

Squires Elementary Comprehensive School Improvement Plan 2022-25

State Assessment Results in Reading

- By 2025, *Squires Elementary* will increase Reading proficient and distinguished level to 80% as measured by KSA. Current level is 59%.

State Assessment Results in Math

- By 2025, *Squires Elementary* will increase Math proficient and distinguished level to 81% as measured by KSA. Current level is 60%.

State Assessment Results in Science

- By 2025, *Squires Elementary* will increase Science proficient and distinguished level to 65% as measured by KSA. Current level is 50%.

State Assessment Results in Social Studies

- By 2025, *Squires Elementary* will increase Social Studies proficient and distinguished level to 52% as measured by KSA. Current level is 45%.

State Assessment Results in Combined Writing

- By 2025, *Squires Elementary* will increase Combined Writing proficient and distinguished level to 65% as measured by KSA. Current level is 63%.

English Learner Progress

- By 2025, 100% of EL students will grow by at least .5 in their composite score.

Quality of School Climate and Safety

- By 2025, *Squires Elementary* will increase the quality of school climate and safety index to 98.5% as measured by KSA. Current level is 93.5%.

Achievement Gap

- By May 2025, Squires Elementary will decrease **Reading** Novice in
 - African American Students to <15%,
 - English Learners to <15%, and
 - Students with Disabilities to <15%
- By May 2025, Squires Elementary will decrease **Math** Novice in
 - African American Students to <15%,
 - English Learners to <15%, and

- Students with Disabilities to <15%
- By May 2025, Squires Elementary will decrease **Science** Novice in
 - African American Students to <5%
 - English Learners to <5% and
 - Students with Disabilities to <5%
- By May 2025, Squires Elementary will decrease **Social Studies** Novice in
 - African American Students to <15%,
 - English Learners to <15%, and
 - Students with Disabilities to <15%
- By May 2025, Squires Elementary will decrease **Writing** Novice in
 - African American Students to <5%
 - English Learners to <5% and
 - Students with Disabilities to <5%

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Squires Elementary</i> will increase P/D in Reading to 66%.	By 2024, <i>Squires Elementary</i> will increase P/D in Reading to 73%.	By 2025, <i>Squires Elementary</i> will increase P/D in Reading to 80%.
By 2023, <i>Squires Elementary</i> will increase P/D in Math to 67%.	By 2024, <i>Squires Elementary</i> will increase P/D in Math to 74%.	By 2025, <i>Squires Elementary</i> will increase P/D in Math to 81%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Squires Elementary</i> will decrease Novice in Science to 7.7%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Science to 6.4%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Science to 5%
By 2023, <i>Squires Elementary</i> will decrease Novice in Social Studies to 29.7%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Social Studies to 22.4%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Social Studies to 15%.
By 2023, <i>Squires Elementary</i> will decrease Novice in Combined Writing to 7.7%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Combined Writing to 6.4%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Combined Writing to 5%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Squires Elementary</i> will decrease Novice in Reading to 13%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Reading to 9%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Reading to 5%.
By 2023, <i>Squires Elementary</i> will decrease Novice in Math to 12%.	By 2024, <i>Squires Elementary</i> will decrease Novice in Math to 8.5%.	By 2025, <i>Squires Elementary</i> will decrease Novice in Math to 5%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, 100% of EL students will grow by at least .5 in their composite score.	By 2024, 100% of EL students will grow by at least .5 in their composite score.	By 2025, 100% of EL students will grow by at least .5 in their composite score.

