

## Southern Elementary's Comprehensive School Improvement Plan (CSIP) 2022-25

### State Assessment Results in Reading

- By 2025, *Southern Elementary* will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 55.8%.

### State Assessment Results in Math

- By 2025, *Southern Elementary* will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 51.1%.

### State Assessment Results in Science

- By 2025, *Southern Elementary* will increase Science proficient and distinguished level to 56% as measured by KSA. Current level is 52.6%.

### State Assessment Results in Social Studies

- By 2025, *Southern Elementary* will increase Social Studies proficient and distinguished level to 52% as measured by KSA. Current level is 47.1%.

### State Assessment Results in Combined Writing

- By 2025, *Southern Elementary* will increase Combined Writing proficient and distinguished level to 75 % as measured by KSA. Current level is 70.6%.

### English Learner Progress

- By 2025, *Southern* will increase the English Learner progress index to 80% as measured by KSA. Current level is 75.6%.

### Quality of School Climate and Safety

- By 2025, *SouthernElementary* will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 69.1%.

Reading and Math Objectives		
Year 1	Year 2	Year 3

By 2023, <i>Southern Elementary</i> will increase P/D in Reading to 55%.	By 2024, <i>Southern Elementary</i> will increase P/D in Reading to 61%.	By 2025, <i>Southern Elementary</i> will increase P/D in Reading to 66%.
By 2023, <i>Southern Elementary</i> will increase P/D in Math to 50 %.	By 2024, <i>Southern Elementary</i> will increase P/D in Math to 56 %.	By 2025, <i>Southern Elementary</i> will increase P/D in Math to 61%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Southern Elementary</i> will increase P/D in Science to 51%	By 2024, <i>Southern Elementary</i> will increase P/D in Science to 56%.	By 2025, <i>Southern Elementary</i> will increase P/D in Science to 59%.
By 2023, <i>Southern Elementary</i> will increase P/D in Social Studies to 48%.	By 2024, <i>Southern Elementary</i> will increase P/D in Social Studies to 52%.	By 2025, <i>Southern Elementary</i> will increase P/D in Social Studies to 55%.
By 2023, <i>Southern Elementary</i> will increase P/D in Combined Writing to 70%.	By 2024, <i>Southern Elementary</i> will increase P/D in Combined Writing to 75%.	By 2025, <i>Southern Elementary</i> will increase P/D in Combined Writing to 79%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Southern Elementary</i> will decrease Novice in Reading to 35%.	By 2024, <i>Southern Elementary</i> will decrease Novice in Reading to 25%.	By 2025, <i>Southern Elementary</i> will decrease Novice in Reading to 20%.
By 2023, <i>Southern Elementary</i> will decrease Novice in Math to 35%.	By 2024, <i>Southern Elementary</i> will decrease Novice in Math to 25%.	By 2025, <i>Southern Elementary</i> will decrease Novice in Math to 20%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Southern Elementary</i> will increase English Learner Progress index to 75% as measured by KSA. Current level is 73%.	By 2024, <i>Southern Elementary</i> will increase English Learner Progress index to 80% as measured by KSA. Current level is 75.6 %.	By 2025, <i>Southern Elementary</i> will increase English Learner Progress index to 85 % as measured by KSA. Current level is 80%.

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

### **Year 1 Focus Areas**

**EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Increase proficiency in our EL population in combined reading from	KCWP 1	<ul style="list-style-type: none"> <li>• Morning phonics group for newcomers</li> <li>• Universal Academic Language schoolwide (teach, model, use, discuss, and implement)</li> </ul>	<ul style="list-style-type: none"> <li>• PLC evidence with item analysis</li> <li>• Classroom observations</li> </ul> <p>If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.</p>	N/A
<b><u>Progress Monitoring</u></b>				
December, 2022: March, 2023: June, 2023:				

