

## Comprehensive School Improvement Plan (CSIP)

### Needs Assessment: Priorities

Efforts will be focused on reading and math to raise proficiency in 2024-2025 to address the indicator score drop from 76.5 to 72.9 indicating a change in status to Decline.

Efforts will be focused on reading proficiency for students with disabilities based on current KSA data showing 17% of students with Disability (with IEP) scoring proficient/distinguished.

Efforts will be focused on science, social studies, and writing to address the indicator score decrease from 77.5 to 68.2, Significant Decline.

### Needs Assessment: Processes, Practices, or Conditions

Brenda Cowan Elementary uses various data points to assess student progress and needs, including MAP assessments, KSA data, formative assessments, district unit assessments, reading running records, and more. The Instructional Leadership Team reviews school-wide data, determines professional development needs, and sets school-wide goals. The Multi-tiered Systems of Support team meets weekly to discuss students' tier 2 and tier 3 ELA, Math, and behavioral support plans.

### Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.9	Decline
State Assessment Results in science, social studies, and writing	68.2	Significant Decline
English Learner Progress	72.1	Decline
Quality of School Climate and Safety	77.3	Increase
Postsecondary Readiness - <i>High School only</i>	NA	NA
Graduation Rate - <i>High School only</i>	NA	NA

## 1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased student achievement in reading and math.	<u>KCWP 2</u> Design and Deliver Instruction	Provide training on the district PLC framework and associated Five Key Questions to strengthen understanding with focus on continuous improvement.	Student achievement data as it is used throughout the Plan Do Study Act process	PLC Observations  PLC Evidence (minutes, agendas, district PLC framework components, etc.)	
		Develop, implement, and monitor effective PLCs working collaboratively in recurring cycles of collective inquiry and action research, PDSA model.	Student achievement data as it is used throughout the Plan Do Study Act process	PLC Observations  PLC Evidence (minutes, agendas, district PLC framework components, etc.)	
	<u>KCWP 4</u> Review and Analyze Data	Consistently develop and utilize assessments (district benchmark, state level, common assessments, summative and formative framework assessments) to inform planning and determine next steps.	Student achievement data as it is used throughout the Plan Do Study Act process	Assessment Data Collection	

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased student achievement in science, social studies, and combined writing.	<u>KCWP 2</u> Design and Deliver Instruction	Provide professional learning to expand the Core Connections content writing program to fourth grade with the goal of including all intermediate classrooms.	Student writing data and analysis of student writing samples	PLC minutes and data analysis protocols	
		Develop, implement, and monitor effective PLCs working collaboratively in recurring cycles of collective inquiry and action research, PDSA model.	Student achievement data as it is used throughout the Plan Do Study Act process	PLC Observations  PLC Evidence (minutes, agendas, district PLC framework components, etc.)	

### 3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase reading proficiency for students with disabilities, IEP.	<u>KCWP 2</u> Design and Deliver Instruction	Deliver effective reading instruction after engaging in district training and professional learning on the use of SPIRE.	Student reading data	Special Education PLC and district feedback	

### 4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase English Learner Progress.	<u>KCWP 2</u> Design and Deliver Instruction	Design, develop, and implement effective teaching strategies with continued training on the Elevation Platform.	Student Data	EL PLC Student Data	

### 5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Create a positive environment for learning.	<u>KCWP 6</u>	Track survey data throughout the year about students' sense of belonging and their feelings about culture, climate, and safety while utilizing the Plan, Do, Student, Act protocol with analyzed data.	Survey Data	PBIS surveys KSA surveys	
Increase student social and emotional learning.	<u>KCWP 6</u>	Teachers will continue to use the Caring Schools Community curriculum to address students' social emotional learning issues. At the same time, there will be a plan for support of students whose social-emotional needs show up on DESSA as a concern by implementing small group and individual lessons with mental health specialists in the building.	DESSA data	DESSA Caring Schools Community	

## 6: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increased family and community engagement.	<u>KCWP 6</u>	Family engagement activities will be planned and executed by a committee to increase parent involvement, as well as information on how families can help support student learning.	Family Survey	Family Survey Committee Minutes Calendar of Events	





2024-2025 Phase One: Executive Summary for  
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2024-2025 Phase One: Executive Summary for Schools

**Brenda Cowan Elementary**  
**Aslean White**  
4801 Athens-Boonesboro Road  
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?

Brenda Cowan opened in the 2019-2020 school year. BCE is a Title I school with a diverse enrollment of over 500 students. BCE is located in Hamburg off of Athens Boonesboro road. This diversified community is known for its family and community involvement. The community is rapidly growing and this area of Lexington is highly sought after. BCE boasts a variety of special programs including Arts Integration, Global Competency, Service Leadership, and the 3rd grade Reading Pledge.

