

Veterans Park Elementary Comprehensive School Improvement Plan 2022-25

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

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

State Assessment

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

State Assessment Results in Reading

- By 2025, Veterans Park Elementary will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 62.0%.

State Assessment Results in Math

- By 2025, Veterans Park Elementary will increase Math proficient and distinguished level to 70% as measured by KSA. Current level is 63.0 %.

State Assessment Results in Science

- By 2025, Veterans Park Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 41.0%.

State Assessment Results in Social Studies

- By 2025, Veterans Park Elementary will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 55.0%.

State Assessment Results in Combined Writing

- By 2025, Veterans Park Elementary will increase Combined Writing proficient and distinguished level to 72% as measured by KSA. Current level is 65.0%.

Achievement Gap

- By 2025, Veterans Park Elementary will decrease Novice of African American students in Reading to 15%.
- By 2025, Veterans Park Elementary will decrease Novice of student with a disability in Reading to 15%
- By 2025, Veterans Park Elementary will decrease Novice of African American students in Math to 15%.
- By 2025, Veterans Park Elementary will decrease Novice of students with a disability in Math to 15%.

English Learner Progress

- By 2025, Veterans Park Elementary will increase English Learner progress index to 62% as measured by KSA. Current level is 59.4 %.

Quality of School Climate and Safety

- By 2025, Veterans Park Elementary will increase the quality of school climate and safety index to 80% as measured by KSA. Current level is 76.8%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Veterans Park Elementary will increase P/D in Reading to 64%. (actual 63%)	By 2024, Veterans Park Elementary will increase P/D in Reading to 66%.	By 2025, Veterans Park Elementary will increase P/D in Reading to 69 %.
By 2023, Veterans Park Elementary will increase P/D in Math to 65%. (actual 61%)	By 2024, Veterans Park Elementary will increase P/D in Math to 66%.	By 2025, Veterans Park Elementary will increase P/D in Math to 70%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3

<p>By 2023, Veterans Park Elementary will increase P/D in Science to 43%. (actual 48%)</p> <p>By 2023, Veterans Park Elementary will increase P/D in Social Studies to 57%. (actual 59%)</p> <p>By 2023, Veterans Park Elementary will increase P/D in Combined Writing to 67%. (actual 68%)</p>	<p>By 2024, Veterans Park Elementary will increase P/D in Science to 49%.</p> <p>By 2024, Veterans Park Elementary will increase P/D in Social Studies to 60%.</p> <p>By 2024, Veterans Park Elementary will increase P/D in Combined Writing to 70%.</p>	<p>By 2025, Veterans Park Elementary will increase P/D in Science to 45%.</p> <p>By 2025, Veterans Park Elementary will increase P/D in Social Studies to 60%.</p> <p>By 2025, Veterans Park Elementary will increase P/D in Combined Writing to 72%.</p>
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Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Veterans Park Elementary will decrease Novice of African American students in Reading to 31%. (actual 43%)</p> <p>By 2023, Veterans Park Elementary will decrease Novice of students with a disability in Reading to 37%. (actual 34%)</p> <p>By 2023, Veterans Park Elementary will decrease Novice of African American students in Math to 28%. (actual 19%)</p> <p>By 2023, Veterans Park Elementary will decrease the Novice of students with a disability in Math to 40%. (actual 20%)</p>	<p>By 2024, Veterans Park Elementary will decrease Novice of African American students in Reading to 31%.</p> <p>By 2024, Veterans Park Elementary will decrease Novice of students with a disability in Reading to 30%.</p> <p>By 2024, Veterans Park Elementary will decrease Novice of African American students in Math to 17%.</p> <p>By 2024, Veterans Park Elementary will decrease the Novice of students with a disability in Math to 18%.</p>	<p>By 2025, Veterans Park Elementary will decrease Novice in Reading to %.</p> <p>By 2025, Veterans Park Elementary will decrease Novice in Math to %.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By May 2023, Veterans Park Elementary will</p>	<p>By 2024, Veterans Park Elementary will increase</p>	<p>By 2025, Veterans Park Elementary will increase</p>

