

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Based on 2024 KSA Assessment Data

Reading

- 44% of African American students reached proficiency in reading while 80% of all students were proficient.
- 63% of Asian students reached proficiency in reading while 80% of all students were proficient.
- 67% of economically disadvantaged students reached proficiency in reading while 80% of all students were proficient.
- 33% of students with disabilities reached proficiency in reading while 80% of all students were proficient.
- 33% of EL students reached proficiency in reading while 80% of all students were proficient.

Math

- 33% of African American students reached proficiency in math while 75% of all students were proficient.
- 81% of Asian students reached proficiency in math while 75% of all students were proficient.
- 56% of economically disadvantaged students reached proficiency in math while 75% of all students were proficient.
- 29% of students with disabilities reached proficiency in math while 80% of all students were proficient.
- 63% of EL students reached proficiency in math while 80% of all students were proficient.

Science

- 57% of all students were proficient.

Needs Assessment: Processes, Practices, or Conditions

Processes

At Athen-Chilesburg Elementary, we use a variety of approaches to ensure stakeholders are involved in the improvement planning process. Stakeholder groups include families, district level administration, community partners, students, and faculty and staff from our school. All of these stakeholder groups play an important part in the development of our school improvement plan.

Parents have been involved through our School Based Council and our Parent Teacher Association. SBDM parents are elected to serve as council members and contribute to our school improvement efforts. They are informed of their roles and responsibilities at their first council meeting. We schedule monthly meetings after school hours to allow parents, teachers and community members the opportunity to attend these meetings and have a voice in school improvement efforts. At our monthly SBDM meetings, we analyze a variety of academic, behavioral and attendance data. We use this data to celebrate accomplishments and to create strategies to address areas of need. We also get parent input through our PTA.

Faculty and staff are involved through their participation during faculty meetings, PLC meetings, and during Continuous Improvement Team meetings. All teachers participate in our weekly PLC meetings and monthly faculty meetings. We use this time to analyze a variety of data to determine our progress toward improvement goals and evaluate implementation of activities to meet these goals. We have team leads from all grade levels and departments that meet throughout the school year and they are a key part of our school improvement planning and evaluation of progress.

District level administration has been involved by providing support and guidance throughout the improvement planning process. They are instrumental in helping us secure high quality professional learning opportunities for our teachers. The professional learning opportunities directly impact the teaching and learning taking

place in the classroom.

Students in 4th and 5th grade are selected to serve as our student House Leads. This provides an opportunity for students to provide feedback about things that are going well school-wide and ideas for improvement and grow as leaders. 3rd, 4th, and 5th grade students also have an opportunity to complete the Quality of School Climate and Safety survey as part of the Kentucky Summative Assessment.

All of these stakeholder groups play an important role in analyzing a variety of data including MAP universal screening data, PBIS behavior data, Next Steps in Guided Reading assessment, formative assessment data, common assessment data, survey data, attendance data, and KSA data to determine needs in our school, identifying improvement efforts that will address these needs, and monitoring progress toward our school-wide goals. This data is analyzed in a timely manner once the data is released and available. Agendas and minutes are kept for all meetings.

Practices

Our 2023 - 2024 CSIP plan focuses on the following activities:

- All grade levels will meet in PLCs to look at data to determine high priority growth areas and next steps to improve these areas.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standards deconstruction into this process.
- PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.
- We will use ESS funds to hire a daytime waiver teacher to work with small groups during reading small group time.
- Teachers will participate in professional learning around meeting the needs of our EL students, as well as students in our GT population.
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.

The following information details how successful these activities have been to this point:

- Administration met with grades 3,4, and 5 to analyze, discuss and plan next steps for high priority areas.
- Apply for district Title II funds to have a STEM teacher and Intervention Teacher to work with grade level teams in high growth areas.
 - We did not receive funding for this activity.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standards deconstruction into this process.
 - Our PLCs do a good job of planning lessons and creating assessments.
- PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.
 - This data is used to inform instruction in the classroom and measure teaching and learning.
- We will use ESS funds to hire a daytime waiver teacher to work with small groups during reading small group time.
 - We purchased a .5 teacher so that we could continue this for the whole year.
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.
 - Teachers participated in PL around our new HQIR, but we continue to provide ongoing support and professional learning.

We plan to continue our work with PLCs, HQIRs, the Daytime ESS waiver, engagement strategies, balanced assessment, and small group instruction when we create our CSIP plan for the current school year.

