

Julius Marks 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

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, *Julius Marks Elementary* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 42 %.

State Assessment Results in Math

- By 2025, *Julius Marks Elementary* will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 36%.

State Assessment Results in Science

- By 2025, *Julius Marks Elementary* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 20%.

State Assessment Results in Social Studies

- By 2025, *Julius Marks Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 27%.

State Assessment Results in Combined Writing

- By 2025, *Julius Marks Elementary* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 43.4%.

English Learner Progress

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

Quality of School Climate and Safety

- By 2025, *Julius Marks Elementary* will increase the quality of school climate and safety index to 83% as measured by KSA. Current level is 74.8%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Julius Marks</i> will increase P/D in Reading to 44%. In 2022,	By 2024, <i>Julius Marks</i> will increase P/D in Reading to 49%. Current level is	By 2025, <i>Julius Marks</i> will increase P/D in Reading to 56%.
By 2023, <i>Julius Marks</i> will increase P/D in Math to 40%. In 2022,	By 2024, <i>Julius Marks</i> will increase P/D in Math to 43%. Current level is	By 2025, <i>Julius Marks</i> will increase P/D in Math to 50%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Julius Marks</i> will increase P/D in Science to 30%. In 2022,	By 2024, <i>Julius Marks</i> will increase P/D in Science to 27%. Current level is 20%	By 2025, <i>Julius Marks</i> will increase P/D in Science to 34 %.
By 2023, <i>Julius Marks</i> will increase P/D in Social Studies to 40 %. In 2022,	By 2024, <i>Julius Marks</i> will increase P/D in Social Studies to 34%. Current level is 27%	By 2025, <i>Julius Marks</i> will increase P/D in Social Studies to 41%.
By 2023, <i>Julius Marks</i> will increase P/D in Combined Writing to 53%. In 2022,	By 2024, <i>Julius Marks</i> will increase P/D in Combined Writing to 51%. Current level is 43.4%	By 2025, <i>Julius Marks</i> will increase P/D in Combined Writing to 57%.

Achievement Gap Objectives (Special Education and African American students)		
Year 1	Year 2	Year 3

By 2023, <i>Julius Marks</i> will decrease novice in Reading to 30%. In 2022, 35%	By 2024, <i>Julius Marks</i> will decrease novice in Reading to 26%. Current level is 31%	By 2025, <i>Julius Marks</i> will decrease novice in Reading to 21%.
By 2023, <i>Julius Marks</i> will decrease novice in Math to 31%. In 2022, 36%	By 2024, <i>Julius Marks</i> will decrease novice in Math to 32%. Current level is 37%	By 2025, <i>Julius Marks</i> will decrease novice in Math to 27%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Julius Marks</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. In 2022,	By 2024, <i>Julius Marks</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.	By 2025, <i>Julius Marks</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.



2023-2024 Phase One: Executive Summary for
Schools_09282023_11:40

2023-2024 Phase One: Executive Summary for Schools

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

Julius Marks Elementary is located in beautiful central Kentucky close to the University of Kentucky. We are growing in size and are currently home to 480 students preschool to grade 5. We serve students that are 58.4% minority, 18% receive special education services, 14% are English Language Learners, 4% Gifted and Talented. The staff at Julius Marks consists of 3 or 4 teachers per general education grade-level from kindergarten to fifth grade. We have 5 special education teachers that support students with IEP's (individual education programs). We are a Title 1 school, which provides the students of JME with additional support academically with reading and math intervention. We have 3 members on our mental health team that consists of Guidance Counselor, District Mental Health Specialist and Family Resource Youth Services Coordinator. Currently we have an Assistant Principal to support academic needs of all students and this year we have added a Curriculum Coach to support teachers in tiered instruction. There is an active PTA at Julius Marks that continues to build strong relationships between school and home. We are strong in our PBIS (positive behavior intervention systems) with monthly celebrations for following PAWS expectations. We have remained Gold status in our district based on systems in place to support student behavior. We set school-wide expectations for P- prepared for learning, A- acting responsibly, W- working and playing respectfully, S- solving problem. We offer specials of Library, Art, PE and STEM Lab for all students. We also offer band and orchestra for our 4th and 5th grade students. Our challenge has been academic growth which will continue to be our focus for the upcoming school year. We are carefully looking at systems of student support and offering professional development to our staff in support of our goal of increased student proficiency and novice reduction.