have 100% of English Learner students will grow by at least .5 in their composite score.	English Learner Progress index to 70% as measured by KSA. Current level is 67.8%.	English Learner Progress index to % as measured by KSA. Current level is %.
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[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading/ELA, Math Science, Social Studies Objectives	KCWP 1	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments	PLC Observations Classroom Observations PLC Evidence (Meeting Minutes/Agendas)	N/A
Reading/ELA, Math Science, Social Studies Objectives	KCWP 2	Develop, implement and monitor PLC frameworks and protocol of non-negotiables (tight's)	PLC Observations	N/A
Reading/ELA, Math Science, Social Studies Objectives	KCWP 3	Collect and use students learning data from common unit assessments to inform classroom instruction and planning decisions. Data from assessments will be collected and organized systematically, using district technology resources.	Navigator products FCPS ROIS District Data Protocols	N/A
Reading/ELA Objectives	KCWP 2	Front Loading - background knowledge, targeting gaps for specific skills, tackling these in small groups Staff participating Common Assessments	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A

		LETRS Training across the board Common Root Words 3-5		
Math Objectives	KCWP 2	Small group instruction in math to ensure skill deficits are being targeted. Stronger differentiation at the Tier 1 level Simple Solutions Math	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Science Objectives	KCWP 2	Hands-on activities that are supported by visuals for student learning connected to real-life experiences. Embedded reading in content areas that are nonfiction text. Writing/ explaining scientific arguments at every grade level (Claims/ Reason/ Evidence) Science Simple Solutions in 4th grade	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Social Studies Objectives	KCWP 2	180 Days of Social Studies	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Combined Writing Objectives	KCWP 1	Peer/ Paragraph Editing	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Reading/ELA, Math Science, Social Studies, Combined Writing, English Learner Progress	KWCP 4	Utilize formative assessment tool to monitor student learning by grade level and by standard to determine next steps and “just in time” supports.	ADAM District Common Unit Assessments	N/A
ELL Growth	KCWP 1	Intentional Vocabulary Instruction for ALL content area - Front loading and checking for	Classroom Observations & Walk	N/A

		understanding Verbalize what they are writing before writing Visual support, multisensory instruction	Throughout PLC Evidence / Data	
Achievement Gap & English Learner Progress	KWCP 5	Intervention and classroom teachers will collaborate to identify and align curriculum and instructional support for achievement gap students (ELL, African American, Special Education)	PLC Meeting Notes	N/A

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading/ELA, Math Science, Social Studies Objectives	KCWP 1	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments	PLC Observations Classroom Observations PLC Evidence (Meeting Minutes/Agendas)	N/A
Reading/ELA, Math Science, Social Studies Objectives	KCWP 2	Develop, implement and monitor PLC frameworks and protocol of non-negotiables (tight's)	PLC Observations	N/A
Reading/ELA, Math Science, Social Studies Objectives	KCWP 3	Collect and use students learning data from common unit assessments to inform classroom instruction and planning decisions. Data from assessments will be collected and organized using grade level data dashboards.	Navigator products FCPS ROIS District Data Protocols	N/A
Reading/ELA Objectives	KCWP 2	Front Loading - background knowledge, targeting gaps for specific skills, tackling these in small groups Staff participating Common Assessments	Classroom Observations & Walk Throughs PLC Evidence / Data	N/A