### School Stakeholders

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

Stakeholder groups include students, parents, educators, policy-makers, faith-based organizations, and the Lexington business community. Each of these groups has a vested interest in ensuring that our school meets the needs of all learners. BCE provides information about new programs, and regular school updates, seeking feedback on alternatives, analysis, and decisions made related to those programs and school improvement. We work with and enable community members to participate in many aspects of programming including but not limited to events such as Backyard Bash, Bainbridge Night, and ongoing Community Forums. These opportunities are used to increase the stakeholder agency.

### 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.

Our mission is to expose our students to diverse opportunities through the lens of arts education while providing the unique experience of learning in an environment that allows students to access every part of their brain. We have the responsibility to ensure ALL students are actively engaged, achieving at high levels, and are prepared to excel in a global society.

At Brenda Cowan Elementary our program offerings align with our mission and our four pillars: Arts Integration, Global Competency, Service Leadership, and the 3rd grade Reading Pledge. We support over 40 club and team offerings to our students



including but not limited to cross country, basketball, STEM, and school spirit club.

The S.P.O.T.S expectations embody the legacy of Lt. Brenda Cowan, the first African American female firefighter in Lexington most purposefully in our inclusion of "Service to Others". Brenda Cowan Elementary is committed to teaching our students the importance of service in our community and on our campus. Other school-wide expectations guiding the behavior of our students and staff include: Show respect, Participate safely, On task, and Take responsibility. The teaching of these expectations promotes the development of the social-emotional competencies students require to excel in a global society.

### 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.

According to the 2022-2023 school accountability data reported by the Kentucky Department of Education, Brenda Cowan Elementary achieved an overall "High" performance rating for reading and math combined. The Science, Social Studies, and Combined Writing Indicator Rating is "blue" which indicates Very High performance. In addition, the progress on English Language Proficiency is also rated "blue," Very High.

Our active Parent Teacher Association (PTA) has been identified as a National School of Excellence for the past three school years.

The BCE Creative Arts team collaborates with parent and community volunteers to provide students with the opportunity to audition for and then produce a student led junior musical.

Based on the 2022-2023 data, Brenda Cowan Elementary will continue to identify areas of improvement including academic progress of subgroups, School Climate and Safety, and overall academic progress of reading and math.

### 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

# Attachment Summary

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

**Brenda Cowan Elementary**  
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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.

Brenda Cowan Elementary uses various data points to assess student progress and needs, including MAP assessments, KSA data, formative assessments, district unit assessments, reading running records, and more. The Instructional Leadership Team reviews school-wide data, determines professional development needs, and sets school-wide goals. The Multi-tiered Systems of Support team meets weekly to discuss students' tier 2 and tier 3 ELA, Math, and behavioral support plans.

#### **Review of Previous Plan**

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

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Creating and environment for learning, KCWP 6, was a goal with measures in place to collect data throughout the year regarding climate and safety through the lens of students. KSA data for 2023-2024 shows we did have a slight increase in our score for Quality of School Climate and Safety showing a green color indicator. Moving forward with the current school year, we will continue implementation of strategies to continue this growth.

## 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.

BCE Overall index and color rating decreased from 2022-2023 (77.7) to 2023-2024 (65.3.)

Students receiving Free/Reduced meals showed an increase in both math (from 40% P/D to 47% P/D) and reading (31% P/D to 47% P/D) proficiency from the year prior based on KSA Data.

Students identified as Special Education also showed an increase in proficiency from the year prior in the area of math moving from 18% P/D to 30% P/D on 2023-2024 KSA.

Quality of School Climate and Safety indicator also increased from the year prior with a current score of 77.3

## 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.

BCE's overall academic index on the 2023-2024 KSA was 65.3 and we scored in the yellow for the color rating system. Our sub scores include: Reading 78.8, Math 66.9, Science 59.6, Social Studies 74.1, Combined Writing 71, and English Learners Progress 72.1.

The 2023-2024 Impact Survey results show areas of decrease in several categories including staff sense of Emotional Well-Being and Belonging (52%), Feedback and Coaching (51%), and School Leadership (55%).

### 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.

Efforts will be focused on reading and math to raise proficiency in 2024-2025 to address the indicator score drop from 76.5 to 72.9 indicating a change status of decline.

Efforts will be focused on reading proficiency for students with disabilities based on current KSA data showing 17% of students with Disability (with IEP) scoring proficient/distinguished.