Conditions - Priorities/Concerns

Based on 2024 KSA Assessment Data

Reading

- 44% of African American students reached proficiency in reading while 80% of all students were proficient.
- 63% of Asian students reached proficiency in reading while 80% of all students were proficient.
- 67% of economically disadvantaged students reached proficiency in reading while 80% of all students were proficient.

- 33% of students with disabilities reached proficiency in reading while 80% of all students were proficient.
- 33% of EL students reached proficiency in reading while 80% of all students were proficient.

Math

- 33% of African American students reached proficiency in math while 75% of all students were proficient.
- 81% of Asian students reached proficiency in math while 75% of all students were proficient.
- 56% of economically disadvantaged students reached proficiency in math while 75% of all students were proficient.
- 29% of students with disabilities reached proficiency in math while 80% of all students were proficient.
- 63% of EL students reached proficiency in math while 80% of all students were proficient.

Science

- 57% of all students were proficient.

Conditions - Strengths/Leverages

Based on 2024 KSA Assessment Data

Reading

- The percentage of students scoring novice on the KSA decreased by 0.5%.
- The percentage of English Learners Plus Monitored decreased 11.5% compared to 2022-2023 KSA.
- There was no change in the percentage of students scoring proficient/distinguished on the KSA, as it remained at 80%.

Math

- The percentage of students scoring novice on the KSA decreased by 2%.
- The percentage of students scoring proficient/distinguished on the KSA decreased by 1.3%.

Science

- The percentage of students scoring proficient/distinguished on the KSA decreased by 15%.

Social Studies

- The percentage of students scoring distinguished on the KSA decreased by 7%.
- The percentage of students scoring proficient/distinguished on the KSA decreased by 5%.

Combined Writing

- The percentage of students scoring proficient/distinguished on the KSA decreased by 1%.

We feel the reason we are maintaining our low novice numbers is a direct result of our continued improvement in our Tier I instruction, MTSS program, and student writing. We also feel the increase in small group instruction in the classroom will contribute to us maintaining proficiency.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	Very High - 95.8	Increase - 0.4
State Assessment Results in science, social studies, and writing	Very High - 85.3	Decline - -3.6
English Learner Progress	Very High - 70.4	Significant Declined - -16.3
Quality of School Climate and Safety	Very High - 83.0	Maintained - -0.9

By October 2027 Athens-Chilesburg Elementary will increase the Reading and Math combined status percentage from 95% to 100%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2027, <i>Athens-Chilesburg Elementary</i> will increase P/D in Reading to 85%. By 2027, <i>Athens-Chilesburg Elementary</i> will increase P/D in Math to 80%.	KCWP 1	<ul style="list-style-type: none"> Morning phonics group for newcomers Universal Academic Language schoolwide (teach, model, use, discuss, and implement) 	<ul style="list-style-type: none"> PLC evidence with item analysis Classroom observations <p>If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.</p>	<ul style="list-style-type: none"> Imagine Learning data MAP data Common Assessments District Benchmarks 	N/A
	KCWP 2 & 4	<ul style="list-style-type: none"> Increase opportunities for student-led learning in the classroom Increase of above grade level work 	<ul style="list-style-type: none"> Criteria checklist for accelerated program. Teacher recommendation sheet PLC observations with 4th and 5th grade teachers PLC Data meetings with 4th/5th Item analysis on assessments to determine gaps in learning and overall proficiency on assessments. All students and subgroups will be monitored through MTSS, PBIS, and through PLCs in order to meet the needs of all students 	<ul style="list-style-type: none"> MAP data Common Assessments District Benchmarks 	N/A

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2027 Athens-Chilesburg Elementary will increase the Science, Social Studies and Combined Writing status percentage from 85% to 90%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2027, Athens-Chilesburg Elementary will increase P/D in Science to 62%.</p> <p>By 2027, Athens-Chilesburg Elementary will increase P/D in Social Studies to 73%.</p> <p>By 2027, Athens-Chilesburg Elementary will increase P/D in Combined Writing to 71%.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Science</p> <ul style="list-style-type: none"> Gizmo Labs STEM Labs in STEM specials <p>Writing</p> <ul style="list-style-type: none"> No Red Ink Story works Wordly Wise 	<ul style="list-style-type: none"> PLC Data Analysis 	<ul style="list-style-type: none"> Common Assessments District Benchmark Assessments On Demand Writing MAP 	School