		LETRS Training across the board Common Root Words 3-5		
Math Objectives	KCWP 2	Small group instruction in math to ensure skill deficits are being targeted. Stronger differentiation at the Tier 1 level Simple Solutions Math	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Science Objectives	KCWP 2	Hands-on activities that are supported by visuals for student learning connected to real-life experiences. Embedded reading in content areas that are nonfiction text. Writing/ explaining scientific arguments at every grade level (Claims/ Reason/ Evidence) Science Simple Solutions in 4th grade	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Social Studies Objectives	KCWP 2	Grade Level Unit Frameworks and anchor resources organized at each grade level in the Social Studies Hub. 180 Days of Social Studies	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Combined Writing Objectives	KCWP 1	Peer/ Paragraph Editing DBQ implementation in 4th and 5th grade	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Reading/ELA, Math Science, Social Studies, Combined Writing, English Learner Progress	KWCP 4	Utilize formative assessment tool to monitor student learning by grade level and by standard to determine next steps and “just in time” supports.	ADAM District Common Unit Assessments	N/A

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
ELL Growth	KCWP 1	<p>Intentional Vocabulary Instruction for ALL content area - Front loading and checking for understanding</p> <p>Verbalize what they are writing before writing</p> <p>Visual support, multisensory instruction</p>	<p>Classroom Observations & Walk Throughout</p> <p>PLC Evidence / Data</p>	N/A
Achievement Gap & English Learner Progress	KWCP 5	<p>Intervention and classroom teachers will collaborate to identify and align curriculum and instructional support for achievement gap students (ELL, African American, Special Education)</p> <p>Staff will utilize the grade level data dashboards to disaggregate data for students in our gap groups on all assessments. Information gathered here will be used to reteach and plan upcoming instruction.</p>	<p>PLC Meeting Notes</p> <p>Grade Level Data Dashboard</p>	N/A
Progress Monitoring				

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 Schools Veterans Park Elementary

2023-2024 Phase One: Executive Summary for Schools

Veterans Park Elementary School

Molly Dabney

4351 Clearwater Way
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?

Veterans Park Elementary School is located on the south side of Lexington in Fayette County. Veterans Park has approximately 700 students in grades K-5. This is a consistent number that has essentially been maintained since post-Covid instruction and our return to in-person instruction in 2021. Previously (pre-Covid), VPE had an enrollment of close to 800 students however, during Covid virtual instruction and the return to in-person instruction there was a significant decrease in enrollment. This can be attributed to families moving out of our district, city, or state many of which were due to Covid residual impacts (job loss, divorce, etc.), students enrolling in private or homeschool options and not returning to public schools. Veterans Park Elementary currently has 30 homeroom classrooms with 5 classes in each of our Kindergartens, First, Second, Third, Fourth, and Fifth grades.

In the last two years, VPE has increased in size which can be attributed to in-person learning where we had previously lost students due to Covid/private school & homeschool enrollment. Pre Covid the building population was around 785 for a consistent 4 years. This year our enrollment has stayed very steady with enrollment hovering around the 700 mark.

The current student population is 65.47% Caucasian, 11.89% African American, 5.87% Asian, 7.45% Hispanic, 8.74% two or more races, and 0.58% other ethnic groups. Of the 700 students, we currently have 26.22% (183) of the students receive Free and/or Reduced Lunch. Veterans Park also services 15.04% (105) of the student population who are receiving special education services. Currently, VPE has 77, or 11.03% of our students who are receiving English Language Learner service along with 17, or 2.44% who have exited ELL and are just being monitored. This is a significant increase as last school year we started the year with 55 students receiving ELL services. 24 or 3.44% of our students have active 504 plans to support them in their learning environment. 53 students or 7.59% of the student body are formally identified as Gifted and Talented, only students in the 4th and 5th grades can be formally identified in GT areas. Finally, VPE currently has students who are identified as homeless which is

At Veterans Park Elementary, the learning environment provides quality instruction in reading, writing, critical thinking, and problem-solving incorporated in all subject areas. There is a five-day rotation cycle where students receive instruction in art, library, music, STEM, Chinese, physical education, and technology. In grades, K-5 students are 1:1 with Chromebooks and all homeroom have IFP (interactive flat panels) to help provide instruction to students.