School Stakeholders

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

Julius Marks prides itself in involving stakeholder partnership in our daily routines. Parent volunteers and community partners help provide monthly school wide celebrations, major events and day to day support in the classrooms. We have an active PTA that plans annual events and fundraising to support school needs and a consistent SBDM that makes sound decisions for our students. Stakeholder surveys are sent home at the beginning, middle and end of year to gather input for continuous improvement. We have implemented a Student Voice Team where students also provide input for needs throughout the year.

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.

Julius Marks follows the vision and mission of Fayette County School. The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. We also share the same vision and mission at JME, making it a priority to make sure that all students at Julius Marks learn in a safe and loving environment where students will become confident, successful, lifelong learners.

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.

At Julius Marks, we continue to watch student growth through MAP data and Kentucky Summative Assessments. We will continue to closely monitor our benchmark assessments to increase proficiency and novice reduction. We also have a team of STLP students to the STEM competition finishing top 20 out of 100 projects submitted.

Additional Information

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

We are proud of our students and the gains we are making. Our students love school and love learning. We continue to build strong family relationships with opportunities to be actively involved in their child's education.



2023-2024 Phase Two: The Needs Assessment for
Schools_09282023_12:00

2023-2024 Phase Two: The Needs Assessment for Schools

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

Classroom teachers along with Leadership Team and SBDM have been informed of the data and has reviewed the current state. Teachers meet weekly in professional learning communities, while the Leadership Team and SDBM meet monthly to discuss updates and current needs at Julius Marks. Julius Marks has an active PTA that also supports needs of students and teachers. In each SBDM meeting, school data is reviewed (attendance, behavior, policies). Three times annually, the SBDM reviews benchmark assessments (MAP, Galileo). In October, or after data is released, Council reviews KSA data. All meetings are documented on the SBDM portal, and on the Julius Marks website.

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?

We will continue to focus on increased proficiency and novice reduction at Julius Marks.

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.

We are proud to report that in the academic school year 2022-23, there were only school suspensions at Julius Marks. We began using the eOS system for behavior referrals. There were 33 ODR (office disciplinary reports) that were made. We maintained Gold status for PBIS from the district. We continue to see growth in our data as we closely monitor behavior reports and attendance. We are continuing to see growth in our special education data and tremendous growth in our English language learners. Our enrollment remains at or near 460 students.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Julius Marks will continue to focus on KCWP2: Design and Deliver Instruction. At Julius Marks, currently according to Kentucky Summative, in reading 42% of students were proficient or above. 23% were distinguished, 19% were proficient, 27% were apprentice and 31% were novice. Kentucky Summative reports that 36% of all students were proficient or above in math 12.0% were distinguished, 24% were proficient, 27% were apprentice and 37% were novice. Currently, JME African American students performed at 52% novice, 22% apprentice, 14% proficient and 13% distinguished in reading, 56% novice, 26% apprentice, 14% proficient, and 5% distinguished in math. Multi-lingual students performed at 27% novice, 42% apprentice, 21% proficient, and 9% distinguished in reading, 36% novice, 39% apprentice, 21% proficient and 3% distinguished in math. Students with special needs performed at 51% novice, 24% apprentice, 15% proficient and 10% distinguished in reading, 59% novice, 29% apprentice, 5% proficient, and 7% proficient distinguished in math. Economically disadvantages students performed at 51% novice, 24% apprentice, 15% proficient and 10% distinguished in reading and 59% novice, 29% apprentice, 5 % proficient and 7% distinguished 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.

Julius Marks will continue to focus on KCWP1: Design and Deploy standards, KCWP2: Design and Deliver Instruction and also KCWP3: Design and Deliver Assessment. We will continue to improve proficiency in Reading and Math and also focus on gap groups with increased proficiency and novice reduction.

