



Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Deep Springs Elementary will continue to focus on increasing the percent Proficient/Distinguished for students in Reading and Math based on KSA data. According to Deep Springs Elementary 2024 KSA Data, we had declines in EL student data (ACCESS Testing decrease of 15%), Reading (decrease of 2%), and Quality of School Climate & Safety Student Survey (decrease of 3%).

Needs Assessment: Processes, Practices, or Conditions

KCWP 1: Design and Deploy Standards

Continually assess, review, and revise curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

KCWP 2: Design and Deliver Instruction

The Instructional program includes consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

KCWP 4: Review, Analyze and Apply Data

Communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	47.6	2.0
State Assessment Results in science, social studies, and writing	60.1	11.5
English Learner Progress	58.1	-14.9
Quality of School Climate and Safety	76.1	-1.6

1: State Assessment Results in Reading and Mathematics

By the fall of 2028, Deep Springs Elementary will increase the Reading and Math combined status percentage from 47.6 to 53.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the fall of 2025, Deep Springs Elementary will increase the Reading and Math combined status percentage from 47.6 to 49.6	KCWP 3: Teachers will Design and Deliver Assessment Literacy by collaborating with teammates on common formative and summative assessments.	We will develop common unit assessments.	ELA and Math Common Unit Assessments PLC Minutes	January 2026 March 2026 June 2026	N/A
	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data utilizing various platforms.	We will measure student outcomes through data platforms, ensuring the reduction of achievement gaps.	Data Platforms (MAP, KSA, Imagine Learning, FastBridge, etc)	January 2026 March 2026 June 2026	Title 1
	KCWP 2: Teachers will design and deliver Instruction by recording their lessons/instruction and coaching/providing feedback to colleagues (CCT - Coaching Colleagues Together).	We will continue to monitor student progress in all tiers of instruction with fidelity checks, unit framework alignment, and student success criteria.	Walkthrough Data PLC Minutes	January 2026 March 2026 June 2026	N/A

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

By the fall of 2028, Deep Springs Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 60.1 to 66.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the fall of 2025, Deep Springs Elementary will increase the Science, Social Studies, and Combined Writing	KCWP 2: Teachers will develop a systematic process to design and deliver Instruction by integrating KAGAN strategies	During PLCs, teachers will collaborate to determine which KAGAN strategy to include in their lesson plans	PLC Minutes Lesson Plans	January 2026 March 2026 June 2026	N/A

By the fall of 2028, Deep Springs Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 60.1 to 66.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
status percentage from 60.1 to 62.1	into their classroom lesson plans.	focusing specifically on our low performing students to ensure active engagement.	Observations		
	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data looking for ways to integrate multiple content areas.	We will follow the process for interdisciplinary PLC practices for utilizing the integrated content with the unit frameworks to include clarity of teaching and learning practices and student self-assessment practices across multiple areas of learning.	District Provided Integrated Framework	January 2026 March 2026 June 2026	N/A
	KCWP 4: Teachers will develop a systematic process to review, analyze, and apply data during each PLC meeting.	We will work with district support and other high-functioning PLCs to enhance effective PLC practices. Practices include teaching and learning, assessment analysis processes, student opportunities to respond to learning, and students becoming assessment-capable.	PLC Agendas PLC Minutes	January 2026 March 2026 June 2026	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the spring of 2025, Reading MAP Achievement for African American students will increase an average of 3 percentile of all grades K-5.	KCWP 3: Teachers will Design and Deliver Assessment Literacy by using student data to inform instruction.	We will continue to collect and use African American student learning data from Fall and Winter MAP assessments to inform classroom instruction and make	PLC Agendas/Minutes MAP Assessment Platform Student Work Analysis	March 2025 June 2025	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		curriculum decisions.			

