

Yates Elementary Comprehensive School Improvement Plan 2022-25

Updated 2023

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, Yates Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 36%.

State Assessment Results in Math

- By 2025, Yates Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 28%.

State Assessment Results in Science

- By 2025, Yates Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 16%.

State Assessment Results in Social Studies

<ul style="list-style-type: none"> By 2025, Yates Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 24.39%.
<p>State Assessment Results in Combined Writing</p> <ul style="list-style-type: none"> By 2025, Yates Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 31.71%.
<p>English Learner Progress</p> <ul style="list-style-type: none"> By 2025, Yates Elementary will grow 100% of EL students by at least 1.5 in their composite score as measured by ACCESS. Current status level 108.7.
<p>Quality of School Climate and Safety</p> <ul style="list-style-type: none"> By 2025, Yates Elementary will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 77.3%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Yates Elementary will increase P/D in Reading to 44%. KSA current level is 36%.</p> <p>By 2023, Yates Elementary will increase P/D in Math to 30%. KSA current level is 28%.</p>	<p>By 2024, Yates Elementary will increase P/D in Reading to 53%.</p> <p>By 2024, Yates Elementary will increase P/D in Math to 43%.</p>	<p>By 2025, Yates Elementary will increase P/D in Reading to 61%.</p> <p>By 2025, Yates Elementary will increase P/D in Math to 56%.</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Yates Elementary will increase P/D in Science to 16%. KSA current level is 16%.</p> <p>By 2023, Yates Elementary will increase P/D in Social Studies to 31%. KSA current level is 24.39%.</p> <p>By 2023, Yates Elementary will increase</p>	<p>By 2024, Yates Elementary will increase P/D in Science to 31%.</p> <p>By 2024, Yates Elementary will increase P/D in Social Studies to 46%.</p> <p>By 2024, Yates Elementary will increase P/D in Combined Writing to 46%.</p>	<p>By 2025, Yates Elementary will increase P/D in Science to 46%.</p> <p>By 2025, Yates Elementary will increase P/D in Social Studies to 61%.</p> <p>By 2025, Yates Elementary will increase P/D in Combined Writing to 61%.</p>

P/D in Combined Writing to 31%. KSA current level is 31.71%.		
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English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Yates Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2024, Yates Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Yates Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Year 1 Focus Areas

<p>Goal: PLC: Yates Elementary's PLCs will use a PDSA model effectively to improve student learning outcomes in Reading, Math, Science, Social Studies, and Writing.</p> <p>By 2023, Yates Elementary will increase P/D in Reading to 44%.</p> <p>By 2023, Yates Elementary will increase P/D in Math to 30%.</p> <p>By 2023, Yates Elementary will increase P/D in Science to 16%.</p> <p>By 2023, Yates Elementary will increase P/D in Social Studies to 31%.</p> <p>By 2023, Yates Elementary will increase P/D in Combined Writing to 31%.</p>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, and Writing	KCWP 1 Design and Deploy Standards During our PLC grade levels, complete documents are	Yates 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	Measures: -PLC Self-Assessment -Common Unit Assessments in Reading and Math -MAP Assessment -Diagnostic	N/A

	consistently used by all staff, and the intent of the standard is preserved.	Plan-Do-Study-Act model.	Assessments Monitored: -Principal and Assistant Principal	
Reading, Math, Science, Social Studies, and Writing	KCWP 1 Design and Deploy Standards During our PLC grade levels, complete documents are consistently used by all staff, and the intent of the standard is preserved.	Yates will create a PLC schedule that will be inclusive of Special Education and English Language teachers.	Measures: -PLC Self-Assessment -PLC Schedule Monitored: -Principal and Assistant Principal -Assessment Data	N/A
Reading, Math, Science, Social Studies, and Writing	KCWP 1 Design and Deploy Standards During our PLC grade levels, complete documents are consistently used by all staff, and the intent of the standard is preserved.	Yates will continue focusing on Teacher Clarity, along with the fidelity of the PLC process. Yates will emphasize 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.	Measures: -PLC Minutes of PLC cycle Monitored: -Principal and Assistant Principal classroom observations -Professional Learning artifacts	N/A
<u>Progress Monitoring</u>				
January 2023: March 2023: June 20223:				

Assessment: Yates Elementary will develop a balanced assessment system.

Quality of School Climate and Safety

- By 2025, Yates Elementary will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 73.5%.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, and Writing, Achievement Gap, QSCS	<p>KCWP 3 Design and Deliver Assessment Literacy</p> <p>During our PLC meetings, we create all summative and three common formative assessments together. We use a program called Galileo, an assessment bank, to ensure that our assessment questions meet the depth of the grade-level standards.</p>	Yates Grade-Level teachers will develop common unit assessments when not provided by the district.	<p>Measures: -ELA and Math Common Unit Assessments (Kindergarten through 5th Grade)</p> <p>-PLC Minutes will be used to measure impact of PLC cycle and monitored by Principal and Assistant Principal.</p> <p>Monitored: -PLC Schedule will be created to establish impact of student groups and monitored by assessment data.</p> <p>-PLC Assessment Calendar</p>	N/A
Reading, Math, Science, Social Studies, and Writing, Achievement Gap, QSCS	<p>KCWP 3 Design and Deliver Assessment Literacy</p> <p>At Yates Elementary we have had to ensure the creation of a balanced assessment system. We have</p>	Collect and use students learning data from common unit assessment to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, either in PLC Minutes (Grade-Level) or through using the Galileo program or ADAM (district-provided assessment platform assessments).	<p>Measures: -PLC Minutes will be used to measure impact of PLC cycle</p> <p>Monitored: -Principal and Assistant Principal -PLC Products</p>	N/A