<b>GT- Accelerated team will extend and accelerate learning for qualified gifted students.</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Increase GT and Accelerated Learning	KCWP 2 & 4	<ul style="list-style-type: none"> <li>• Introduce a new accelerated program for 4th and 5th grade students who meet the criteria for this team.</li> <li>• Analyze Data and set the criteria for the SES accelerated team.</li> <li>• Teachers and students will be identified and informed of the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria checklist for accelerated program.</li> <li>• Teacher recommendation sheet</li> <li>• PLC observations with 4th and 5th grade teachers</li> </ul>	N/A
<b><u>Progress Monitoring</u></b>				
December, 2022: Measured MAP and KSA scores for growth March, 2023: Measure MAP and ACCESS scores for growth June, 2023: MAP scores for growth				

## Year 2 Focus Areas

<b>EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Increase proficiency in our EL population in combined reading from	KCWP 1	<ul style="list-style-type: none"> <li>Morning phonics group for newcomers</li> <li>Universal Academic Language schoolwide (teach, model, use, discuss, and implement)</li> </ul>	<ul style="list-style-type: none"> <li>PLC evidence with item analysis</li> <li>Classroom observations</li> </ul> <p>If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.</p>	N/A
<b><u>Progress Monitoring</u></b>				
December, 2023: March, 2024: June, 2024:				

<b>GT- Accelerated team will extend and accelerate learning for qualified gifted students.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Increase GT and Accelerated Learning	KCWP 2 & 4	<ul style="list-style-type: none"> <li>Groups and teachers will be identified for the accelerated team.</li> <li>Students progress will be monitored through assessment data such as (MAP, common assessments, KSA) for continuation of the program.</li> </ul>	<ul style="list-style-type: none"> <li>Criteria checklist for accelerated program.</li> <li>Teacher recommendation sheet</li> <li>PLC observations with 4th and 5th grade teachers</li> <li>PLC Data meetings with 4th/5th</li> </ul>	N/A

**Progress Monitoring**

December, 2023: Measured MAP and KSA scores for growth  
March, 2024: Measure MAP and ACCESS scores for growth  
June, 2024: MAP scores for growth

**Year 3 Focus Areas**

**EL- Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all EL students.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Increase proficiency in our EL population in combined reading from	KCWP 1	<ul style="list-style-type: none"><li>• Morning phonics group for newcomers</li><li>• Universal Academic Language schoolwide (teach, model, use, discuss, and implement)</li></ul>	<ul style="list-style-type: none"><li>• PLC evidence with item analysis</li><li>• Classroom observations</li></ul> <p>If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.</p>	N/A

**Progress Monitoring**

December, 2024: Measured MAP and KSA scores for growth  
March, 2025: Measure MAP and ACCESS scores for growth  
June, 2025: MAP scores for growth

**GT- Accelerated team will extend and accelerate learning for qualified gifted students.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Increase GT and Accelerated	KCWP 2 & 4	<ul style="list-style-type: none"><li>• Groups and teachers will be identified for the accelerated team.</li></ul>	<ul style="list-style-type: none"><li>• Criteria checklist for accelerated program.</li></ul>	N/A

Learning		<ul style="list-style-type: none"> <li>• Students progress will be monitored through assessment data such as (MAP, common assessments, KSA) for continuation of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher recommendation sheet</li> <li>• PLC observations with 4th and 5th grade teachers</li> <li>• PLC Data meetings with 4th/5th</li> <li>• Item analysis on assessments to determine gaps in learning and overall proficiency on assessments.</li> <li>• All students and subgroups will be monitored through MTSS, PBIS, and through PLCs in order to meet the needs of all students</li> </ul>	
<p style="text-align: center;"><b><u>Progress Monitoring</u></b></p> <p>December, 2024: Measured MAP and KSA scores for growth  March, 2025: Measure MAP and ACCESS scores for growth  June, 2025: MAP scores for growth</p>				



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

**Southern Elementary School**  
**Brandy Holley**  
340 Wilson Downing Rd  
Lexington, Kentucky, 40517  
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?