4: English Learner Progress

By the fall of 2028, Deep Springs Elementary will increase the ACCESS status percentage for EL students from 58.1 to 64.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the fall of 2025, Deep Springs Elementary will increase the ACCESS status percentage for EL students from 58.1 to 60.1	KCWP 3: EL & Homeroom Teachers will Design and Deliver Assessment Literacy by using student data to inform instruction.	Ensure that EL students receive intentional small-group teaching with EL teachers. Their focus will be on speaking, listening, reading, and writing.	Increase student achievement on ACCESS composite scores for English Learners	EL Teachers - January 2026, March 2026, June 2026	N/A
		EL students will have opportunities to learn with differentiated instruction in the classroom based on their individual needs.			

5: Quality of School Climate and Safety

By the fall of 2028, Deep Springs Elementary will increase the Quality of School Climate and Safety status from 76.1 to 82.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the fall of 2025, Deep Springs Elementary will increase the Quality of School Climate and Safety status from 76.1 to 78.1	Implement and monitor SEL lessons used throughout the building.	Daily SEL Lessons across the school	Master Schedule	SST Team will monitor the implementation of SEL Lessons monthly	District Funding for Curriculum
		Implement eOS system	System Fidelity by staff	PBIS Team and Behavior Coach will monitor eOS School and Student Data on a monthly basis	N/A

6: Family Engagement

By the fall of 2028, Deep Springs Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By the fall of 2025, Deep Springs Elementary will create an action plan through our FACE (Family and Community Engagement) committee to increase family and community engagement.	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	FACE action plan Family Surveys Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE school lead and FACE district liaison will monitor the FACE plan throughout the year.	Section 6 Title 1 FRC PTA
		Execute the expectations established on the FACE action plan	Pre-Post action plan data/reflection Participation data	Principal, FACE school lead and FACE district liaison will monitor the FACE plan throughout the year.	Section 6 Title 1 FRC PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	Participation at events List of resources provided- and # or families accessing the resources	Principal, FACE school lead and FACE district liaison will monitor the FACE plan throughout the year.	Section 6 Title 1 FRC PTA



2024-2025 Phase One: Executive Summary for Deep Springs Elementary

2024-2025 Phase One: Executive Summary for Schools

Deep Springs Elementary School

Adam Kirk

1919 Brynell Dr

Lexington, Kentucky, 40505

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?

Deep Springs Elementary is located in Northeast Lexington. Built in 1963, with a full renovation in 2015, our school serves roughly 500 students from Preschool through 5th Grade. The school community includes a median home value of \$120,000 and a median household income of \$36,000. Approximately 42 percent of the homes within this sector are classified as rental property. The student population is transient, which contributes to the challenges of increasing student achievement. The school trends indicate an increase in student diversity--more minorities, more immigrants, more students learning English as a second language, and more students from poverty. The student demographics consist of 29% white, 30% black, and 34% Hispanic. 85% of the student population is eligible for free and reduced lunch. 36% of the student population is classified as EL (English Learners) and 21% of the student population qualifies for special education services.

School Stakeholders

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

Deep Springs stakeholders include students, staff, families, and the surrounding community. Stakeholders are involved and engaged in the improvement planning process through monthly FACE & PTA meetings, Faculty meetings, and SBDM meetings.

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.

Faculty and staff believe in our Mission and Vision Statements. Our Mission Statement is: We are the difference makers who will ensure: All students enter a positive and safe learning environment where they are loved and supported. All students are held accountable for their learning and behavior. All students, families, and staff are respected through authentic positive relationships. Our Vision Statement is "Building Success, Nurturing Potential." Our Guidelines for Success are "Always Try, Be Responsible, Cooperate with Others, Do Your Best, Every Day Respect Every One.

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.