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By spring of 2025, 55% of EL students will score at or above the 41st percentile on the spring reading MAP assessment. 50% scored at or above the 41st percentile in the fall of 2024.</p> <p>By spring of 2025, 59% of Special Education students will score at or above the 41st percentile on the spring reading MAP</p>	<p>KCWP 1: Design and Deploy Standards</p>	<ul style="list-style-type: none"> Morning phonics group for newcomers Universal Academic Language schoolwide (teach, model, use, discuss, and implement) 	<ul style="list-style-type: none"> PLC evidence with item analysis Classroom observations <p>If noticed through monitoring that students' performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.</p>	<ul style="list-style-type: none"> ACCESS data Imagine Learning data MAP data Common Assessments District Benchmarks 	School

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
assessment. 54% scored at or above the 41st percentile in the fall of 2024.	KCWP 2: Design and Deliver Instruction				
<p>By spring of 2025, 53% of students with IEPs will score at or above the 41st percentile on the spring reading MAP assessment. 48% scored at or above the 41st percentile in the fall of 2024.</p> <p>By spring of 2025, 55% of students with IEPs will score at or above the 41st percentile on the spring math MAP assessment. 50% scored at or above the 41st percentile in the fall of 2024.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> ● Increase opportunities for student-led learning in the classroom ● Common planning with Special education teachers and regular education teachers 	<ul style="list-style-type: none"> ● PLC evidence with item analysis ● Classroom observations 	<ul style="list-style-type: none"> ● Imagine Learning data ● MAP data ● Common Assessments ● District Benchmarks 	School

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2027, <i>Athens-Chilesburg Elementary</i> will increase English Learner progress index to 75.4% as measured by KSA. Current level is 70.4%.	KCWP 1	<ul style="list-style-type: none"> ● Morning phonics group for newcomers ● Universal Academic Language schoolwide (teach, model, use, discuss, and implement) 	<ul style="list-style-type: none"> ● PLC evidence with item analysis ● Classroom observations <p>If noticed through monitoring that students'</p>	<ul style="list-style-type: none"> ● ACCESS data ● Imagine Learning data ● MAP data ● Common Assessments ● District Benchmarks 	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			performance is not meeting proficiency scheduling and groupings will be adjusted accordingly.		

5: Quality of School Climate and Safety

Goal
 By October 2027, Athens-Chilesburg will increase the Quality of School Climate and Safety Status from 83 to 88.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Climate Index on the Quality of School Climate and Safety Status Survey from 83 in 23-24 to 88 in 24-25.	KCWP 5: Design, Align, and Deliver Support	The PBIS team will complete the Tiered Fidelity Inventory and create an action plan to continue to improve PBIS structures. House Meetings and House Assemblies	We will see an improvement in the percentage of students who attend our Quarter Rewards and eStore and a decrease in office referrals.	Our PBIS team will analyze behavior data monthly.	PTA

6: Family Engagement

Goal					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, Athens-Chilesburg will have a Family and Community Engagement Plan.	KCWP 5: Design, Align, and Deliver Support	FACE committee with support from the district FACE liaisons will develop the focus for the year	Copy of FACE plan Family Satisfaction Survey Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 PTA
		Execute the expectations established on the FACE action plan	Pre-Post action plan data/reflection Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	Participation at events	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 PTA



ACE 2024-2025 Phase One: Executive Summary for Schools_09092024_10:59

2024-2025 Phase One: Executive Summary for Schools

Athens-Chilesburg Elementary
Tyson Steelman
930 Jouett Creek Dr
Lexington, Kentucky, 40509
United States of America

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2024-2025 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?

Athens-Chilesburg Elementary (ACE) is located in the southern end of Lexington, Kentucky, in one of the city's fastest-growing suburbs. The school, which opened in 2006, was built to accommodate 650 students and currently serves 615. Due to rapid housing development, the district has built two additional schools nearby to help manage enrollment growth.

ACE has consistently been a strong performer both academically and socially. In recent years, the school was awarded a 4-STAR rating in 2018 after achieving a Proficient score on the state assessment. In the 2022-2023 school year, ACE achieved Blue School status, the highest state rating, and maintained its reputation as one of the top-rated schools in Fayette County Public Schools (FCPS). Currently, the school ranks #1 in FCPS and #19 in the state for achievement, according to U.S. News & World Report.

Several factors contribute to ACE's ongoing success, including a dedicated and experienced staff, strong parental involvement, and a student body that values education. The school's PTA plays a vital role in supporting its technological advancements. Since its opening, ACE has continued to innovate in this area, moving from cutting-edge computers in 2006 to now having Chromebooks in a 1:1 ratio for all students from kindergarten through fifth grade, with ViewSonic in every classroom.