	<p>worked with Scholastic to purchase a culturally responsive bookroom that we can use for guided reading. We have also worked with a Scholastic representative on Lit 6. Teachers have two mandatory conferences a year, with other conferences with our families as needed to inform them of all assessment results.</p>			
<p>Reading, Math, Science, Social Studies, and Writing, Achievement Gap, QSCS</p>	<p>KCWP 4 Review, Analyze, and Apply Data</p> <p>PLC meetings are used to create all formal assessments for our students-kindergarten through 5th grade. Data is reviewed while in our meetings to determine the next steps, whether that is remediation or enrichment. This</p>	<p>Yates Elementary will use Galileo (ADAM for grades 3rd through 5th) as a way to monitoring tool for formative and summative assessments to monitor student learning by grade level and by standard to determine the next steps for our students (Team Time reteaching/enrichment opportunities daily).</p> <p>Provide formative and summative updates on student learning throughout the year of the progress made based on district benchmark</p>	<p>Measures:</p> <ul style="list-style-type: none"> -Imagine Learning Galileo -Pearson ADAM -Yates Common Unit Assessments -District Common Unit Assessments <p>Monitored:</p> <ul style="list-style-type: none"> -PLCs 	N/A

	<p>year at Yates Elementary we have a 30-minute block of time dedicated to tiered intervention. Students are flexibly grouped based on need. Yates Elementary is implementing a "Good Faith Effort" checklist to use throughout the year to ensure that students are taking ownership of their effort. Our district also has required assessments to be taken periodically throughout the year in grades 3rd, 4th, and 5th. This data is reviewed in PLC meetings. Based on the results determines the next steps.</p>	<p>assessments and state-level assessments.</p>		
<p>January 2023: March 2023: June 2023:</p> <p style="text-align: center;"><u>Progress Monitoring</u></p>				

Goal: Accelerated Learning: Yates Elementary will develop and implement standards-based instruction to accelerate learning for all students in Reading, Math, Science, Social Studies, and Writing.

By 2023, Yates Elementary will decrease novice in Reading to 34%.

- African American Students to 30%

By 2023, Yates Elementary will decrease novices in Math to 36%.

- African American Students to 35%

By 2023, Yates Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Reading, Math, Science, Social Studies, and Writing, Achievement Gap, QSCS</p>	<p>KCWP 1 Design and Deploy Standards</p> <p>The current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy), and Yates Elementary has reading and math planning sessions weekly with our School-Based Instructional Specialist (SBIS). We also use the current district framework for</p>	<p>Focus on standards-based instruction using Teacher Clarity, updated materials, and resources that are culturally relevant that will be used by all Yates educators.</p>	<p>Measures: -Yates Bookroom Artifacts -Professional Learning Artifacts analyzed by teachers -MAP Assessments -Diagnostic Assessments -Common Unit Assessments</p> <p>Monitored: -Weekly Classroom Observations by Principal and Assistant Principals -Survey results analyzed by teachers</p>	<p>Title I</p>

	<p>reading and math.</p> <p>Teachers readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative). All assessment data is reviewed during PLC meetings and tiered instruction is planned accordingly.</p> <p>Yates Elementary has a process for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards. We do this work through our PLC and planning meetings.</p>			
<p>January 2023: March 2023: June 2023:</p> <p style="text-align: center;"><u>Progress Monitoring</u></p>				

Year 2 Focus Areas

Goal: PLC: Yates Elementary's PLCs will use a PDSA model effectively to improve student learning outcomes in Reading and Math.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	<p>KCWP 6</p> <p>At Yates Elementary our School Counselor does guidance lessons around character development. We do have an SEL time on our master schedule for each grade level. At Yates Elementary we encourage our students to help develop classroom expectations as a class. Yates's leadership promotes shared leadership opportunities among all shareholders to elevate a positive and supportive culture for learning.</p>	Yates Elementary will monitor the effectiveness of PLC practices established by district expectations.	<p>Measures: -PLC Minutes</p> <p>Monitored: -District Attendance in PLC Meetings</p>	N/A
Reading & Math	KCWP 3	Yates Elementary will review past success	<p>Measures: -PLC Minutes</p>	N/A