Year 1 Focus Areas

PLC: <i>Squires Elementary</i> will use a PDSA (Plan Do Study Act) model effectively in PLCs to improve student learning. (Foundational PDSA : Plan- Do - Focus on Learning)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	<i>Squires Elementary</i> will re-evaluate our PLC process by completing the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act.model.	PLC Self-Assessment PLC Minutes PDSA model	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	<i>Squires Elementary</i> will continue to implement a PLC schedule that will be inclusive of Special Education, GT, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule	
Reading, Math,	KCWP 1	<i>Squires</i> staff will receive embedded	Lesson Plans	n/a

Science, Social Studies, Combined Writing, English Learner Progress		professional learning to support work with the district resources emphasizing the connection to the learning intentions and success criteria from the curriculum framework to plan instruction and formative assessments as the foundation of the PLC process. Teachers' plans and instruction will be aligned to the FCPS frameworks and Kentucky Academic Standards.	Classroom Observations PLC Evidence Professional Learning Artifacts	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2 & 4	Squires teachers will focus on executing an effective PLC guided by the PDSA model, include an aligned focus to the district strategic plan, and provide opportunities for coaching, professional learning and data analysis.	Professional Development Plan	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	The district UBSE (Unity, Belonging, and Student Efficacy) team, Squires administrators and support staff will provide training to teachers and staff on diversity, equity and inclusion to develop a schoolwide common language/framework.	Professional Development Plan Meeting Agendas	General Funds, UBSE
<u>Progress Monitoring</u>				
January, 2023: March, 2023: June, 2023:				

Assessment: Squires Elementary will implement the district's balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Squires Elementary Teachers will use common assessments, including the district common unit assessments, to measure student learning. Elementary: ELA and math for the first year of recovery work; science and social studies for the second year of recovery with full implementation of all core content	ELA and Math common unit assessments Science and Social Studies District common unit assessment rubrics	District Assessment

		<p>benchmarks in the third year of recovery.</p> <p>These common unit assessments will be provided by the district to be given at regular intervals (end of quarter, end of nine-weeks) and will align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 3-5.</p>	<p>and calendars</p> <p>FCPS ROIS</p>	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also be used to gather supports.	<p>Navigator products</p> <p>FCPS ROIS</p> <p>District Data Protocols</p> <p>PLC Minutes</p>	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Utilize a district-wide formative assessment tool, ADAM, to monitor student learning by grade level and by standard to determine next steps for grades 3-5.	<p>ADAM</p> <p>District Common Unit Assessments</p> <p>PLC Minutes</p>	District Assessment
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Incorporate explicit data review, analysis and application components into all school level teams and meetings.	Meeting Agendas and Minutes	n/a
<u>Progress Monitoring</u>				
<p>January, 2023:</p> <p>March, 2023:</p> <p>June, 2023:</p>				

Accelerated Learning: Squires Elementary will develop and implement standard-based instruction to accelerate learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress		Squires PLCs and MTSS meetings will include planning for acceleration of learning for all students including those who are GT, EL, and those who are identified gap students from KSA data.	PLC agendas and minutes MTSS meeting agendas and Minutes	
Achievement Gap, English Learner Progress	KCWP 5	Squires Elementary Intervention Teachers, EL Teachers, Special Education Teachers, Classroom Teachers, and MTSS Members will collaborate to identify instructional supports to reduce the achievement gap.	PLC Minutes MTSS Minutes	
<u>Progress Monitoring</u>				
January, 2023: March, 2023: June, 2023:				

Culture/Climate: Squires Elementary will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
		Track survey data throughout the year about students' sense of belonging and their feelings toward culture, climate and safety and plan for next steps.	Survey results	n/a
		Family Engagement activities will be planned and executed to increase parent involvement and knowledge about how to support student learning.	Family Engagement Agendas	Title 1
		Plan for support of students whose social-emotional needs showed up on DESSA as a concern in small group or individual lessons.	DESSA	District DMHS funds
<u>Progress Monitoring</u>				
January, 2023: March, 2023: June, 2023:				

Year 2 Focus Areas

PLC: Squires Elementary will use a PDSA (Plan Do Study Act) model effectively in PLCs to improve student learning. (Foundational PDSA : Plan- Do - Focus on Learning)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Squires Elementary will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act.model.	PLC Self-Assessment PLC Minutes PDSA model	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Squires Elementary will create and implement a PLC schedule that will be inclusive of Special Education, GT, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Squires staff will attend trainings provided by the district or school to support work with the district resources emphasizing the connection to the learning intentions and success criteria from the curriculum framework to plan instruction and formative assessments as the foundation of the PLC process. Teachers' plans and instruction will be aligned to the FCPS frameworks and Kentucky Academic Standards.	Lesson Plans Classroom Observations PLC Evidence Professional Learning Artifacts	n/a
Reading, Math, Science, Social Studies, Combined Writing, English	KCWP 2 & 4	Squires teachers will be provided trainings on executing an effective PLC guided by the PDSA model, include an aligned focus to the district strategic plan, and provide	Professional Development Plan	NA