The administration, now in its third year, is focused on honoring the school's traditions while implementing proven strategies to enhance student success. Approximately 15% of students qualify for free/reduced lunch, and about 20% of the student body comes from diverse backgrounds, reflecting the inclusivity and community spirit that define ACE.

School Stakeholders

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

Athens-Chilesburg Elementary (ACE) is proud of its robust stakeholder involvement, which plays a pivotal role in shaping the school's improvement planning process. The school recognizes various stakeholder groups and has implemented strategies to ensure their active involvement and engagement in the planning process. Here's an overview of ACE's stakeholder groups and the methods employed to involve them:

1. **Parents and Families:** ACE values the input of parents and families as essential partners in education. The school maintains open lines of communication through regular newsletters, parent-teacher conferences, and informational sessions. Family engagement events, such as curriculum nights and workshops, provide opportunities for parents to gain insight into the school's improvement plans and offer feedback.
2. **Students:** Student involvement is encouraged through student councils, advisory groups, and surveys. ACE promotes a culture where students' voices are heard and considered in decisions that affect their educational experience.
3. **Teachers and Staff:** The school fosters a collaborative environment where teachers and staff actively participate in the improvement planning process. Regular staff meetings, committees, and professional development sessions serve as platforms for sharing ideas and insights. Teacher representatives often sit on key decision-making committees.
4. **School Leadership:** ACE's administrative team plays a crucial role in spearheading stakeholder involvement. They engage with various stakeholder groups to gather input and communicate the school's improvement goals and progress. This transparency builds trust and encourages involvement.
5. **Community Partners:** Community partnerships are cultivated to enhance the school's resources and support systems. Local businesses, nonprofits, and community organizations collaborate with ACE to offer extracurricular activities, resources, and mentorship programs. These partnerships strengthen the school's ties to the community and encourage involvement in improvement initiatives.
6. **School-Based Decision-Making (SBDM) Committee:** ACE has a dedicated SBDM committee comprising representatives from different stakeholder groups, including parents, teachers, and administrators. This committee meets regularly to discuss and make decisions on key school improvement matters, ensuring diverse perspectives are considered.
7. **Surveys and Feedback Mechanisms:** ACE administers surveys to gather feedback from stakeholders on various aspects of the school's operations, including curriculum, extracurricular activities, and facilities. These surveys are used to inform improvement planning.
8. **Digital Platforms:** ACE utilizes digital platforms such as the school website and social media channels to disseminate information about improvement plans, progress updates, and opportunities for stakeholder involvement.

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.

Fayette County adopted the following mission statement for our entire district. Everything that we do, is supported by the following: 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. To accomplish this, we will provide excellent student opportunities, excellent staff, excellent schools, excellent supports, and excellent relationships. Athens-Chilesburg Elementary (ACE) added a few things to this to make it ours: We are a community of excellence where: high achievement is the standard; students are motivated and challenged in a safe, fun environment that nurtures lasting memories; families, staff and students unite to build a community that contributes to a lifetime of learning. At ACE, Eagles SOAR - they demonstrate Safety, On-Task, Act Responsibly, and Respectful. At ACE, we make all decisions collaboratively based on the concept that all decisions should be based on what is in the best interest of the students. Within the school, there are 2 leadership teams who meet regularly to discuss both academic and management issues. These leadership teams are made up of representatives from all grade levels, special areas, special education, other teachers and classified employees. Recommendations from these two committees are either shared directly with all staff or discussed with SBDM and then shared with all staff. Additionally, we have a committee structure that meets regularly. These committees are given charges by SBDM and are to report back at assigned times. One of the best examples of how we live our mission is this: we offer a GT Program expands students horizons to meet their areas of giftedness. Our EL program supports our English language learners, and our extracurriculars gives students opportunities outside of the classroom.

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.

Athens-Chilesburg Elementary (ACE), the top-rated school in Fayette County Public Schools for 2023-2024, continues to excel in academic and social achievements. Notably, one of our students placed in the top 10 globally in the Amazing Shake competition, showcasing the caliber of our students.

ACE's strong academic performance on state assessments and its well-rounded approach to education contribute to its success. Key achievements include a highly effective PBIS/eOS system that fosters a positive school culture, recognized when our PBIS program was named the 2021-2022 Coach of the Year in Fayette County. Additionally, the school boasts high student and staff attendance, robust intervention programs with a focus on early intervention, and a successful RTA grant that funds Reading Recovery efforts. Our MTSS system runs smoothly,

supported by dedicated staff and strong family engagement, all contributing to our mission.