Southern Elementary is a suburban school with 467 students not including our Preschool classrooms. The school turns 51 years old this year and many generations have come and gone through its doors. It is a neighborhood school that serves 70% low income student population. For the last 4 years Southern has been a low performing school with somewhat of a transient population. We have outstanding family involvement as evidenced by the numbers of families that come to our monthly Title I Family Nights. The Southern PTA is incredibly supportive of our schools initiatives and provides funding when available. Southern is a Title I school which allows us to additional funding to secure and retain additional high-quality teachers and decrease class sizes. With the strong presence in PTA we are working to increase family participation and support. Many of our families struggle financially and with transportation so we are working to provide opportunities to tear down those barriers.

### 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 Southern families and community members are our most important stakeholders. Parents are now serving on school based committees, Site based committee, and are actively volunteering in our building. Our PTA hosted over 50 parents at its' first meeting as well.

### 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 Southern Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. To meet this goal, we will provide excellent student opportunities, excellent staff, excellent schools, excellent supports, and excellent relationships. Southern is providing opportunities for parents and guardians to serve on committees, we have increased parent and family volunteer opportunities as well as

increased out presence on social media to stay connected. We utilize class dojo as a communication system with families.

We offer opportunities for the WHOLE child through music, art, athletics and academics.

### 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.

Achievement: notable transition from in person learning to distance learning, PBIS progress and 98% of students in Tier I for behavior. Gold status in district PBIS designation Areas improvement: Tier I instruction in reading and math; reducing novice in reading and math

Areas of improvement for Southern are Tier 1 instruction, and students in our African American population.

### Additional Information

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

N/A



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

**Southern Elementary School**

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

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

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

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

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

#### **Protocol**

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

Our needs assessment process had participants made up of parents, teachers, SBDM council, instructional leadership team. Parents are given a survey 2 x year; teachers meet at least weekly in PLC meetings; SBDM council meets 1 x month; instructional leadership team meets at least once a month. These teams meet regularly to review and analyze current school data (attendance, behavior, achievement) and work to utilize data to impact attendance, behavior, and achievement.

#### **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?

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It is our goal to have committees that review our goals and progress in addition to the SBDM council. We hope to have representation from parents and school staff. I believe that there were gaps in this process last year so it allows us the opportunity to be more diligent this year.

## 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.

Through committed and dedicated staff, families, and the local community, we've seen a significant increase in positive behavior at school. With consistent and tight expectations from grade level to grade level and room to room, our students can actively learn in a safe and non-disruptive classroom which maximizes the teacher's time on instruction. We continue to target student growth goals as a significant indicator of student success throughout the year. Our safety net supports and intervention services are showing a positive impact on student learning. We have a behavior interventionist and our MTSS team meets bi weekly. We discuss student goals and progress.

## 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.

37% of students at Southern Elementary scored P/D in the area of Reading

33% of students at Southern Elementary score P/D in the area of math

Our current goals for attendance for students and staff is 97%

Teacher attendance goals are also 97%

We are currently 92% for students and 93% for staff

#### 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.

42.6 % is the academic index for students in the African American demographic status.

#### 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.

Southern had an overall increase in ALL areas with the exception of Science. Students in our gap groups has significant increases.

#### Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

**ATTACHMENTS**

**Attachment Name**

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Key Elements

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.

We will continue to work on what we do with the data once we have it. WE have to continue to focus on change and using the massive amount of data that we have to drive our decision making.



2023-2024 Phase Two: School Assurances\_10302023\_13:04

2023-2024 Phase Two: School Assurances

**Southern Elementary School**  
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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\_05082023\_12:13

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

**Southern Elementary School**  
**Brandy Holley**  
340 Wilson Downing Rd  
Lexington, Kentucky, 40517  
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 Southern Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

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.

Focus Area 1: Culturally Responsive Teaching and Learning

Focus Area 2: Student Engagement / Classroom Management

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

The focus areas support all 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.

