c
- 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
 - The PLC team consistently implements a system to maintain lists of common misconceptions
 - The PLC team consistently implements a system to share one promising instructional strategy
 - The PLC team consistently implements a system to identify one instructional strategy for teach
 - The PLC team consistently implements a system to develop additional assessments to monito
 - The PLC team consistently implements a system to utilize evidence-based digital tools for del
- Extensions
 - The PLC team consistently implements a system to maintain lists of students who dem
 - The PLC team consistently implements a system to maintain lists of additional concep
 - The PLC team consistently implements a system to share one promising instructional
 - The PLC team consistently implements a system to develop sets of challenge tasks fo
 - The PLC team consistently implements a system to develop additional assessment to
 - The PLC team consistently implements a system to utilize evidence-based digital tools

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

All School Leaders and Teachers

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: principals, assistant principals, teachers

Funding: Title II

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

Instructional Resources: FCPS PLC Framework, PLC +: Better Decisions and Greater Impact by Design, The PLC + Playbook: A Hands-On Guide to Collectively Improving Student Learning, The PLC + Facilitation and Activator's Guide

Professional Learning Support from Vendors: N/A

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.

1. Principal, Assistant Principal and teachers will develop tools to expand opportunities for students to m
2. Principal and Assistant Principal will work to provide professional learning on processes to integrate l

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

Short-Term Changes:

- Teachers and school administrators develop an understanding of district common unit assessments a
- Teachers and school administrators develop an understanding of student learning throughout the year
- Teachers and school administrators develop an understanding of the Assessment Guidance Document

Long-Term Changes:

- Teachers consistently utilize district common assessments to inform their planning and instructional p
- Teachers consistently utilize benchmark assessments and state level assessments to inform their pla
- Teachers and school administrators consistently utilize the Assessment Guidance Document.

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

Student Outcomes:

By 2025, James Lane Allen Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 36%.

By 2025, James Lane Allen Elementary will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 22%.

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By 2025, James Lane Allen Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 61.6.

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?

- Student achievement data, as measured by MAP, Text Levels, common formative and summative assessments
- PLC agendas and minutes
- Instructional walkthrough data

Who is responsible for gathering data?

- Teachers
- Administrators

How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing
- Common formative and summative assessments - as part of every unit
- KSA - Fall 2023
- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

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.

At Tier 1, a balanced assessment system is used to make decisions at the district, school, classroom, and student level. Formative assessments and common formative assessments provide data about student learning and help teachers determine if instruction is effective or if adjustments to instruction are needed. Common summative assessments are used to provide data at the end of units/end of course to measure standards mastery. Standardized tests are used to determine if students are meeting state academic standards. They also can be used to inform decisions about systems-level programming and the overall effectiveness of MTSS.

Universal screening is used at Tier 1 to:

- evaluate the effectiveness of the guaranteed and viable curriculum and classroom instruction provided
- identify students who may be at risk in academics and/or social behaviors
- identify students who need supplemental or intensive interventions

When assessing Tier 1 effectiveness, teams look for evidence that at least 80% of students are at or above the established cut score. Diagnostic assessments are used to help educators identify strengths and weaknesses and provide data about students' content knowledge and skills. The diagnostic

assessments allow the SPS team to identify an appropriate intervention for an individual student or group of students. The goal of the MTSS framework is to provide interventions for approximately 20% of the school. When schools find that more than 20% of the student population meets cut scores for intervention, the school adjusts cut scores to serve the bottom 20% through the MTSS framework. In

schools where there is not 80% meeting proficiency, ongoing diagnostic assessment should be used to regularly monitor progress.

School leadership teams use universal screening data to monitor the implementation and effectiveness of Tier 1 instruction. If data indicate that less than 80% of students are meeting benchmarks for academic proficiency, behavior expectations or social emotional-skills, MTSS leadership teams examine the difference between the actual and the desired performance in order to identify areas in need of improvement at the systems level.

Upon completion of the universal screener for academic and social, examine data at the student level to determine where additional screenings are needed, using the Data Informed Decision Flowchart. For students scoring below the cut point, additional diagnostic assessments are given to identify the specific area(s) of focus, providing a triangulation of data to meet student needs and accelerate learning. For students scoring above 80% on specific skills, opportunities for enrichment and/or extensions shall be provided by the classroom teacher and/or gifted and talented resource teacher.

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

principals, assistant principals, and teachers from all levels (Pre-K - 12)

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: principals, assistant principals, teachers

Funding: Title II, District Assessment

Technology: ADAM, ROIS, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: Assessment Guidance Document

Professional Learning Support from Vendors: N/A

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly

professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

We will receive support from the district office on the development, implementation and monitoring of formative and summative assessments. Our principal, assistant principal and instructional coach will support teachers in this work.

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.

NA