The school's PLC process is well-developed, and our Gifted and Talented (GT) program is thriving. Our exceptional PTA continues to provide unwavering support, funding technology upgrades and learning opportunities.

Areas for growth include expanding writing across the curriculum, increasing instructional time for enrichment, and offering more opportunities for science and social studies instruction. We are also focused on enhancing vertical planning time and further supporting our English Learner (EL) population. In the past two years, we've made strides in using manipulatives in math instruction, especially in upper grades, and adopting a consistent academic language across all subjects.

These accomplishments and areas for growth reflect ACE's ongoing commitment to improvement and excellence.

Additional Information

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

Not a CSI/TSI or Title One School

Attachment Summary

Attachment Name	Description	Associated Item(s)
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ACE 2024-2025 Phase Two: The Needs Assessment for Schools_10212024_13:10

2024-2025 Phase Two: The Needs Assessment for Schools

Athens-Chilesburg Elementary
Tyson Steelman
930 Jouett Creek Dr
Lexington, Kentucky, 40509
United States of America

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2024-2025 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 they will address 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 as you conducted 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 were documented.

Admin Team, Leadership Team, Team Leaders, Grade Level Teams, Full Staff, PBIS, MTSS, SST along with Literacy, Math and Separate Academic committees meet during multiple different settings to analyze next steps, identify strengths, identify areas for growth, and to develop action plans for next steps to ensure all students are receiving the best Tier I instruction, or the most effective Tier II and Tier III services. Most committees or teams meet weekly, although some (Literacy, Math, MTSS) meet monthly. These meetings are documented through agendas and minutes. These minutes are in the staff google site or on the school website.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

The areas of focus from the previous 23-24 school year was to focus on continuing to move students who were in High Achievement/High Growth categories on MAP and continuing to extend those GT students. Students were scoring very high in the percentiles and in distinguished, thus it is hard to move them to a higher status. Two other areas of concerns from the previous plan were students with IEPs and EL students not meeting proficiency. These are still areas of concern and will be a huge center of focus from the 24-25 school year. We will also focus on improvement for our science KSA scores.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Non-Academic Data Enrollment - enrollment continues to fluctuate from 535 in 22-23 to 574 in 23-24 and now 628 in 24-25. This is due to an overflow population of another school. Our behavior incidents are down from 13 in 22-23 to 12 in 23-24. Behavior data is being gathered using the eOS system this year and using our SOAR expectations. Data is seen by parents almost immediately. Academic Data Reading proficiency 38%; distinguished reading 43%; Math proficiency 38%; and distinguish Math 37%.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Academic MAP Reading Fall 2024 - Math 75% proficient or distinguished in Math. Reading was 70% proficient or distinguished. We have implemented a new math program and a new reading program so we will be monitoring that data throughout the year. KSA Scores (Spring of 2024) - The proficiency rating for ACE was overall 88 which place us in the top of the scale ratings with an overall Blue score.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

English learners continue to be a top priority for our school in their academic progress. With that concern our Administration will continue to meet with K-5 grade teachers to discuss data in PLCs for plan for meeting student needs. We will meet with EL teacher to discuss plan for Tier 1 push in and small group. We will use the Certified Sub for Tier intervention groups. . Para educator has been hired to specifically target Reading and Math groups in 3rd grade. Also ESS funds have been allocated for a full time interventionist for our 3-5 grade levels. Also another area of focus is science. Our plan action to increase science proficiency will be to have intentional weekly hands on exploration time by 4th grade teachers. Also look to use Amplify multiple choice assessment and station rotations quarterly for storyline clusters. We will measure the progress through teachers analyzing quarterly Amplify assessment data for monitoring of progress. Teachers will also measure progress through weekly common formative (exit tickets, etc.) and summative assessments. We have also added a new STEM teacher to streamline the science standards taught in the classroom. We have also added gizmos labs to allow students to see the phenomena in real life.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Overall, our academic areas continue to show improvement on various measures. Our PLC process is focused on students - academically, behaviorally, and their well-being. The majority of our students perform above national norms on MAP, Iowa, and CoGat. Students seem to come to school prepared and eager to learn. The school culture and climate is warm, welcoming, and encouraging. Our PTA is very involved and support our efforts to make ACE a fun, safe, and conducive learning center. Our SBDM has all new policies and procedures to ensure a quality educational program.