	<p>FCPS has created a framework, developed by teachers in the different grade levels. Within this framework, standards are deconstructed to ensure learning targets are congruent to the standards and are the laser focus of instruction. Weekly administrator walkthroughs, as well as mandatory planning meetings, are used to ensure that teachers make learning targets clear for students.</p>	<p>criteria/learning intentions to ensure alignment with standards so that learners engage in learning and increase self-efficacy.</p>	<p>-Professional Learning Agenda</p> <p>Monitored: -Site Visit Feedback</p>	
Reading & Math	<p>KCWP 3</p> <p>At Yates Elementary we have had to ensure the creation of a balanced assessment system. We have worked with Scholastic to purchase a culturally responsive bookroom that we can use for</p>	<p>Yates Elementary will analyze student work aligned to essential standards to provide specific feedback to students and inform teaching, learning, and assessment practices.</p>	<p>Measures: -Student Work Analysis -PLC Minutes</p> <p>Monitored: -Common/Summative Assessment</p>	N/A

	<p>guided reading. We have also worked with a Scholastic representative on Lit 6.</p>			
Reading & Math	<p>KCWP 4</p> <p>PLC meetings are used to create all formal assessments for our students-kindergarten through 5th grade. Data is reviewed while in our meetings to determine the next steps, whether that is remediation or enrichment. This year at Yates Elementary we have a 30-minute block of time dedicated to tiered intervention. Students are flexibly grouped based on need. Yates Elementary is implementing a "Good Faith Effort" checklist to use throughout the year to ensure that students are taking ownership of their effort.</p>	<p>Yates Elementary will work with the district to develop tools to expand the opportunities for students to monitor their learning and the PLCs to monitor student growth.</p>	<p>Measures: -Student Monitor Tools & Processes</p>	N/A

Progress Monitoring

January 2024:
 March 2024:
 June 2024:

Assessment: Yates Elementary will develop a balanced assessment system.

Quality of School Climate and Safety

- By 2025, Yates Elementary will increase the quality of school climate and safety index to 80% as measured by KSA. Current level is 77.3%.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 3 During our PLC meetings, we create all summative and three common formative assessments together. We use a program called Galileo, an assessment bank, to ensure that our assessment questions meet the depth of the grade-level standards.	Yates Elementary will develop common unit assessments.	Measures: -ELA and Math Common Unit Assessment -District Common Unit Assessment Rubrics and Calendars Monitored: -PLC Minutes	District Assessments
Reading & Math	KCWP 3 PLC meetings (assessment review) are used to	Yates Elementary will continue to collect and use student learning data from common unit assessments to inform classroom	Measures: -PLC Minutes -District Assessment Platform	District Assessment Platform

	determine tiered instruction or enrichment for our students.	instruction and curriculum decisions.		
<u>Progress Monitoring</u>				
January 2024: March 2024: June 2024:				

<p>Accelerated Learning: Yates Elementary will develop and implement standards-based instruction to accelerate learning.</p> <p>By 2024, Yates Elementary will decrease novice in Reading to 34%. KSA current level is 38%.</p> <p>By 2024, Yates Elementary will decrease novices in Math to 32%. KSA current level is 36%.</p> <p>By 2024, Yates Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 1 Yates Elementary has a process for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards. We do this work through our PLC and planning meetings.	Yates Elementary will utilize the district-developed frameworks, based on the state standards leveraging the PLC implementation processes to plan for grade-appropriate instruction, which is cognitively engaging.	Measures: -Navigator Website -DLM -SLI Monitoring: -Kagan Training for Yates Staff	District Provided (Title II) Title I
Achievement Gap, English	KCWP 5	Yates Elementary will collaborate and utilize	Measures: -PLC Minutes	District Provided

<p>Learner Progress</p>	<p>Yates Elementary has a Student Support Team that looks at behavioral data through our system (eOS) to see what tiered steps need to happen for our students. We use CHAMPS to ensure that all common areas as well as classrooms run as smoothly as possible. Weekly, through our school newsletter, reminders are put out regarding using CHAMPS in the classroom daily to ensure the consistency and structure that our students need. Walkthroughs are completed weekly for all teachers to ensure that students are engaged, and teachers are teaching at high levels with</p>	<p>identified gap data and aligned curriculum to differentiate supports to improve outcomes for students.</p>	<p>Monitored: -Support Team Calendar Invites (Artifacts)</p>	
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	minimal downtime.			
January 2024: March 2024: June 2024:	<u>Progress Monitoring</u>			

Year 3 Focus Areas

Goal: PLC: Yates Elementary's PLCs will use a PDSA model effectively to improve student learning.

By 2025, Yates Elementary will increase P/D in Reading to 61%.

By 2025, Yates Elementary will increase P/D in Math to 56%.

By 2025, Yates Elementary will increase P/D in Science to 46%.

By 2025, Yates Elementary will increase P/D in Social Studies to 61%.