Focus Area 1 Objectives - Culturally Responsive Teaching & Learning  
Short-Term Changes: Teachers, support staff, and school administrators will develop an understanding of strategies that remove barriers to instruction related to language, behavior, mental health, and social emotional learning.

Long-Term Changes: Teachers, support staff, and school administrators will consistently utilize varied strategies that remove barriers of instruction related to language, behavior, mental health, and social emotional learning to improve student learning.

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

Focus Area 1 Intended Results

Student Outcomes: Increased student growth and achievement, reduced percentage of students scoring at the novice level

Educator Beliefs:

High Expectations

Growth Mindset

Student Centered Approach

Collaboration

Continuous Improvement

## Educator Practices:

Knowing Students' Stories

Differentiated Instruction

Regular Assessments

Student Engagement

Technology Integration

Positive Relationships

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? Formative Assessment  
Common Unit Assessment  
MAP Data  
KSA Data  
Student & Staff Surveys

Who is responsible for gathering data? Classroom Teachers  
Admins

How frequently will it be analyzed? Throughout the year, monthly, weekly, depending on assessment

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.**

**1. Increased engagement and participation of all students- when students feel seen, heard, and v**

**2. Increased academic achievement - when students' cultural backgrounds and experiences are**

**3. Improved relationships between students and teachers - when students know teachers value t**

**4. Decreased discipline referrals and suspensions - When students are valued and engaged in th**

**5. Increased cultural understanding - When students learn about other's backgrounds they are n**

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

The targeted audience for this professional learning is all teachers and support staff that work directly with students.

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.)

Resources needed for this professional learning include district staff for collaboration and training in specific strategies to use in classrooms, funds for trainers to come and present to staff, books/study guides specifically related to culturally responsive teaching and learning, release time for teachers to plan unit instruction with CRTL strategies.

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.

- **FCPS professional learning provided for administrators in DLM, cadre, and AP meetings**
- **District and school level coaching to work with teachers and support staff in job-embedded professional learning**
- **Teacher leadership and sharing experience and strategies that have a positive impact;**
- **Teachers meeting in PLCs at least monthly to analyze student work based on strategies learned**
- Release time for teachers to plan together using CRTL strategies and resources

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.

Student Engagement / Classroom Management

Short-Term Changes: Teachers, support staff, and school administrators will develop an understanding of how to clearly communicate classroom and school-wide rules and expectations and reinforce them consistently. Staff will develop an understanding of the importance of praising and recognizing students for their efforts and achievements. Staff will develop an understanding of the necessity of having consistent routines in and out of the classroom so that students transition smoothly. Staff will develop an understanding of the importance of giving feedback on student performance as a means to improve student engagement. Staff will

develop an understanding of the importance of getting to know their students which will help staff better understand student learning needs and ways to engage them in the classroom.

Long-Term Changes: Teachers, support staff, and school administrators will consistently build positive relationships with students; Staff will consistently use a variety of teaching strategies to keep students engaged and motivated to learn; Staff will consistently provide regular and timely feedback so students know how they're doing and what they need to do to improve;

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

Student Outcomes: Increased student growth and achievement, reduced percentage of students scoring at the novice level

Educator Beliefs: High Expectations Growth Mindset Student Centered Approach Collaboration Continuous Improvement

Educator Practices:

Knowing Students' Stories

Differentiated Instruction

Student Engagement

Timely and Meaningful Feedback

Positive Relationships

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? eOS referral data IC incident data Walkthrough data SEL observations

Who is responsible for gathering data? Classroom teachers Guidance Counselor Admin Team

How frequently will it be analyzed?

At least monthly at faculty meetings



As needed in PLC meetings

At least monthly with admin team & instructional leadership team

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.**

1. **Improved student attendance - If students feel more motivated to come to school when they k**
2. **Fewer discipline issues: When students understand the rules and expectations and feel conn**
3. **Improved academic performance: When students are engaged and focused, they tend to achie**
4. **Stronger teacher-student relationships: Improved engagement and behavior can lead to stron**

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

The targeted audience for this professional learning is all teachers and support staff that work directly with students.