Learner Progress		opportunities for coaching, professional learning and data analysis.		
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	The district Diversity, Equity, Inclusion and Belonging team, Squires administrators and support staff will provide training to teachers and staff on diversity, equity and inclusion to develop a schoolwide common language/framework.	Professional Development Plan Meeting Agendas	General Funds-DEIB
<u>Progress Monitoring</u>				
January, 2024: March, 2024: June, 2024				

Assessment: Squires Elementary will implement the district's balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	<p>Squires Elementary Teachers will use common assessments, including the district common unit assessments, to measure student learning.</p> <p>Elementary: ELA and math for the first year of recovery work; science and social studies for the second year of recovery with full implementation of all core content benchmarks in the third year of recovery.</p> <p>These common unit assessments will be provided by the district to be given at regular intervals (end of quarter, end of nine-weeks) and will align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 3-5.</p>	<p>ELA and Math common unit assessments</p> <p>Science and Social Studies</p> <p>District common unit assessment rubrics and calendars</p> <p>FCPS ROIS</p>	District Assessment
Reading, Math,	KCWP 3	Collect and use student learning data from	Navigator products	n/a

Science, Social Studies, Combined Writing, English Learner Progress		common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible. The Navigator site will also be used to gather supports.	FCPS ROIS District Data Protocols PLC Minutes	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Utilize a district-wide formative assessment tool, ADAM, to monitor student learning by grade level and by standard to determine next steps for grades 3-5.	ADAM District Common Unit Assessments PLC Minutes	District Assessment
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Incorporate explicit data review, analysis and application components into all school level teams and meetings.	Meeting Agendas and Minutes	n/a

Progress Monitoring

January, 2024:
March, 2024:
June, 2024:

Accelerated Learning: Squires Elementary will develop and implement standard-based instruction to accelerate learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress		Squires PLCs and MTSS meetings will include planning for acceleration of learning for all students including those who are GT, EL, and those who are identified gap students from KSA data. A subgroup plan for our EL students was created to provide intentional services to students.	PLC agendas and minutes MTSS meeting agendas and Minutes	
Achievement Gap, English Learner	KCWP 5	Squires Elementary Intervention Teachers, EL Teachers, Special Education Teachers,	PLC Minutes	

Progress		Classroom Teachers, and MTSS Members will collaborate to identify instructional supports to reduce the achievement gap.	MTSS Minutes	
<u>Progress Monitoring</u>				
January, 2024: March, 2024: June, 2024:				

Culture/Climate: Squires Elementary will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety, Achievement Gap	KCWP 5	Track survey data throughout the year about students' sense of belonging and their feelings toward culture, climate and safety and plan for next steps.	Survey results	n/a
Quality of School Climate and Safety, Achievement Gap	KCWP 5	Family Engagement activities will be planned and executed to increase parent involvement and knowledge about how to support student learning based on data and parent input from surveys.	Family Engagement Agendas	Title 1
Quality of School Climate and Safety, Achievement Gap	KCWP 5	Plan for support of students whose social-emotional needs showed up on DESSA as a concern in small group or individual lessons.	DESSA	District DMHS funds
<u>Progress Monitoring</u>				
January, 2024: March, 2024: June, 2024:				

Year 3 Focus Areas

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

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



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

Squires Elementary School
Sabrina Adkins
3337 Squire Oak Dr
Lexington, Kentucky, 40515
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?