School Stakeholders

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

Veterans Park Elementary has a leadership team consisting of grade-level chairs, SBDM committee chairs, special education teachers, ELL teachers, gifted and talented teachers, counselors, a behavioral coach, FRC, and the administrative team. This team meets twice a month to provide feedback, problem-solve, analyze data, and team plan improvement strategies for the building. This group also has a summer retreat that is instrumental in the long-range planning for the upcoming school year. At the same time, VPE has five SBDM committees that consist of parents and teachers/staff that meet monthly to support continuous improvement in each of the areas of focus for the committee.

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 Veterans Park Elementary is to help all students achieve at high levels to ensure their success in school and life. It is our vision that the community of Veterans Park Elementary commits to helping the whole child learn at high levels.

As a result of that commitment: The staff takes responsibility for helping all students receive a quality education. Students are provided instruction with a guaranteed and viable curriculum in all areas. Students are provided with a safe environment to maximize educational achievement and to encourage a love of learning. The learning of each student is monitored through formative and summative assessments. The school supports the continuous learning and ongoing professional development of its educators. The school has a strong partnership with families and communicates the information they need to monitor and support the learning of their children.

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.

Veterans Park Elementary has the following notable achievements: - PTA School of Excellence 2022 - PTA Award Winner for Membership Improvement 2021-2022 - Kentucky PTA Librarian of the Year 2019 - Jessica Ault - District 7 Music Educator of the Year 2019 & KY Music Educator of the Year 2019 - Johnnie Bishop - Accredited School (Advanced Ed-Cognia) - 5 National Board Certified Teachers Currently on Staff - 5 Teacher Winners of Brite Ideas Grant Winners from Fayette County Education Foundation 2023 (Janet Bertrand, Emily Sharp & Crystal Peters) 2022

(Jessica Ault & Ashley Carter) - Community Partner IPM, Matt Schaffer, Golden Apple Winner 2022 for supporting initiatives at VPE.

Additional Information

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

Veterans Park Elementary opened in the fall of 1997 and is now in its 27th year of operation. Originally, it was opened as a science, math, and technology Magnet school, and as the neighborhood grew and expanded it moved from being a Magnet to a neighborhood school. In 2004 the Magnet status was removed and with the increase in housing by the school and multiple redistricting in 2017, we started the school year with 805 enrolled. VPE draws many people to the neighborhood and community in that people want their students to go to school here. Families are incredibly supportive of the school and we have a strong PTA presence.



2023-2024 Phase Two: The Needs Assessment for Schools Veterans Park Elementary

2023-2024 Phase Two: The Needs Assessment for Schools

Veterans Park Elementary School

Molly Dabney

4351 Clearwater Way
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.

Veterans Park Elementary has a leadership team that meets twice a month to review data and building needs that are then communicated with the staff. This team is made up of the following: Molly Dabney, Principal; Janet Bertrand, Assistant Principal; Patrice Burlew, Assistant Principal; Kayla Moon, Counselor; Allie Campell, Counselor; Paul Barth, Counselor; Dorian Hairston, Behavior Coach; Amy Knight, 5th Grade; Susie Nudd, 4th Grade; Ashley Carter, 3rd Grade; Carol Grossi, 2nd Grade; Amy Davis, 1st Grade; Cadena Schaffer, Kindergarten; Jessica Ault, Special Area; Janet Jones, Special Education; Katie Sproles, Technology; Jessica Mullannix & Michele Cornett, Intervention. The leadership team meets on a regular basis on the first & third Tuesday mornings of the month before school. We also have an Administrative Team Meeting on the fourth Monday of the month. During these meetings, we document everything in our meeting minutes (which are housed in our schoolwide Google handbook). We conducted various meetings in August/September to review the following sources of data: Fall 2023 MAP Data, Brigance results from the Fall of 2023, and Kentucky Summative Assessment (KSA) data that

was administered to third, fourth, and fifth graders last spring (2023). The team also reviewed the School Report Card, Attendance, Behavioral Reports, etc., and MAP Data in comparison to the fall of 2022. During our meeting, we used all of this data to reflect on the questions we had answered last year using the Key-Core Work Process Guiding Questions. These KCWP allowed us to review the 6 researched-based approaches and then utilize the Likert Score for each. When we had identified our needs last year and then reviewed our data this year it is evident that our focus needs to remain the same. This then allowed us to determine our continued leverage and concerns at Veterans Park Elementary.