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.

We are continuing to grow academically at Julius Marks. Julius Marks will continue to focus on KCWP 1, 2, and 3. JME increased math proficiency and distinguished from 36% in 2022-23 to 43% P&D in 2022-23. We also increased our proficiency and distinguished from We are very proud of the fact that our math grew from 32% P&D in 2021-22 to 36% in 2021-22. We will continue to focus on closing the gaps for our African American, Special Education and Economically Disadvantaged students through the work of co-teaching and Thinking Maps.

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



Julius Marks 5 year plan



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.

Attached is the long range plan for Julius Marks Elementary.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Julius Marks 5 year plan		• 7
 Julius Marks CSIP 5 year plan		•



2023-2024 Phase Two: School Assurances_09282023_11:59

2023-2024 Phase Two: School Assurances

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

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

- Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

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

- Yes**
- No
- N/A

COMMENTS

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

- Yes**
- No
- N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS



2022-23 Phase Four: Professional Development Plan for Schools
for School Year 2023-2024_09272022_14:16

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

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
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?

The mission of Julius Marks Elementary is to create a safe and collaborative learning community where students feel loved, confident and life-long learners. This mission statement is a collaborative effort with the entire staff.

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.

Since Julius Marks has been identified as a TSI school for Special Education, we are focusing our professional development on co-teaching, and Thinking Maps for visual learning. This will benefit all students at JME: special education, English Language Learners and targeted academically challenged students. We will continue to build strong Tier 1 instruction and student engagement.

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

By focusing on co-teaching and Thinking Maps, Julius Marks will increase reading and math proficiency. In our current professional development plan, our priorities align with our school goals.

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.

Julius Marks Elementary is committed to provide strong tiered instruction. We are focusing on standards based instruction for tier 1 and tier 2. With our focus on tiered instruction, we will increase annually by 7% growth on summative assessments and have 75% of our students meet their annual years growth goal on benchmark assessments. At JME, we will continue to build tiered instruction through Thinking Maps and co-teaching strategies.

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

The intended results are to continue to grow academically for students with common academic language, co- teaching strategies, Thinking Maps graphic organizers and structured engagement practices.

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.)

Data will be collected through regular formative and summative assessments, benchmark assessments given 3 times annually and summative year end assessments. Classroom teachers, curriculum and instructional coaches, and the

administrative team will be responsible for monitoring student growth during weekly PLC, monthly monitoring meetings and bi-monthly MTSS meetings.

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

Please describe in detail.

Indicators of success will be that 75% of students at Julius Marks will meet their annual growth goal based on spring to spring data collection and students in grades 3-5 will increase end of year summative assessments by 7% in reading, math and writing.

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

All certified teachers at Julius Marks will be the targeted audience for the professional development plan.

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.)

Specific resources include training with a model of "teachers as trainers" with Thinking Maps and Co-Teaching book study with district support throughout the year. Title 1 funds will be used to support expenses for the 2023-24 school year.

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.

Julius Marks Elementary will use weekly PLC meetings, weekly staff meeting and bi-monthly Monitoring and MTSS meetings to track data for student growth. We will be adding a Curriculum Coach for support in the classroom and implementation of expectations with fidelity.

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

The second focus area for Julius Marks is to increase proficiency with rigorous instruction using co-teaching methods to support English Language learners and our students with special needs.

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

The intended results for increasing proficiency through co-teaching models will focus on our gap groups with the greatest support of our socioeconomically disadvantaged, African American, English Language learners and students with special needs.

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.)

Data will be collected through regular formative and summative assessments, benchmark assessments given 3 times annually and summative year end assessments. Classroom teachers, curriculum and instructional coaches, and the administrative team will be responsible for monitoring student growth during weekly PLC, monthly monitoring meetings and bi-monthly MTSS meetings.

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

Please describe in detail.

Teachers, administrators and coaches will monitor baseline, middle and end of year benchmarks for growth with the goal to increase summative assessment by 7% annually.