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.)

Resources needed for this professional learning include district PBIS staff for collaboration and training in specific strategies to use in classrooms, books/study guides specifically related to classroom management and behavior (Lost at School Book Study), Release time for teachers to observe colleagues with strong management techniques

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.

- **FCPS professional learning provided for administrators in DLM, cadre, and AP meetings**
- **District and school level coaching to work with teachers and support staff in job-embedded pr**

- **Teacher leadership and sharing experience and strategies that have a positive impact;**
- **Teachers meeting in PLCs at least monthly to analyze walk through data and peer observation**
- Release time for teachers to observe colleagues

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.

**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: **Southern**

**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 Southern Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

**Focus Area 1**

**Culturally Responsive Teaching and Learning**

**Focus Area 2**

**Student Engagement / Classroom Management**

How do the identified top two focus areas requiring professional learning relate to district goals?  
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:**

***Focus Area 1: Culturally Responsive Teaching and Learning*** will address multiple FCPS strategic priorities:

- \*Student Achievement**
- \*Diversity, Inclusion, Equity, Belongingness**
- \*Highly Effective, Culturally Responsive Workforce**
- \*Organizational Health and Effectiveness**

***Focus Area 2: Student Engagement / Classroom Management*** will address multiple FCPS strategic priorities:

- \*Student Achievement**
- \*Diversity, Inclusion, Equity, Belongingness**
- \*Highly Effective, Culturally Responsive Workforce**
- \*Outreach and Engagement**
- \*Organizational Health and Effectiveness**

**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:**

- |                 |                     |                          |                         |
|-----------------|---------------------|--------------------------|-------------------------|
| <b>*Reading</b> | <b>*Science</b>     | <b>*Social Studies</b>   | <b>*Achievement Gap</b> |
| <b>*Math</b>    | <b>*EL Progress</b> | <b>*Combined Writing</b> |                         |

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](#) - *Culturally Responsive Teaching & Learning***

**Short-Term Changes:** Teachers, support staff, and school administrators will develop an understanding of strategies that remove barriers to instruction related to language, behavior, mental health, and social emotional learning.

**Long-Term Changes:** Teachers, support staff, and school administrators will consistently utilize varied strategies that remove barriers of instruction related to language, behavior, mental health, and social emotional learning to improve student learning.

### Focus Area 1 Intended Results

**Student Outcomes:** Increased student growth and achievement, reduced percentage of students scoring at the novice level

#### ***Educator Beliefs:***

**High Expectations**

**Growth Mindset**

**Student Centered Approach**

**Collaboration**

**Continuous Improvement**

#### ***Educator Practices:***

**Knowing Students' Stories**

**Differentiated Instruction**

**Regular Assessments**

**Student Engagement**

**Technology Integration**

**Positive Relationships**

### Focus Area 1 Monitoring

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

**Formative Assessment**

**Common Unit Assessment**

**MAP Data**

**KSA Data**

**Student & Staff Surveys**

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

**Classroom Teachers**

**Admins**

**How frequently will it be analyzed?**

Throughout the year, monthly, weekly, depending on assessment

**Focus Area 1 Indicators of Success** (Please describe in detail.)

1. Increased engagement and participation of all students- when students feel seen, heard, and valued, they're more likely to participate in the classroom.
2. Increased academic achievement - when students' cultural backgrounds and experiences are integrated into the curriculum, they are more likely to understand and retain content.
3. Improved relationships between students and teachers - when students know teachers value their culture and background they are more motivated to learn.
4. Decreased discipline referrals and suspensions - When students are valued and engaged in the classroom, they are less likely to disrupt class or engage in misbehavior.
5. Increased cultural understanding - When students learn about other's backgrounds they are more likely to develop empathy and understanding towards each other.