### 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.

- 2023-2024 increased behavioral support needs and focus on behavioral support systems
  - Behavioral Interventions
  - Tier I Strategies & Structures
- Higher than District-Average Growth Fall MAP
- Current initiatives to support academic achievement
  - Differentiation of Instruction through use of new district resources
  - PLC structures supporting standard mastery and collaborative learning
  - Positive School Culture & Climate
  - Increased tutoring and mentoring opportunities for students

### 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**

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 24-25 KCWP BCE

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 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data Results

KCWP 6: Establish Learning Environment and Culture

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 KCWP BCE	KCWP	• 7
 BCE 24-25 KCWP Doc	Utilizing implementation data, perception data, and current policies and practices, the leadership team analyzed the Key Elements of our teaching and learning environment. The chart identifies processes, practices or conditions the school will focus its resources and efforts upon to produce the desired changes and improvement. Each element identified for focus is addressed in the Comprehensive School Improvement Plan (CSIP) strategies.	•



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2024-2025 Phase Two: School Assurances

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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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## 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025\_04172024\_23:27

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

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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),

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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?

To expose our students to diverse opportunities through the lens of arts education while providing the unique experience of learning in an environment that allows students to access every part of their brain. We have the responsibility to ensure that all students are actively engaged, achieving at high levels, and are prepared to excel in a global society.

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

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

Focus Area 1 Student Achievement - Improve student achievement through rigorous curriculum and instruction providing students with evidence-based educational experiences that not only engage but also excite, prepare, and support students. This includes learning that is aimed at but is not limited to: Defining, supporting, and evaluating the implementation of a culturally relevant and inclusive guaranteed and viable curriculum in all classrooms. Providing additional early childhood education opportunities (birth to pre-K) and developing/implementing strategies for kindergarten students who need additional support upon entering school

Focus Area 2 Unity, Belonging, and Student Efficacy- Fostering and instilling a school-wide culture of unity, belonging, and student efficacy across grade levels and address opportunity gaps. This includes learning that is aimed at but is not limited to: Implementing Multi-Tiered Systems of Support (MTSS) with fidelity in all classrooms. Implementation of Positive Behavioral Interventions and Supports (PBIS) structures in every school. An integrated approach to addressing the social-emotional, mental health, and other needs of students and staff. Processes to ensure students see themselves represented in instructional materials. Providing training, resources, and ongoing support for all staff to improve their capacity to effectively support the success of students from all backgrounds.

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**

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:

- Evaluate consistent implementation of existing instructional framework and comprehensive data
- Monitor the continued implementation of effective professional learning communities in every classroom
- Identify and expand consistent application of evidence-based literacy models, effective instructional practices, and formative assessment

Long-Term Changes:

- Establish early literacy and numeracy goals for all learners, including English learners and students with disabilities
- Review grading practices to focus on demonstration of mastery.
- Identify key interim assessments for students that are required on the district's assessment calendar
- Adopt and support implementation of a comprehensive instructional framework that supports all learners

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

Focus Area 1 Intended Results

Student Outcomes:

- Improved Formative, summative, and common assessment data

Educator Beliefs:

- Increased Community and regional partnerships
- Positive Student, family, and employee surveys

Educator Practices:

- Participation in professional learning on early literacy instruction
- Use of Evidence-based instructional strategies

- Multi-Tiered Systems of Support (MTSS) data

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? See above

Who is responsible for gathering data? Admin and Instructional Leadership Team(s)

How frequently will it be analyzed? Quarterly

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.**

See above

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

Faculty & staff as needed. School stakeholder groups

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.)

Building level allocated professional learning funds

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.

Increased frequency in monitoring an evaluation (x4)

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.

Focus Area 2 Objectives

- Implement Multi-Tiered Systems of Support (MTSS) with fidelity in all classrooms.
- Monitoring and implementation of Positive Behavioral Interventions and Supports (PBIS) structures
- Developing and implementing a comprehensive and integrated approach to addressing the school's needs
- Implement a process to ensure students see themselves represented in instructional materials
- Provide training, resources, and ongoing support for all staff to improve their capacity to effectively implement
- Evaluate implementation of alternatives to suspension.
- Expanding access to rigorous instruction for students from historically marginalized groups.
- Ensuring that enrollment in special and magnet programs reflects the diversity of school

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

Focus Area 2 Intended Results

Student Outcomes:

- Student achievement data
- Discipline data

Educator Beliefs:

- Increased Enrollment in GT and PTP
- Positive Student, family, and employee surveys

Educator Practices:

- Increased MTSS fidelity monitoring accuracy
- Increased Student contact logs
- Improved PBIS implementation monitoring

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- Increased Implementation fidelity rates of the Social-emotional learning curriculum
  - Classroom observations by administrators

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? See above

Who is responsible for gathering data? Admin and Instructional Leadership Team(s)

How frequently will it be analyzed? Quarterly

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.**

See above

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

Faculty & staff as needed. School stakeholder groups.

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.)

Building level allocated professional learning funds

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.

Increased frequency in monitoring an evaluation (x4)

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)
 Brenda Cowan- 2024-2025 FCPS School-Based Professional Learning Plan		•