By 2025, Yates Elementary will increase P/D in Combined Writing to 61%.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading & Math	KCWP 4 PLC meetings are used to create all formal assessments for our students-kindergarten through 5th grade. Data is reviewed while in our meetings to determine the next steps, whether that is remediation or enrichment. This year at Yates Elementary we have a 30-minute block of time dedicated to tiered intervention.	Yates Elementary will work with PLC networks to enhance effective PLC practices to include: teaching and learning practices, assessment analysis processes, student opportunities to respond to learning, and becoming assessment-capable learners.	Measures: -PLC Network Artifacts	N/A

	Students are flexibly grouped based on need. Yates Elementary is implementing a "Good Faith Effort" checklist to use throughout the year to ensure that students are taking ownership of their effort.			
Reading & Math	KCWP 4 Our district also has required assessments to be taken periodically throughout the year in grades 3 rd , 4 th , and 5 th . This data is reviewed in PLC meetings. Based on the results determines the next steps.	Yates Elementary will follow the process for interdisciplinary PLC practices for utilizing the integrated content with the unit frameworks to include clarity of teaching and learning practices and student self-assessment practices across multiple areas of learning.	Measures: -Interdisciplinary Team Processes -District Provided Integration Framework	
<u>Progress Monitoring</u>				
January 2025: March 2025: June 2025:				

Assessment: Yates Elementary will develop a balanced assessment system.

Quality of School Climate and Safety

- By 2025, Yates Elementary will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 73.5%.

Reading & Math	<p>KCWP 3</p> <p>During our PLC meetings, we create all summative and three common formative assessments together. We use a program called Galileo, an assessment bank, to ensure that our assessment questions meet the depth of the grade-level standards.</p>	Yates Elementary will develop a common unit assessment.	<p>Measures: -ELA and Math Common Unit Assessments</p> <p>Monitored: -PLC Minutes</p>	N/A
Reading & Math	<p>KCWP 3</p> <p>PLC meetings (assessment review) are used to determine tiered instruction or enrichment for our students.</p>	Yates Elementary will collect and use student learning data from common unit assessments to inform classroom instruction and curriculum instruction and curriculum decisions. Data from assessments will be collected and organized.	<p>Measures: -PLC Minutes</p>	N/A
Reading & Math	<p>KCWP 4</p> <p>FCPS has created a framework, developed by teachers in the different grade levels. Within this framework, standards are deconstructed to ensure learning targets are</p>	Yates Elementary will monitor student learning by grade level and by standard to determine the next steps needed for our students.	<p>Measures: -ADAM -District Common Unit Assessments</p> <p>Monitored: -PLC Minutes</p>	District Assessments

	<p>congruent to the standards and are the laser focus of instruction. Weekly administrator walkthroughs, as well as mandatory planning meetings, are used to ensure that teachers make learning targets clear for students.</p>			
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>January 2025: March 2025: June 2025:</p>				

<p>Accelerated Learning: Yates Elementary will develop and implement standards-based instruction to accelerate learning.</p> <p>By 2023, Yates Elementary will decrease novice in Reading to 34%. <input type="checkbox"/> African American Students to 30%</p> <p>By 2023, Yates Elementary will decrease novices in Math to 36%. <input type="checkbox"/> African American Students to 35%</p> <p>By 2023, Yates Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap, Student Progress	<p>KCWP 4</p> <p>Our district also has required</p>	Yates Elementary will measure student outcomes through data platforms, ensuring the reduction of achievement	Measures; -Data Platforms (MAP, KSA, FastBridge, etc)	District Provided

	<p>assessments to be taken periodically throughout the year in grades 3rd, 4th, and 5th. This data is reviewed in PLC meetings. Based on the results determines the next steps.</p>	gaps.		
Achievement Gap, Student Progress	<p>KCWP 1,2</p> <p>Teachers readjust the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative). All assessment data is reviewed during PLC meetings and tiered instruction is planned accordingly.</p> <p>At Yates Elementary this year we have been teaching Kagan structures to ensure that our students are engaged while in class. These structures foster</p>	<p>Yates Elementary will continue to monitor student progress in all tiers of instruction with fidelity checks of curriculum, unit framework alignment, and student learning outcomes.</p>	<p>Measures: -Walkthrough Data -PLC Minutes -Student Artifacts</p> <p>Monitored: -Assessment Outcomes</p>	<p>Title I</p> <p>District Provided</p>

	<p>engagement, as well as, reading, writing, and discussion. Yates Elementary is implementing Good Faith Effort checklists to ensure students take responsibility for their own learning.</p>			
<p>January 2025: March 2025: June 2025:</p> <p style="text-align: center;"><u>Progress Monitoring</u></p>				



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

Yates Elementary School
Liz Kirk
695 E New Circle Rd
Lexington, Kentucky, 40505
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?

Yates Elementary School, constructed in 1954, is an educational institution catering to a diverse student population ranging from Early Start through 5th grade. The school underwent a significant renovation in October 2011, resulting in the addition of four new resource classrooms and a dedicated book room space. Situated on more than twelve acres of land, Yates Elementary is located on the north side of Lexington, providing ample space for various outdoor activities and facilities.

The school boasts a range of amenities to support its educational mission, including playgrounds designed for both primary and intermediate students. Additionally, the school features a walking track and a dedicated school garden, which aligns with the inquiry-based science curriculum offered to the students. These outdoor spaces likely serve as valuable extensions of the classroom, allowing students to engage with the natural world and participate in hands-on learning experiences.