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?

Goal 1: Proficiency: By 2023, the school will increase the combined (reading and math) percentage of proficient/distinguished students to 77.75%

Update - VPE Indicator Score 81.1, Combined % - Reading 62.0%, Math 63.0% -62.5%

Goal 2: By 2023, Veterans Park Elementary will increase the specific academic indicator (science, social studies, writing) percentage of proficient/distinguished students from 61.6% to 70.4%.

Update - VPE Indicator Score 76.1 (Science 68.9, Social Studies 75, Writing 84.4), Combined % - Science 41%, Social Studies 55%, Writing 65% - 53.67%

Goal 3 (State your achievement gap goal.): Gap: By 2023, Veterans Park Elementary will increase the reading proficiency rate for students who qualify for Free/Reduced Lunch status from 53.6% to 64.1%.

Update - Economically Disadvantage scoring proficient/distinguished in reading 34%

Goal 4: By 2023, Veterans Park Elementary will increase the growth rate of all students from 59.3 to 65.

Update - Growth data not generated.

The two priorities at VPE last year were: * Increase clarity of staff skill set in delivering instruction tied to our Kentucky State Standards and strengthen our instructional model to improve student achievement. * Increase staff skill set in behavioral management skills to reduce disruptive behaviors within the classroom allowing more instruction to take place and a positive impact on student learning. These priorities relate to the school goals in that they are going to impact all aspects of teaching and learning with the current state of rebounding from pandemic

education. We need to focus on the behavior and delivery model to be able to target any of the needs within the building.

When reflecting on the current data our behavioral data has drastically improved showing great growth. We have continued to focus on KY standard clarity and working to ensure instruction is delivered at a high level and tier one instruction is rigorous at all levels.

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.

Behavioral: Discipline referrals have been on the increase since we returned to in-person learning last February/March of 2021: * March-May 2021 - 20 referrals (5 students) * August 2021- May 2022 VPE had 255 student referrals. However, this past August 2022-May 2023 we had a decrease with a total of 170. When comparing the past two years we average 1.48 referrals a day in 2021-2022 and 0.97 referrals a day in 2022-2023. VPE has continued to increase our professional learning in behavioral management strategies through Kagan learning and other district-sponsored activities to help address building-level concerns.

Academics:

MAP Data has been a consistent source of reading and math data for VPE over the years. Fall of 2022 we had the following % of students above the 61stile in math: Kindergarten 62%, First Grade - 61%, Second Grade - 61%, Third Grade - 58%, Fourth Grade - 62%, Fifth Grade - 68%.

Math Fall of 2023 we had the following % of students above the 61stile in math: Kindergarten - 52%, First Grade - 55%, Second Grade - 48%, Third Grade - 59%, Fourth Grade - 48%, Fifth Grade - 52%. Third grade stayed within 1% but all other grades had 5+ drops.

Reading Fall of 2022 we had the following % of students above the 61stile in reading: Kindergarten - 49%, First Grade - 46%, Second Grade - 53%, Third Grade - 60%, Fourth Grade - 63%, Fifth Grade - 67%.

Fall of 2023 we had the following % of students above the 61stile in reading: Kindergarten - 40%, First Grade - 52%, Second Grade - 37%, Third Grade - 55%,

Fourth Grade - 64%, Fifth Grade - 60%. Second and Fourth had increases and all other grades had decreases.