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 Processes](#)

[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



Key Elements


8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

KCWP 5: Design, align, and deliver support instruction. We will evaluate the effectiveness of our EL and interventions systems to make sure they support student learning at the highest level. We make sure our instruction meet the intent of standards , meets the needs of all students, monitor learning, have learning expectations, analysis of student data, have high yield strategies, and active engagement through our work with differentiation. Hope with these persistent protocols and high expectations our students will move toward mastery of standards.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements		• 7



ACE 2024-2025 Phase Two: School Assurances_10212024_13:07

2024-2025 Phase Two: School Assurances

Athens-Chilesburg Elementary
Tyson Steelman

930 Jouett Creek Dr
Lexington, Kentucky, 40509
United States of America

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2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

33. If identified in the previous year 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

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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ACE 2023-2024 Phase Four: Professional Development Plan for
Schools for School Year 2024-2025_03192024_09:37

2023-2024 Phase Four: Professional Development Plan for Schools for School Year
2024-2025

Athens-Chilesburg Elementary
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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

We are a community of excellence where high achievement is the standard; students are motivated and challenged in a safe, fun environment that nurtures lasting memories; and families, staff, and students unite to build a safe community that contributes to a lifetime of learning.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area 1 Teachers will ensure instruction is highly effective, culturally responsive, evidenced based for all students.

Focus Area 2 Accelerated team will extend and accelerate learning for qualified gifted students.

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

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes: Developing a PLC schedule that would allow teachers to coach their peers and receive feedback from their own teaching.

Long-Term Changes: Personal and professional growth as classroom teacher that impacts instruction.

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

Student Outcomes: Engagement, Rigor, and student led opportunities and assessment results would increase.

Educator Beliefs: 100% of all students can work at the same level of mastery as regular aged peers. Research shows that early years are critical for children's later years in academic success.

Educator Practices: All teachers participate in a collaborative team.

All teachers will use Tier 2 vocabulary kinesthetic movements and prioritize productive language to meet the needs of all students.

New strategies developed by watching other teachers.

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered? Data will be collected through teacher aggressive monitoring, through MAP testing, and through regular classroom common formative and summative assessments.

Who is responsible for gathering data? Admin team and all teachers

How frequently will it be analyzed? Data will be analyzed through weekly PLCs.

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

Please describe in detail.

Classroom Data and teacher observation feedback and growth in effective teaching strategies.

Student led classroom

Engagement and Rigor

Impact Survey results for coaching/feedback

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

All teachers and school leaders.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Staff: Principal, Assistant Principal, Team Leaders, Teachers

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

1. Principal, Assistant Principal and teachers will develop tools to expand coaching opportunities for students.
2. Principal and Assistant Principal will work to provide professional learning on processes to integrate learning.

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

Short-Term Changes: to accelerate GT student a fast pace and give opportunities for leadership in and outside of the school.

Long-Term Changes: To create a culture that this long lasting where students push themselves and the community as a whole buys into the success of the program.

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

Student Outcomes: ACE-AP Program

Educator Beliefs: For high ability students to develop their full potential they require evidence based interventions tailored to their exceptional needs. Educational acceleration has proven effective with many high ability students.

Educator Practices: Measure and monitor student progress during and upon completion of ACE-AP program. Identify existing stakeholders and partner with them where appropriate. School will reach out to additional community partners for exposure to different experiences. Collaboration will take place between ACE-AP teachers, regular classroom teachers, and gifted and talent teachers.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered? MAP data, Common formative and summative assessment, rubric for PBL projects and debates, success rate in school wide programs.

Who is responsible for gathering data? Admin Team, ACE-AP teachers, GT teacher

How frequently will it be analyzed? Weekly

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

Please describe in detail.

- Ability for to students to comprehend material grade levels above their age peers
- Strong sense of curiosity
- Creative problem solving and imaginative expression
- Self-aware, socially aware, and aware of global issues
- Level of success on district and school level assessments

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

All school stakeholders.

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

Staff: Admin Team, ACE-AP, GT Teacher

Technology: FCPS Professional Learning Website, online platforms of PBL

Instructional Resources: Above grade level text



5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

- Frequency of monitoring program and ideas for improvement
- Communication with all stakeholders
- Consistent Collaboration with community stakeholders and their involvement
- Engage families in ACE-AP programs in supporting their students academically, socially, and culturally

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>FCPS Professional Learning Plan</u> <u>2024-25</u>		•
 <u>Professional Learning</u> <u>Implementation Plan &</u> <u>Supporting Budget Allocations</u> <u>2024-2025</u>		•