Yates Elementary School draws its student body from a diverse range of neighborhoods. Students come from the areas directly surrounding the school as well as subdivisions within a radius of up to 5 miles. This diversity in the student population contributes to a rich and dynamic learning environment.

In terms of demographics, the student body at Yates Elementary is characterized by a balanced racial composition, with approximately 31% African-American students, 28% White students, 28% Hispanic students, and 2% Asian students. This diversity not only reflects the broader community but also presents an opportunity for students to learn and interact with peers from various cultural backgrounds, fostering a more inclusive and well-rounded educational experience.

School Stakeholders

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

Yates Elementary School has several stakeholder groups that play a role in its operations and improvement planning process. Here are some of the key stakeholder groups and how the school ensures their involvement and engagement in the improvement planning process:

1. Parents and Guardians:

Parents and guardians of students are crucial stakeholders. The school may involve

them through parent-teacher conferences, open houses, and regular communication through newsletters and emails.

PTO (Parent-Teacher Organization) meetings provide a platform for parents to engage with school staff, discuss improvement initiatives, and contribute to decision-making processes.

2. Teachers and Staff:

Teachers and staff are vital stakeholders who are directly involved in the day-to-day operations of the school. Their input is crucial in identifying areas for improvement.

Faculty meetings, leadership meetings, and professional development sessions serve as forums for staff to share their insights and ideas.

3. Students:

Although students may not be involved in administrative decisions, their input is gathered through student surveys and feedback sessions. Creating a safe and open environment where students feel comfortable sharing their thoughts is essential.

4. PTO Organization:

The Parent-Teacher Organization plays a significant role in connecting parents, teachers, and the school administration.

The PTO holds regular meetings to discuss school improvement plans, and fundraisers to support educational initiatives and facilitate communication between parents and the school.

5. Local Businesses:

Local businesses are valuable partners in supporting the school's improvement initiatives. They offer resources, funding, or mentorship programs for our students. Yates has established partnerships with local businesses through outreach, networking events, and recognition of their contributions to the school community.

6. Community Members:

Community members who do not have direct ties to the school but live in the area are also stakeholders.

The school engages them through community meetings and involvement in community projects that benefit the school.

To ensure stakeholder involvement and engagement in the improvement planning process, Yates Elementary School employs several strategies:

- Regular Meetings: Organize regular meetings and workshops to discuss improvement plans and gather input from stakeholders.

- Distribute surveys and feedback forms to parents, teachers, students, and other stakeholders to collect their opinions and ideas on various improvement initiatives.

- Transparency: Maintain transparency in decision-making and planning processes. Share information about goals, progress, and outcomes with stakeholders.

- **Communication Channels:** Use various communication channels, such as newsletters, websites, social media, and email, to keep stakeholders informed about school developments and improvement efforts.

- **Recognition and Appreciation:** Recognize and appreciate the contributions of stakeholders to foster a sense of belonging and encourage ongoing engagement.

By involving and engaging these stakeholder groups, Yates Elementary School can create a collaborative and inclusive approach to improvement planning that benefits the entire school community.

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 and vision statements of Yates Elementary School provide a clear framework for how the school aims to fulfill its purpose and create a positive learning environment for students. Let's relate these statements to the school's program offerings and how stakeholders are involved in their development:

1. Program Offerings:

- **Art, Music, and Physical Education:** By offering a diverse range of programs including art, music, and physical education, Yates Elementary ensures that it addresses the holistic development of each child, as stated in its mission. These programs contribute to students' social, emotional, and physical growth in addition to their intellectual development. For example, art and music can foster creativity and emotional expression, while physical education promotes physical health and teamwork.

2. STEM Lab:

- The STEM (Science, Technology, Engineering, and Mathematics) Lab is a testament to the school's commitment to intellectual development. This resource equips students with hands-on experiences in these critical areas, preparing them for future careers and problem-solving skills. Teachers use the STEM Lab to engage students in real-world applications of their learning, aligning with the mission's emphasis on intellectual development.

3. Outdoor Classroom Opportunity:

- The outdoor classroom opportunity aligns with the school's mission by providing a safe and dynamic environment for students to learn and develop. Outdoor classrooms stimulate creativity, foster a deeper connection to nature, and promote physical activity. It also aligns with the school's commitment to a diverse learning community, acknowledging that different environments can cater to various learning styles.

Stakeholder Involvement:

- Teachers: Teachers play a critical role in implementing the school's mission and vision. They use program offerings like art, music, physical education, and the STEM Lab to deliver a well-rounded education that emphasizes social, emotional, physical, and intellectual development. Their involvement in curriculum development and classroom activities is essential.

- Parents and Guardians: Parents and guardians are vital stakeholders in the school community. They support the mission and vision by encouraging their children's participation in extracurricular activities, attending parent-teacher conferences, and volunteering in school events. Their involvement helps create a caring and supportive learning environment.