VPE did receive Kentucky Summative Assessment (KSA) Data this fall from spring of 2022 which has replaced the former KPREP test. Both our overall reading and math score were essentially the same with reading being 81 and math being 81.1 for an overall 81.1 indicator score and a rating of very high for those students in grades 3-5 who were tested last spring. We are still waiting for 2023 KSA Data to be released publicly.

When looking at reading data for the past four years (without KPREP three years ago and now a new assessment of KSA) there is a slight decline in the percentage of students scoring proficient and distinguished last year but that has either maintained or increased this year. While this is a slight decline each year it is causing an increase in other areas (apprentice/novice).

When analyzing math KPREP data, Veterans Park had the following scores: 2018 72.7% were proficient/distinguished; 2019 71.3% were proficient/distinguished; 2020 NO DATA; 2021 60.5% were proficient/distinguished; 2022 63.5% were proficient/distinguished. Thus showing improvement.

The same thing has happened in reading over the past five years. 2018 71.1% of students scored proficient/distinguished; 2019 74.5% of students scored proficient/distinguished; 2020 NO DATA; 2021 59.6% of students scored proficient/distinguished; 2022 62.0% proficient/distinguished. Both of these increases have been slight but while we had a decrease over time the increases in both areas of 3% is showing growth and gains.

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.

VPE currently has 700 students enrolled for the 2023-2024 school year which is an increase of about 20 from the enrollment we had last year. These last three to four years there has been an overall decrease of roughly 75-100 students however, this year has shown a rebound. In the four years prior to the pandemic, VPE has kept enrollment numbers between 760-795 this decrease can be attributed to the current pandemic and families opting for homeschooling or private school. -53% of the student population is male and 47% are female. -32% of the student population qualifies for free and /or reduced lunch which is a 5% increase from what has stayed pretty consistent over the last three years in the 25-25%. -The largest ethnic group is white with 65% followed by African Americans at 12%, Asian at 6%, Two or more races at 9%, Hispanic at 7%, and Native Hawaiian or Pacific Islander at 1%. - VPE's four-year attendance average is 96% of students in attendance each day. In the current school year, we are staying consistent with our average attendance of 96%. 15% of the student population are receiving special education services -13% of the student population are actively receiving English Language Learner services and there is an additional 2.5% of the student population who are being monitored in the ELL department as they are RFP. The ELL population has increased by 20+ students from the start of last school year to this- VPE has 225 students (32.14%) on Free/Reduced Lunch which is up from 186 students who qualified last school year. 7.57% of our students are formally identified as Gifted and Talented which is a 2% increase. Zero students are listed as homeless and 27 students (3.86%) have a 504 plan. The PBIS Family Survey given in the spring of 2023 indicated families are very happy with the state of the school: 97.8% of families stated they felt comfortable sending their child to school. 97.8% also felt that their child was safe at school. The VPE Teacher Survey stated that 98% of families attended 1 or more parent-teacher conferences last school year (22-23).

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.

MAP Reading Data Concerns 27% of second-grader fell below the 21%ile in reading and 48% of second-grade students fell below the 40%ile in reading 17% of third-graders fell below the 21%ile in reading and 21% fell below the 40%ile.

MAP Math Data Concerns 22% of second-grade students fell below the 21%ile in math and 37% of second-grade students fell below the 40%ile in math.

39% of our current Kindergarten students started school not ready for Kindergarten per the Brigance assessment compared to only 24% last year and 45% in 2021. (Note 2020 the Brigance was not assessed).

KSA Concerns- Disparity between subgroups scoring proficient/distinguished and novice in reading and math especially students of color, English learners, students identified with special needs, and students who qualify for free/reduced lunch.

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.

When reviewing our data it is evident that our tier one in both reading and math is strong. The systems established for planning and delivering instruction are resulting in 70-80% of our students being able to perform at a proficient level. In order to increase student achievement and performance we can continue to tighten up our tier-one instruction in both reading and math.