Squires Elementary is a neighborhood school dedicated to helping students reach their maximum potential as learners and citizens. The staff seeks to foster educational teamwork between home and school to provide each student with the support necessary to succeed. Our staff is united in our passion for children, teaching, and learning. We believe children are unlimited in what they can do and learn, when appropriate supports are in place and expectations are held high and made clear. As we work towards student achievement we have set goals for each content area. It is Squires' objective that as a result of our educational program, students will hold high standards for themselves and gain a sense of internal accountability, enabling them to become valuable contributors to society and responsible community members. Our enrollment is 398 students, with 44.5% of our students being White, 22.6% of our students are Black, 20.1% of the population is Hispanic, 17.6% qualifying for special education services, 19.6% qualifying for EL services, and 7% qualifying for GT services. Our student enrollment for Free and Reduced lunch is 56.8%.

School Stakeholders

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

Squires has many stakeholder groups that have input in our school planning process. Parents serve on our SBDM committee, PTA and school based committees. All of our stakeholder groups have an opportunity to be involved in our improvement planning process.

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.

Belief Statements of Squires Elementary include: Children deserve a positive and safe environment in which to learn. All members of the school family deserve to be treated with respect and dignity. Every school family member should be offered the opportunity to participate in the education of our children. Teachers should offer quality instructional practices to all students. The school should be of assistance to families in the acquisition of community resources which address academic, social,

emotional, and physical needs. Guidelines for Success are an integral part of Squires for staff and students. These guidelines to be a STAR include: (S)howing your best effort, (T)hinking before acting, (A)ccepting responsibility, (R)especting yourself and others. Academic and other programs at Squires Elementary are focused on implementing a standards-based education. The following programs support this initiative: Gifted and Talented, ESL (English as a Second Language), Vocal Music, Physical Education, Language Arts, Math, Special Education Programs, Social/Emotional Curriculum, Speech Therapy, Reading Recovery, Math and Reading Intervention, Band, Orchestra, Guidance services, and extended school services. Squires also has a full-time Family Resource Coordinator, who helps ensure students and families have items that are needed on a daily basis.

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.

Squires students in the past have participated in extra curricular activities offered by the school and the district. Some of the many past participations and future participation will include: Young Achievers, primary and intermediate Academic Teams, the district science fair, Fayette Co. Public Schools District Choral Concert, and the District Calendar Art Competition. Additionally, Squires has one National Board Certified Teacher on staff. Educational standards continue to be a priority at Squires. This has prompted continued professional learning to increase cultural awareness and how to meet the needs of all learners. Squires Family Resource Center and Title One funds have been instrumental in planning family events and promoting engagement of all stakeholders.

Additional Information

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

Squires prides itself in support of families, and students' interest beyond the classroom. We currently have a site-run after school childcare program (CASTLE). We also offer extracurricular activities including programs such as Healthy Hearts, Intramural Volleyball, basketball, and football. Squires Singers, STLP, Real Read, STEM club, Band, Orchestra, and Extended School Services. We are very proud of the activities we also plan for family engagement as truly they are ones that both benefit the children and their academics, but also builds the relationships necessary for students to thrive.



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

Squires Elementary School
Sabrina Adkins
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

The process used for reviewing, analyzing and applying data results is an ongoing process throughout the year. Weekly PLCs (Professional Learning Communities) that include grade level team members, special education teachers, and administrators (both the principal and PGES coach). We analyze data twice monthly. Types of data include formative assessments, summative assessments, MAP data, and more. Student data is captured in our Google drive and is compared with previous results. Individuals at risk have been put on a watch list. Those students are monitored and plans are made to meet their individual needs and close the gap. Our intervention team meets in PLC's with teachers where conversations and data analysis occurs for students in Tier 2 and 3 between classroom teachers, the intervention teachers, and administrators. SBDM monitors data. Our SBDM committees also meet monthly and much of the committee work is to consider needs based on data and next steps for our school. Our MTSS team meets monthly to discuss students who are most at risk. Next steps, needs for change in intervention, and whether the child needs to be considered for a special education referral are all part of the planning in those

meetings. That MTSS team consists of intervention teachers, the Achievement and Compliance Coach for Special Education, the school psychologist, the child guidance specialist, the FRYSC, Title One Social Worker, ELL teacher, behavior specialist, and administrators.