- Community Partners: Yates Elementary collaborates with community partners to enhance its program offerings. For instance, local artists or musicians contribute to art and music programs, and local businesses provide resources for opportunities for our students. Engaging with the community enriches the educational experience and reinforces the vision of excellence through effort.

In summary, Yates Elementary School effectively embodies its mission and vision by offering a diverse range of programs that cater to students' holistic development and by actively involving stakeholders such as teachers, parents, and the community. This collaborative approach ensures that every child can thrive in a safe, caring, and intellectually stimulating learning community.

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.

Two National Board Certified Teachers (NBCT) (2019)
State 3-Star School (2019)
High Growth on the State KPREP Assessment (2018 & 2019)
Positive Behavioral Interventions and Supports School: State Silver Fidelity Award (2022)

Additional Information

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

N/A



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

Yates Elementary School
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695 E New Circle Rd
Lexington, Kentucky, 40505
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.

At Yates Elementary, we employ a comprehensive approach to student data analysis, a key facet of which is our weekly grade-level Professional Learning Communities (PLC) Meetings. During these sessions, we meticulously examine a range of student data, encompassing both formative and summative assessments, in addition to informal classroom observations. Our primary objective during these PLC meetings is to identify trends, explore the MAP (Measuring Adequate Progress) results, and engage in meaningful discussions about our students' performance in relation to the classroom assessments. We diligently document these discussions through meticulous PLC minutes and teacher observations.

Notably, Yates Elementary has made significant strides in its governance structure. Previously, due to past CSI (Comprehensive School Improvement) status, we did not have a current SBDM (Site-Based Decision-Making) Council. However, this academic year, we have successfully reinstated our SBDM Council. Our council meetings

strictly adhere to state guidelines, following structured agendas and recording thorough minutes.

In addition to our PLC and SBDM efforts, we have established a dynamic Student Support Team at Yates Elementary. This team convenes weekly and is comprised of dedicated professionals, including an Administrator, Family Resource Youth Coordinator (FRYC), School Counselor, Family & Community Liaison, and School Mental Health Specialist. Together, they work collaboratively to address student referrals and ensure that the diverse needs of our students are met. It is important to note that our proactive approach, rooted in background knowledge, has proven to be invaluable in understanding and addressing student performance on assessments, whether it reflects positive or negative outcomes.

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?

2022-2023 Needs Assessment Response (**KSA Data Is Embargoed At This Time**)

Proficiency Goal: By May 2021 increase the combined (reading and math) percentage of elementary students scoring proficient/distinguished from 29.5% to 35.5%.

Separate Academic Indicator Goal: By May 2021 will increase the percentage of all students scoring proficient/distinguished from 30.6% to 36.6%.

Achievement Gap Goal: By May 2021 will increase the percent of students with African Americans scoring proficiency in: Mathematics from 22.2% to 29.3%; Reading from 29.6% to 36 %.

Growth Goal: By May 2021 will increase the growth indicator score from 73 to 74.

In 2020-2021 Yates Elementary's Reading proficient scores were 16.3% and the Math proficient scores were 13.5%. In 2021-2022 Yates Elementary received a rating of Low Orange, with an overall score of 41. Reading/Math scores were 42.3, and Science/Social Studies/Writing were 35.9. Our English Learner Progress indicator score was 41.7. There was a high number of students who were in the novice performance rating. Our science scores were suppressed due to the number of students scoring novice in this content area.

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.

2022-2023 Needs Assessment Response (**KSA Data Is Embargoed At This Time**)

State Data 2020-2021/ State Data 2021-2022 Percentages for Proficiency

Reading 29.5%--28%

Math 30.2%--17%

Science 19%--2%

Social Studies 28.8%--7%

Writing 44.2%--13%

Current Kentucky Summative Assessment data shows a decrease in students scoring proficient in all content areas. Students scoring the performance rating of Novice has increased--almost 40% of our students scored novice on all assessments, with 51% scoring novice in Social Studies.

Yates Elementary was identified as a Targeted Support and Improvement (TSI) school. This was due to our African American students scoring at or below the bottom 5% of all schools.

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.

2022-2023 Needs Assessment Response (**KSA Data Is Embargoed At This Time**)

Content Area -- % Novice -- % Apprentice -- %Proficient --% Distinguished

Reading--43--22--28--8

Mathematics--47--34--17--1

Science--30--68--2--0

Social Studies--51--33--7--9

Combined Writing--42--42--13--2

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.

2022-2023 Needs Assessment Response (**KSA Data Is Embargoed At This Time**)

Priority 1: Decrease novice by 5% in reading and math with our African American students.

Current Data for African American Students:

Reading: 63% Novice

Math: 65% Novice

Priority 2: Increase proficiency in reading for all students.

Current Data for Yates Elementary:

Reading: 28%

Priority 3: Increase proficiency in math for all students.

Current Data for Yates Elementary:

Math: 17%

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.