Also, looking at our behavioral data although it has a large increase these current behaviors are being demonstrated by 10 or fewer students meaning that 99% of the VPE students are adhering to the behavioral expectations of the PBIS systems we have in place.

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

 VPE School 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.

When working with the leadership team, over the last year few years it was determined that our two areas of concern at Veterans Park Elementary are #4 - Reviewing, Analyzing, and Applying Data Results as well as #3 Design and Delivery Assessment in Literacy. When working through our SWOT analysis we were very critical of ourselves. We do collect a lot of data on students through MAP, FAST, and Formative and Summative Assessments. This data is used to help drive our instruction or talk as a team about individual student needs in their tiered instruction. This has been a focus of our school years and continues to be an area of focus for the 2023-2024 school year where we have a significant reading gap with students and need to rely on data to drive and inform our instruction. VPE was aware that our current MTSS model was not necessarily moving kids or making the necessary changes needed to positively affect student learning four years ago therefore we have continued to fine-tune that process. We then worked on revamping the system to better communicate data and make time to analyze this data to drive our instruction. We have also utilized district-building subs to help support intervention when they are not needed to give additional support to those students in need. We will continue to review data throughout the year and make necessary adjustments. This year we will continue working on having our professional learning communities have a weekly focus on data in academic areas while focusing on learning intentions and success criteria for students. Ensuring the standards are understood by staff and that students understand their instruction outcome/intention is critical for successful delivery to students. Staff will continue working on determining what assessment criteria will look like and how we communicate those assessment criteria to our students to help them have ownership and understanding of their learning. Having staff utilizing the plan-do-study-act model when looking at student data will help to address the problem of practice in closing the gaps at VPE.



2023-2024 Phase Two: School Assurances Veterans Park Elementary

2023-2024 Phase Two: School Assurances

Veterans Park Elementary School

Molly Dabney

4351 Clearwater Way
Lexington, Kentucky, 40515
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

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: Veterans Park

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 Veterans Park Elementary is to help all learners achieve at high levels to ensure their success in school and life.

Focus Area 1

Our school's PLCs will use a PDSA model effectively to improve student learning and tier 1 instruction. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 2

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?

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**

By CLARIFYING what students must learn, MONITORING each student's learning, and TURNING DATA INTO INFORMATION, our PLC structure will in turn increase student achievement, improve our workforce, and better our organizational health and efficiency. Clarity brings about effectiveness, and there is no better way to ensure clarity than through an effective PLC structure.

Describe Strategic Plan Priority Areas:

The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.

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:The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.

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](#) (Response Required)

Short-Term Changes:

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

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

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

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

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

Long-Term Changes:

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

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

Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.

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

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

Focus Area 1 Intended Results

Student Outcomes:

Educator Beliefs: 100% of school PLCs (teachers and school administrators) use a PDSA model effectively to improve student learning.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

Focus Area 1 Monitoring

What data will be considered and gathered?

- Student achievement data, as measured by MAP, common unit assessments, and KSA.
- PLC agendas and minutes
- Instructional walkthrough data

Who is responsible for gathering data?

- Collaborative teams of teachers
- Administrators

How frequently will it be analyzed?

- Collaborative teams will complete the PLC Continuum Self-Assessment
Teachers, school administrators, chiefs
Three times a year
- Professional learning agenda
Teachers, school administrators
Each meeting as appropriate
- Each PLC must produce evidence of formal collaboration and data analysis in a shared drive
- Student work analysis protocols, curriculum pacing, common assessment data
- Literacy integration - unit frameworks

Focus Area 1 Indicators of Success

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to knows,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

Monitoring Each Student’s Learning

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

Turning Data Into Information

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

Providing Students with Systematic Interventions and Extensions

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

Interventions

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

Focus Area 1 Targeted Audience

All teachers and school leaders.