**Focus Area 1 Targeted Audience**

The targeted audience for this professional learning is all teachers and support staff that work directly with students.

**Focus Area 1 Resources**

Resources needed for this professional learning include district staff for collaboration and training in specific strategies to use in classrooms, funds for trainers to come and present to staff, books/study guides specifically related to culturally responsive teaching and learning, release time for teachers to plan unit instruction with CRTL strategies.

### Focus Area 1 Ongoing Supports for Implementation

- FCPS professional learning provided for administrators in DLM, cadre, and AP meetings
- District and school level coaching to work with teachers and support staff in job-embedded professional learning;
- Teacher leadership and sharing experience and strategies that have a positive impact;
- Teachers meeting in PLCs at least monthly to analyze student work based on strategies learned;
- Release time for teachers to plan together using CRTL strategies and resources

### Focus Area 2

### Focus Area 2 Objectives

#### **Student Engagement / Classroom Management**

***Short-Term Changes:*** Teachers, support staff, and school administrators will develop an understanding of how to clearly communicate classroom and school-wide rules and expectations and reinforce them consistently. Staff will develop an understanding of the importance of praising and recognizing students for their efforts and achievements. Staff will develop an understanding of the necessity of having consistent routines in and out of the classroom so that students transition smoothly. Staff will develop an understanding of the importance of giving feedback on student performance as a means to improve student engagement. Staff will develop an understanding of the importance of getting to know their students which will help staff better understand student learning needs and ways to engage them in the classroom.

***Long-Term Changes:*** Teachers, support staff, and school administrators will consistently build positive relationships with students; Staff will consistently use a variety of teaching strategies to keep students engaged and motivated to learn; Staff will consistently provide regular and timely feedback so students know how they're doing and what they need to do to improve;



## **Focus Area 2 Intended Results**

**Student Outcomes: Increased student growth and achievement, reduced percentage of students scoring at the novice level**

### **Educator Beliefs:**

**High Expectations**

**Growth Mindset**

**Student Centered Approach**

**Collaboration**

**Continuous Improvement**

### **Educator Practices:**

**Knowing Students' Stories**

**Differentiated Instruction**

**Student Engagement**

**Timely and Meaningful Feedback**

**Positive Relationships**

## **Focus Area 2 Monitoring**

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

**eOS referral data**

**IC incident data**

**Walkthrough data**

**SEL observations**

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

**Classroom teachers**

**Guidance Counselor**

**Admin Team**

**How frequently will it be analyzed?**

**At least monthly at faculty meetings**

**As needed in PLC meetings**

**At least monthly with admin team & instructional leadership team**

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

- 1. Improved student attendance - If students feel more motivated to come to school when they know they will be in a positive learning environment.**
- 2. Fewer discipline issues: When students understand the rules and expectations and feel connected there are usually fewer issues.**
- 3. Improved academic performance: When students are engaged and focused, they tend to achieve better academic results.**
- 4. Stronger teacher-student relationships: Improved engagement and behavior can lead to stronger relationships which can contribute to ongoing academic success.**

**Focus Area 2 Targeted Audience**

**The targeted audience for this professional learning is all teachers and support staff that work directly with students.**

**Focus Area 2 Resources**

**Resources needed for this professional learning include district PBIS staff for collaboration and training in specific strategies to use in classrooms, books/study guides specifically related to classroom management and behavior (Lost at School Book Study), Release time for teachers to observe colleagues with strong management techniques**

### Focus Area 2 Ongoing Supports for Implementation

- **FCPS professional learning provided for administrators in DLM, cadre, and AP meetings**
- **District and school level coaching to work with teachers and support staff in job-embedded professional learning;**
- **Teacher leadership and sharing experience and strategies that have a positive impact;**
- **Teachers meeting in PLCs at least monthly to analyze walk through data and peer observations;**
- **Release time for teachers to observe colleagues**

### Optional Extension