2022-2023 Needs Assessment Response (**KSA Data Is Embargoed At This Time**)

Yates Elementary received the highest overall rating from the Quality of School Climate and Safety Survey. This rating was 73.5. This survey completed by the students showed that the majority of the students who were tested felt safe and ready to learn while at school. This year at Yates Elementary we have completed the DESSA where we have data on every student that we use in order to support their social and emotional health. Our Mental Health Specialist, along with our School Counselor will continue to use the DESSA data as needed, and teach character education lessons in each classroom. We will continue a focus on Social Emotional Learning at Yates Elementary to intentionally increase our Quality of School Climate and Safety Survey this school year.

Yates Elementary has redefined our Professional Learning Communities ensuring that we have structures in place to increase student achievement for all. We have weekly meetings focused on the following questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Through these intentional conversations, along with developing rigorous assessments, backward planning, and common formative assessments we will be able to monitor students mastery of the grade-level content. We will track student performances on assessments, both formative and summative, to ensure students master their standards.

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 for Yates Elementary 2023

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.

Review the Key Elements document below



2023-2024 Phase Two: School Assurances_10292023_19:55

2023-2024 Phase Two: School Assurances

Yates Elementary School
Liz Kirk
695 E New Circle Rd
Lexington, Kentucky, 40505
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: Yates Elementary

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 Yates is to provide a safe, diverse, and caring community that emphasizes the social, emotional, physical, and intellectual development of each child.

Focus Area 1

PLC: Yates Elementary will function as a Professional Learning Community and will use a PDSA model effectively to improve student learning.
(Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 2

Assessment & Accelerated Learning: Yates Elementary will develop a balanced assessment system including standards-based instruction to accelerate learning.

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

Strategic Plan Priority Areas are:

- **Student Achievement**
- **Highly Effective and Culturally Responsive Workforce**

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Priorit
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standards. Intentionality will be made with a backward planning process.

The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress

Describe CDIP alignment:
The identified focus areas of

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Progress. In Professional Learning teams, teachers will identify essential standards for the year (revisit), create (revise) common formative and summative assessments aligned with the standard(s), and use data from

assessments to create individualized plans for students who have yet to meet the standard expectations and a plan for students who have already met the standard expectation with enrichment

opportu
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Professional Learning Development Tools

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Focus Area 1

PLC: Yates Elementary will function as a Professional Learning Community and will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 1 Objectives - Professional Learning Community

Short-Term Changes:

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

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

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

Long-Term Changes:

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

Skill: 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.

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

Focus Area 1 Intended Results

Student Outcomes:

- By 2025, Yates Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 36%.
- By 2025, Yates Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 18%
- By 2025, Yates Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 2%
- By 2025, Yates Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 16%.
- By 2025, Yates Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 15%.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

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 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 (if they are not leading) with access to their meeting agendas and minutes.

Focus Area 1 Monitoring

What data will be considered and gathered?

- PLC Continuum Self-Assessment
- Planning Documents
- NSGR Reading Levels
- Common Formative and Summative assessments aligned to essential standards
- MAP (reading and math)

Who is responsible for gathering data?

- PLC Continuum Self-Assessment - teachers, admin team
- Planning Documents - teachers, admin team, SBIS, interventionists
- NSGR Reading Levels - teachers, SBIS, Interventionists
- Common Formative and Summative assessments aligned to essential standards - teachers, admin team, SBIS
- MAP (reading and math) - teachers, admin team, SBIS, interventionists

How frequently will it be analyzed?

- PLC Continuum Self-Assessment - three times a year
- Planning Documents - weekly
- NSGR Reading Levels - will be monitored monthly from August to May
- Common Formative and Summative assessments aligned to essential standards - CFAs will be monitored 2-3 times per month, summative assessments will be monitored at the end of every unit (approximately every 6 weeks)
- MAP (reading and math) - three times a year: Fall, Winter, Spring

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 know,” 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 The targeted audience is teachers, principals, assistant principal, SBIS, and interventionists

Focus Area 1 Resources

Staff: chiefs, directors, specialists, principals, assistant principals, teachers

Funding: Title II

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

Instructional Resources: FCPS PLC Framework, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, *Cultures Built to Last: Systemic PLCs at Work*

Professional Learning Support from Vendors: N/A

Release Time: N/A

Focus Area 1 Ongoing Supports for Implementation

Yates Elementary will receive support from the district office for ongoing supports including tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth and 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

Assessment & Accelerated Learning: Yates Elementary will develop a balanced assessment system including standards-based instruction to accelerate learning.

Focus Area 2 Objectives

Short-Term Changes

Knowledge: Teachers and school administrators develop an understanding of district common unit assessments and how they can be utilized to inform intentional planning.

Knowledge: Teachers and school administrators develop an understanding of the district-developed frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade-appropriate instruction, which is cognitively engaging.

Long-Term Changes

Behavior: Teachers consistently utilize district common assessments to inform their planning and instructional practices.

Knowledge: Teachers and school administrators develop an understanding of student learning throughout the year based on district benchmark assessments and state-level assessments.

Behavior: Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade-appropriate and cognitively engaging instruction.