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

All certified teachers at Julius Marks will be the targeted audience for the professional development plan.

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.)

Specific resources include training with a model of "teachers as trainers" with Thinking Maps and Co-Teaching book study with district support throughout the year. Title 1 funds will be used to support expenses for the 2023-24 school year.


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.

Julius Marks Elementary will use weekly PLC meetings, weekly staff meeting and bi-monthly Monitoring and MTSS meetings to track data for student growth. We will be adding a Curriculum Coach for support in the classroom and implementation of expectations with fidelity.

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.

Not applicable

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Julius Marks Professional Development Plan 2023-24</u>		.

FCPS Professional Learning Plan 2023-2024
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2022-2023 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: **Julius Marks**

District Mission

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

School Mission

The mission of Julius Marks Elementary is to create a safe and collaborative learning community where students feel loved, confident and life-long learners. This mission statement is a collaborative effort with the entire staff.

Focus Area 1 Increase proficiency in Reading by 7% on end of year summative assessment.

Focus Area 2 Increase proficiency in Math by 7% on the end of year summative assessment.

How do the identified top two focus areas requiring professional learning relate to district goals? At Julius Marks, we are focusing on student achievement by increasing benchmark assessments and summative assessments.

Strategic Plan Priority Areas are:

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

Describe Strategic Plan Priority Areas: Julius Marks has been identified as a TSI school for Special Education, we are focusing our professional development on co-teaching, and Thinking Maps for visual learning with continued This will benefit all students at JME: special education, English Language Learners and targeted academically challenged students. We will continue to build strong Tier 1 instruction and student engagement.

The Fayette County Public Schools CDIP goals include:

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

Describe CDIP alignment: Julius Marks will continue to look at increasing proficiency aligning with high academic standards. By focusing on co-teaching and Thinking Maps, Julius Marks will increase reading and math proficiency. In our current professional development plan, our priorities align with our school goals. We will also be addressing the achievement gap with our students with special needs, English language learners and economically disadvantaged.

Professional Learning Development Tools

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

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

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

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

Focus Area 1

[Focus Area 1 Objectives](#) Julius Marks Elementary is committed to provide strong tiered instruction. We are focusing on standards based instruction for tier 1 and tier 2. With our focus on tiered instruction, we will increase annually by 7% growth on summative assessments and have 75% of our students meet their annual years growth goal on benchmark assessments. At JME, we will continue to build tiered instruction through Thinking Maps and co-teaching strategies.

Short-Term Changes: JME will complete self reflection in PLC and make adjustments to use the TNTP model and use data analysis to increase rigor in tier 1.

Long-Term Changes: Teachers will be able to use the TNTP model with consultation from administration and coaches.

[Focus Area 1 Intended Result](#) The intended results for Focus Area 1 will be to increase academic performances of all students.

Student Outcomes: As a goal, 75% of students will meet their annual growth goal based on Spring to Spring data and increase annually 7% on KSA in both reading, math and combined writing.

Educator Beliefs: It is the belief that with rigorous planning and intentional work through the TNTP model, student academic performance will increase.

Educator Practices: We will continue to work through the TNTP model for greater understanding and look at data analysis. We will identify best practices with co-teaching and Thinking Maps

Focus Area 1 Monitoring

What data will be considered and gathered? Data will be collected through regular formative and summative assessments, benchmark assessments given 3 times annually and summative year end assessments.

Who is responsible for gathering data? Classroom teachers, curriculum and instructional coaches, and the administrative team will be responsible for monitoring student growth during weekly PLC, monthly monitoring meetings and bi-monthly MTSS meetings.

How frequently will it be analyzed? Weekly through PLC and 3 times annually for benchmarks assessments, 1 time annually for Kentucky Summative Assessment.

Focus Area 1 Indicators of Success (Please describe in detail.) Indicators of success will be that 75% of students at Julius Marks will meet their annual growth goal based on spring to spring data collection and students in grades 3-5 will increase end of year summative assessments by 7% in reading, math and writing.

Focus Area 1 Targeted Audience All certified teachers at Julius Marks will be the targeted audience for the professional development plan.