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?

While most of our plan was followed with fidelity, we still failed to meet some of our goals. We will continue to implement most of our strategies and activities, because our data shows that we are moving in the right direction. We feel that these research-based strategies and activities are valuable and need additional time to show impact.

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.
 - As we have analyzed data extensively, one trend we have begun to observe is a more close correlation in the students of subgroups meeting or exceeding their projected MAP RIT score as white students. For example, in the spring of the 22-23 school year in language arts 66% of white students met their projected growth, with 60% of African American students meeting theirs. This fall 51.5% of white students met their projected growth from spring, while 48.6% of African American students. In the spring of 22-23 61.3% of white students met their growth, and 60.6% of of African American met theirs. The fall 23-24 MAP data shows 50% of AA students met their projected growth from spring while only 46.7% of white students met their growth. The trend we are seeing is that African American students and white students performance is no longer showing a significant gap.

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.
 - Survey results indicate that 97% of students of students reported strongly agree or agree with the following statement: "My teachers expect me to do my best all the time."
 - Survey results indicate that 96% of students of students reported strongly agree or agree with the following statement: "Adults from this school respect students' differences (gender, culture, race, religion, ability.)"
 - Fall 2023-2024 Math MAP data for all grade levels except 2nd had higher median percentiles than the national average.
 - Fall 2023-2024 Reading MAP data for all grade levels except 2nd and 3rd had higher median percentiles than the national average.

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.

- The percentage of Hispanic students scoring novice in reading increased from 19% in 2022 to 30% in 2023.
- The percentage of Hispanic students scoring proficient/distinguished on the math test dropped from 54% in 2022 to 43% in 2023.

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.

- The number of African American students scoring distinguished increased significantly in both reading and math. In 2023, 21% scored distinguished in reading, compared to 13% in 2022. In 2023, 35% of our African American students scored distinguished in math, compared to 8% in 2022.
- The overall index in Social Studies increased from 48.9 in 2022, to 63.7 in 2023.
- The overall index in Writing increased from 68.9 in 2022, to 83.1 in 2023.
- In the 2022-2023 school year, while 20% of our student population was African American, they only represented 11% of our office referrals.

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

 School Key Elements Template

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.

The focus for Squires Elementary is KCWP 5: Design, Align, Deliver Support. Specifically we need to address the students who do not demonstrate understanding and are not performing on level.



2023-2024 Phase Two: School Assurances_10112023_13:30

2023-2024 Phase Two: School Assurances

Squires Elementary School
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2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Schoolwide Programs

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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: **Squires**

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 Squires Elementary School is to create a collaborative community that ensures all students achieve at high levels prepared to excel in a global society.

Focus Area 1: Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

Focus Area 2: Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

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

The identified focus areas for Squires Elementary are directly aligned with the district's goals. Fayette County Public Schools have also identified as a focus area both accelerated learning and culture and climate.

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:

Squires' professional learning plan directly correlates with the FCPS Strategic Plan priority areas of Student Achievement, Diversity, Equity, Inclusion and Belonging, and a Highly Effective and Culturally Responsive Workforce. Student achievement and a Highly Effective and Culturally Responsive Workforce will be addressed through professional learning as we are focus on implementing high quality, grade-level, standards based instruction and meeting individual learners at their current performance level and providing instruction that is customized for individuals. This may be through IXL, focusing on small group reading instruction (Jan Richardson) and writing instruction. In addition, we will be providing math professional learning and aligning science and social studies standards (determining the most important concepts at each grade level) so that students have a better foundation than we've previously evidenced as they enter the state assessed grade levels for those two areas.

Squires will also be focusing on providing Culturally Responsive Teaching and Learning which is congruent to the strategic priority area of creating a Highly Effective and Culturally Responsive Workforce. Modules focused on the book Culturally Responsive Teaching presented to administration and EL Teachers in the 2022-23 schoolyear will be provided more in-depth than it has been thus far to teachers for the 2023-24 school year.