Behavior: Teachers consistently utilize benchmark assessments and state-level assessments to inform their planning and instruction practices.

Knowledge: Teachers and school administrators develop an understanding of the Assessment Guidance Document.

Behavior: Teachers and school administrators consistently utilize the Assessment Guidance Document.

Knowledge: Teachers and school administrators learn strategies for differentiation.

Behavior: Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.

Focus Area 2 Intended Results

Student Outcomes:

- By 2025, Yates Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 36%.
- By 2025, Yates Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 18%
- By 2025, Yates Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 2%
- By 2025, Yates Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 16%.
- By 2025, Yates Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 15%.

Educator Outcomes: By 2025, Yates Elementary will ensure 100% of teachers develop and utilize a balanced assessment system.

By 2025, Yates Elementary will ensure 100% of teachers consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade-appropriate and cognitively engaging instruction (implementing Kagan structures).

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe analyzing student assessment is an important step of the planning process that leads to more targeted and responsive instruction.

Educator Practices:

- Teachers consistently utilize district common assessments to inform their planning and instructional practices.
- Teachers consistently utilize benchmark assessments and state-level assessments to inform their planning and instruction practices.
- Teachers and school administrators consistently utilize the Assessment Guidance Document.
- Teachers utilize district-developed frameworks and instructional design models during PLCs to plan grade-appropriate and cognitively engaging instruction.

Focus Area 2 Monitoring**What data will be considered and gathered?**

- PLC Continuum Self-Assessment
- PLC Agenda & minutes
- Common Formative and Summative assessments aligned to essential standards
- MAP (reading and math)

Who is responsible for gathering data?

- PLC Continuum Self-Assessment - teachers, admin team, SBIS
- PLC Agenda & minutes - teachers, admin team, SBIS
- Common Formative and Summative assessments aligned to essential standards - teachers, admin team, SBIS
- MAP (reading and math) - teachers, admin team, SBIS, interventionists

How frequently will it be analyzed?

- PLC Continuum Self-Assessment - three times a year
- PLC Agenda & minutes - weekly
- Common Formative and Summative assessments aligned to essential standards - CFAs will be monitored 2-3 times per month, summative assessments will be monitored at the end of every unit (approximately every 6 weeks)
- MAP (reading and math) - three times a year: Fall, Winter, Spring

Focus Area 2 Indicators of Success

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

Universal screening is used at Tier 1 to:

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

When assessing Tier 1 effectiveness, teams look for evidence that at least 80% of students are at or above the established cut score. Diagnostic assessments are used to help educators identify strengths and weaknesses and provide data about students' content knowledge and skills. The diagnostic assessments allow the SPS team to identify an appropriate intervention for an individual student or group of students. The goal of the MTSS framework is to provide interventions for approximately 20% of the school. When schools find that more than 20% of the student population meets cut scores for intervention, the school adjusts cut scores to serve the bottom 20% through the MTSS framework. In schools where there is not 80% meeting proficiency, ongoing diagnostic assessment should be used to regularly monitor progress.

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

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

Continuous Classroom Improvement

Leadership and Planning- The teacher has established and clearly communicated specific directions for the classroom and individual students.

Level1:

- The teacher actively supports and models the approach to continuous improvement.
- Classroom goals are aligned to school goals and standards, and address areas of the greatest need.
- Short-term learning targets are displayed and/or clearly communicated.
- Expectations for all students to demonstrate proficiency are evident.

Data Systems- The teacher and students use data to monitor and report classroom and individual student progress.

Level1:

- Progress monitoring charts for class goals are displayed and current when appropriate.
- Progress monitoring charts for class goals showing anonymous individual student data are displayed when appropriate.

Workforce Focus- Students are actively engaged and recognized for contributions toward progress.

Level 1:

- Students are engaged in clarifying the classroom short-term learning targets and strategies.
- Students frequently participate in the classroom plus/delta process and implement solutions.

Operations Focus- The teachers and students regularly and frequently use a classroom continuous improvement process.

Level 1:

- The Plan-Do-Study-Act Cycle (PDSA) is the basis for the classroom continuous improvement process.
- The steps of the PDSA Cycle for the learning targets are evident to students.
- The frequency and time allotted for the improvement cycle (PDSA) is appropriate for the age of the students and the learning target.

Results- Classroom and student progress is documented.

Level 1:

- Progress toward classroom goal achievement is evident and displayed and/or clearly communicated.
- The class is making progress toward developing classroom learning system indicators.

Focus Area 2 Targeted Audience

The targeted audience is all certified staff members, principal, assistant principal, SBIS, and interventionists.

Focus Area 2 Resources

Staff: chiefs, directors, specialists, principals, assistant principals, teachers, SBIS, interventionists

Funding: Title I, Title II

Technology: Navigator, Continuous Classroom Improvement Hub, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: *Continuous Classroom Improvement: First Steps in Using a Systems Approach to Improve Learning Results*, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

Professional Learning Support from Vendors: N/A

Focus Area 2 Ongoing Supports for Implementation

Yates Elementary will receive support from the district office for ongoing support.

Optional Extension