Focus Area 1 Resources Specific resources include training with a model of "teachers as trainers" with Thinking Maps and Co-Teaching book study with district support throughout the year. Title 1 funds will be used to support expenses for the 2023-24 school year.

Focus Area 1 Ongoing Supports for Implementation Julius Marks Elementary will use weekly PLC meetings, weekly staff meeting and bi-monthly Monitoring and MTSS meetings to track data for student growth. We will be adding a Curriculum Coach for support in the classroom and implementation of expectations with fidelity.

Focus Area 2

Focus Area 2 Objectives Julius Marks Elementary is committed to provide strong tiered instruction. We are focusing on standards based instruction for tier 1 and tier 2. With our focus on tiered instruction, we will increase annually by 7% growth on summative assessments and have 75% of our students meet their annual years growth goal on benchmark assessments. At JME, we will continue to build tiered instruction through Thinking Maps and co-teaching strategies.

Short-Term Changes: JME will complete self reflection in PLC and make adjustments to use the TNTP model and use data analysis to increase rigor in tier 1.

Long-Term Changes: Teachers will be able to use the TNTP model with consultation from administration and coaches.

Focus Area 2 Intended Results

The intended results for increasing proficiency through co-teaching models will focus on our gap groups with the greatest support of our socioeconomically disadvantaged, African American, English Language learners and students with special needs.

Focus Area 2 Monitoring

Data will be collected through regular formative and summative assessments, benchmark assessments given 3 times annually and summative year end assessments. Classroom teachers, curriculum and instructional coaches, and the administrative team will be responsible for monitoring student growth during weekly PLC, monthly monitoring meetings and bi-monthly MTSS meetings.

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

Teachers, administrators and coaches will monitor baseline, middle and end of year benchmarks for growth with the goal to increase summative assessment by 7% annually.

Focus Area 2 Targeted Audience

All certified teachers at Julius Marks will be the targeted audience for the professional development plan.

Focus Area 2 Resources

Specific resources include training with a model of "teachers as trainers" with Thinking Maps and Co-Teaching book study with district support throughout the year. Title 1 funds will be used to support expenses for the 2023-24 school year.

Focus Area 2 Ongoing Supports for Implementation

Julius Marks Elementary will use weekly PLC meetings, weekly staff meeting and bi-monthly Monitoring and MTSS meetings to track data for student growth. We will be adding a Curriculum Coach for support in the classroom and implementation of expectations with fidelity.

Optional Extension

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

School: Julius Marks Elementary

PL Representative: Jennifer F. Spencer

	Work Calendar Date	Total PL Hours	Funding Source	Brief Description of Planned PL Activity	Comprehensive School Improvement Plan (CSIP) Objective	District Strategic Priority Alignment	Comprehensive District Improvement Plan (CDIP) Focus Area
PL Day #1	Aug 7, 2023	3	School Funded	OUTS training (3 hours)	KCWP 2 Design and Deliver instruction KCWP 3 Design and Deliver Assessment		
PL Day #2	Aug 8, 2023	3	School Funded	OTUS training (3 hours)	CWP 2 Design and Deliver instruction KCWP 3 Design and Deliver Assessment		
PL Day #3	Aug 9, 2023	6	District Funded	FCPS Professional Learning Conference			
PL Day #4	Aug 10, 2023	6	District Funded	FCPS Teacher Institute			
PL Day #5	Aug 15, 2023	3	School Funded	Staff Orientation	CWP 2 Design and Deliver instruction KCWP 3 Design and Deliver Assessment KCWP Establishing Learning Culture and Environment		
PL Day #6	Jan 3, 2024	6	School Funded	Thinking Maps/Co-Teaching Mid-Year Data Review	CWP 2 Design and Deliver instruction KCWP 3 Design and Deliver Assessment		

Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.

Additional PL Plans							
Additional PL Plans							
Additional PL Plans							
Additional PL Plans							

Principal Approval: _____ *Signature* _____ *Date* **Date Approved by SBDM Council:** _____ *Date*

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