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:

Squires professional learning focus areas for the 2023-24 school year align with the FCPS CDIP and Squires CSIP goals in reading, math, science, social studies, combined writing, Achievement Gap, English Learner Progress, and the Quality of School Climate and Safety

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

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

[Focus Area 1 Objectives](#)

Short-Term Changes:

Knowledge: Squires teachers and school administrators will build capacity of teachers in the following areas....

- Using of IXL as a program to personalize learning for students
- Implementing a high-quality, grade-level instruction and assignments aligned to the KAS for reading and writing
- Implementing mathematical best instructional practices
- Aligning and prioritizing Science & Social Studies standards from unit frameworks
- Implementing a plc process where educators work collaboratively in cycles of collective inquiry and action research to achieve better results for students.
- Culturally Responsive Teaching for Multilingual Learners

Long-Term Changes:

Behavior: Teachers and school administrators will consistently use practices to accelerate student learning including:

- IXL to personalize and differentiate learning for students,
- best instructional practices in reading, writing, and math (pd provided by staff members who've attended national reading and math recover conferences)
- prioritized and vertically aligned science and social studies standards

Focus Area 1 Intended Results

Student Outcomes:

- **Student Outcomes:**
- By 2025, Squires Elem. will increase reading proficient and distinguished level to 80% as measured by KSA.
- By 2025, Squires Elem. will increase Math proficient and distinguished level to 81% as measured by KSA.
- By 2025, Squires Elem. will increase Science proficient and distinguished level to 65% as measured by KSA.
- By 2025, Squires Elementary will increase Social Studies proficient and distinguished level to 52% as measured by KSA.
- By 2025, Squires Elementary will increase Combined Writing proficient and distinguished level to 53% as measured by KSA.
- By 2025, Squires Elementary will increase the quality of school climate and safety index to 98.5% as measured by KSA.
- By 2025, 100% of EL students will grow by at least .5 in their composite score.
- By May 2025, Squires Elementary will decrease Reading Novice African American students to less than 15%, English learners to less than 15%, and Students with Disabilities to less than 15%
- By May 2025, Squires Elementary will decrease math Novice in African American Students to less than 15%, English learners to less than 15% and Students with disabilities to less than 15%

- By May 2025, Squires Elementary will decrease Science Novice in African American Learners to less than 5%, English learners to less than 5%, and Students with Disabilities to less than 5%
- By May 2025, Squires Elementary will decrease Social Studies Novice in African American Learners to less than 15%, English learners to less than 15%, and Students with Disabilities to less than 15%
- By May 2025, Squires Elementary will decrease Writing Novice in African American Learners to less than 5%, English learners to less than 5%, and Students with Disabilities to less than 5%

Educator Beliefs:

- Squires Elementary Educators believe all students can achieve at high levels when provided high level instruction using research based best practices

Educator Practices:

- Squires Elementary Educators work collaboratively and take collective responsibility for the success of each student ensuring all students learn at high levels,

Focus Area 1 Monitoring

What data will be considered and gathered?

- Formative Assessment Data
- Summative Assessment Data
- MAP
- ACCESS
- KSA
- District common assessments
- F & P reading levels

Who is responsible for gathering data?

- Classroom Teachers
- GT Teacher
- Intervention Teachers

- Administrators

How frequently will it be analyzed?

- Weekly PLCs will be the designated time to analyze data. The specific data will be analyzed as it is given. For example, MAP data will be analyzed three times yearly after each administration of the test. Unit Summative and District Common Assessments will be analyzed as they are scheduled in the curriculum framework.
- Teachers will analyze formative assessment data daily to help drive future instruction.
- Monthly SBDM
- Monthly MTSS meeting

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

- All students make one year (or more) of growth on MAP
- Students score proficient or distinguished on KSA
- Students reading levels are on grade level
- IEP goals are met

Focus Area 1 Targeted Audience

- The targeted audience is all teachers including classroom, intervention, EL, GT, special education, special area

Focus Area 1 Resources

- GT Teacher as a resource for accelerating learning
- Title One funds for staffing and resources
- Resource materials such as: Simple Solutions Soc. Studies, Science and Reading, IXL program, FCPS Curriculum Frameworks, Reading materials that are on level for students,