Focus Area 1 Resources

Staff: Principal, Assistant Principal, Team Leaders, Teachers

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

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

Focus Area 1 Ongoing Supports for Implementation

1. Principal, Assistant Principal and teachers will develop tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth.
2. Principal and Assistant Principal will work to provide professional learning on processes to integrate literacy standards across content areas; create varied approaches to creating and communicating success criteria; formative assessment, and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.

Focus Area 2

Focus Area 2 Objectives

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.

Focus Area 2 Intended Results

Outcomes:

- Families will develop an understanding of how to establish family reading routines for Spanish(or other language)-speaking parents and their children at their school site. It involves vocabulary development and English language development for parents and their children. This engages parents in reading with their children, reflects the experiences of Latino families, and is centered around universal themes.
- Teachers, administrators, student support staff, and administrative staff will develop an understanding of a family engagement framework, theories and best practices.
- Teachers and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning.
- Parents will understand how they can support learning at home increasing parent participation and literacy skills.
- CTE teachers will consistently implement instructional best practices.
- All staff will consistently exhibit best practices grounded in core beliefs and a framework for family engagement.
- Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators embrace the four core beliefs of family engagement.

Educator Practices:

- All staff will engage and support school-based family engagement teams.
- School's family engagement team will meet regularly with FACE liaisons for support.
- Schools will participate in annual self-assessments.
- Schools will distribute annual family surveys and utilize feedback to support family engagement goals.
- Teams will identify family engagement goals that align with school, district, state and federal guidelines.

Connect family engagement to practices that are linked to learning, culturally-responsive, asset based, collaborative, interactive and relational. :

Focus Area 2 Monitoring

What data will be considered and gathered?

- DESSA data (fall, winter and spring)
- In-house survey data
- FCPS survey data
- Climate/Culture Survey on KSA

Who is responsible for gathering data?

- Principal
- Assistant Principal
- Mental Health Specialists
- Teachers

How frequently will it be analyzed?

- 3x a year (fall, winter, spring)

Focus Area 2 Indicators of Success

Parents/Families will understand how they can support learning at home increasing parent/family participation and literacy skills.

- School-level family engagement teams will meet regularly.
- Increase in students scoring in the “typical” to “strength” range as measured by the DESSA.
- Increase in school climate and safety indicator as measured by the Kentucky Summative Assessment.
- Decrease in the number of in and out of school suspensions.

Focus Area 2 Targeted Audience

All School Stakeholders

Focus Area 2 Resources

- Staff: school-level family engagement teams, all staff, FACE director, FACE district liaisons, chief, associate director, coordinators, program managers, coaches, principals, assistant principals, teachers
- Technology: FCPS Professional Learning Website, NCFL online platforms (i.e. Wonderopolis), ROIS, Infinite Campus, Aperture System
- Instructional Resources: *Beyond the Bake Sale*, *Powerful Partnerships*, MTSS Guidance Document
- Professional Learning Support from Vendors: NCFL, I Define Me Movement, Building Blocks of Brilliance, National Center for Youth Issues (NCYI), The Executive Learning Lab, Solution Tree, Safe and Civil Schools, The Ridge Behavioral Health System, AccuTrain, Midwest PBIS Network, Inner Resources, School Connect, National Association of Schools Psychologist, Aperture Education, Breathe for Change, FitTeach, etc.

Focus Area 2 Ongoing Supports for Implementation

- Identify and provide opportunities for students/families to engage in culturally responsible and multilingual family literacy programs.
- Engage families in supporting their students' academic and career planning through Individual Learning Plans.
- Identify and increase opportunities for students to engage with business/industry partners.
- Continue to align CTE courses to the KDE program of studies for instructional effectiveness, create and foster CTE PLCs, complete course crosswalks and unit frameworks.
- Create a facilitation/communication model that engages all stakeholders (students, families, schools, staff and community) in consistent dialogue that supports student success.

Optional Extension