Focus Area 1 Ongoing Supports for Implementation

- FCPS professional learning provided for administrators in DLM, cadre, and AP meetings
- Professional learning for teachers that is both provided by school and district formally, and embedded in PLCs and faculty meetings
- Weekly PLCs

Focus Area 2

Culture/Climate: Squires Elementary will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Focus Area 2 Objectives

Short-Term:

Knowledge: Squires Teachers and school administrators will develop an understanding of strategies that remove barriers for EL learners and other gap groups and what instructional practices positively impact student achievement and foster a sense of equity, inclusion, and belonging for those students.

Behavior: Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to EL Learners and identified gap groups.

Focus Area 2 Intended Results

- **Student Outcomes:**
- By 2025, Squires Elem. will increase reading proficient and distinguished level to 80% as measured by KSA.
- By 2025, Squires Elem. will increase Math proficient and distinguished level to 81% as measured by KSA.
- By 2025, Squires Elem. will increase Science proficient and distinguished level to 65% as measured by KSA.
- By 2025, Squires Elementary will increase Social Studies proficient and distinguished level to 52% as measured by KSA.
- By 2025, Squires Elementary will increase Combined Writing proficient and distinguished level to 53% as measured by KSA.
- **By 2025, Squires Elementary will increase the quality of school climate and safety index to 98.5% as measured by KSA.**
- **By 2025, 100% of EL students will grow by at least .5 in their composite score.**
- **By May 2025, Squires Elementary will decrease Reading Novice African American students to less than 15%, English learners to less than 15%, and Students with Disabilities to less than 15%**

- **By May 2025, Squires Elementary will decrease math Novice in African American Students to less than 15%, English learners to less than 15% and Students with disabilities to less than 15%**
- **By May 2025, Squires Elementary will decrease Science Novice in African American Learners to less than 5%, English learners to less than 5%, and Students with Disabilities to less than 5%**
- **By May 2025, Squires Elementary will decrease Social Studies Novice in African American Learners to less than 15%, English learners to less than 15%, and Students with Disabilities to less than 15%**
- **By May 2025, Squires Elementary will decrease Writing Novice in African American Learners to less than 5%, English learners to less than 5%, and Students with Disabilities to less than 5%**

Educator Beliefs:

- Squires Elementary Educators believe in equity of access and opportunity.
- Squires Educators believe children deserve a positive and safe environment in which to learn.
- Squires Educators believe all members of the school family deserve to be treated with respect and dignity.
- Squires Educators believe every school family member should be offered the opportunity to participate in the education of our children.

Educator Practices:

- **All teachers will engage in and implement culturally responsive teaching practices.**
- **Squires family engagement plans will include culturally responsible and multilingual family literacy plans**

Focus Area 2 Monitoring

What data will be considered and gathered?

- **DESSA**
- **Survey Data on students' sense of belonging and their feelings about culture, climate, and safety.**
- **MAP**
- **ACCESS**
- **KSA**
- **District common assessments**
- **EOS Behavior Data**

Who is responsible for gathering data?

- **Administration**
- **Teachers**

- SBDM

How frequently will it be analyzed?

- Weekly PLCs
- Monthly SBDM
- MTSS meetings
- PBIS meetings (Behavior data & DESSA)

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

- Students identified as gap or EL will increase in scores on all data. EL students will increase in their ACCESS scores by .5, CSIP goals will be met, and students will meet goals on MAP and both winter and spring assessments.

Focus Area 2 Targeted Audience

- Squires Teachers
- Squires EL Para-educator
- Squires Classroom Assistants and Para-Educators

Focus Area 2 Resources

- Culturally Responsive Teaching (book and resources provided by district)
- EL Teacher(s)
- EL Paraeducator
- FACE liaison
- MTSS Guidance Document

- FCPS Curriculum Frameworks
- Title One Funds to be used for Family Engagement Activities

Focus Area 2 Ongoing Supports for Implementation

- FCPS EL Dept.
- District FACE liaison
- Professional Learning provided by FCPS

Optional Extension