Faculty and staff work with our families and students to ensure individual needs are being met. In order to meet the increasing demand of the changing transient population, several initiatives are being implemented. Instructional initiatives include UFLI and LETRS instruction for Reading, Math Talks and Math Journals for Math, continued use of KAGAN strategies, the use Galileo Assessments, and Imagine Learning online software. In addition to the instructional initiatives, the faculty and staff use the eOS system to track and monitor student behavior as part of our Positive Behavior Intervention and Supports (PBIS) System. We are a gold level PBIS School! Both of our instructional and behavioral components are a part of a Multi-Tiered System of Supports (MTSS). MTSS provides us with a coherent system for continuous improvement. Based on MAP, Galileo, and KSA, we are decreasing our percentage of Novice learners and increasing our percentage of Proficient/ Distinguished learners! Lastly, our Family Community & Engagement Committee work monthly with our Parent-Teacher Association and our Family Resource Center Committee to increase engagement between our families, the community, and our school.

Additional Information

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

Deep Springs is the best kept secret in Fayette County Public Schools!

Attachment Summary

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

2024-2025 Phase Two: The Needs Assessment for Schools

Deep Springs Elementary School

Adam Kirk

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Lexington, Kentucky, 40505

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.

Members of the Deep Springs Elementary Leadership Team and SBDM reviewed, analyzed, and applied data results from the spring 2024 KSA (Kentucky Summative Assessment) in October 2024 to determine our priorities for this year's needs assessment.

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?

2023-2024 CSIP Reading & Math Objectives:

By 2024, Deep Springs Elementary will increase P/D in Reading to 46%. Current KSA is 31%.

By 2024, Deep Springs Elementary will increase P/D in Math to 40%. Current KSA is 28%.

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.

The KSA index for Reading has decreased from 50% in 2023 to 48% in 2024. This is our instructional focus area for the 24-25 school year.

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.

The majority of our KSA data indexes have increased from 2023 to 2024. Math increased from 41% to 47%. Science increased from 48% to 54%. Social Studies increased from 35% to 50%. Writing increased from 64% to 77%.

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.

According to our 2024 KSA Data, we had declines in EL student data (ACCESS Testing decrease of 15%), Reading (decrease of 2%), and Quality of School Climate & Safety Student Survey (decrease of 3%).

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.

The majority of our KSA data indexes have increased from 2023 to 2024. Math increased from 41% to 47%. Science increased from 48% to 54%. Social Studies increased from 35% to 50%. Writing increased from 64% to 77%.

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 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 4: Review, Analyze and Apply Data

Attachment Summary

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



2024-2025 Phase Two: School Assurances for Deep Springs Elementary

2024-2025 Phase Two: School Assurances

Deep Springs Elementary School

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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 Deep Springs Elementary

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

Deep Springs Elementary School
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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 the difference makers who will ensure:

- All students enter a positive and safe learning environment where they are loved and supported.
- All students are held accountable for their learning and behavior.
- All students, families, and staff are respected through authentic positive relationships.

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

Focus Area 2 Assessment & Accelerated Learning: Deep Springs will develop a balanced assessment system including standards-based instruction to accelerate learning.

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

By focusing on PLCs and Assessment/Accelerated Learning, Deep Springs will create and nurture a highly effective and culturally responsive team that will increase student achievement in all areas (reading, math, science, social studies, writing). During planning sessions and PLCs, teachers will work to identify essential standards, create assessments aligned to the standards to measure student learning, and create a plan based on data to support students who need additional time with the standard and create enrichment and extensions to deepen learning

within the standard. With a focus on accelerated learning, students will have deeper learning opportunities through small group and Tier 2 instruction.

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.

Professional Learning Communities: Deep Springs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan-Do-Focus on Learning)

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

Long-Term Changes:

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

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

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

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

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

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

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

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

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

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:

- By 2025, Deep Springs Elementary will increase Reading proficient and distinguished level to 61% as
- By 2025, Deep Springs Elementary will increase Math proficient and distinguished level to 56% as m
- By 2025, Deep Springs Elementary will increase Science proficient and distinguished level to 46% as
- By 2025, Deep Springs Elementary will increase Social Studies proficient and distinguished level to 6
- By 2025, Deep Springs Elementary will increase Combined Writing proficient and distinguished level
- By 2025, Deep Springs Elementary will grow 100% of EL students by at least .25 in their composite s

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high level
- Educators believe they must work collaboratively and take collective responsibility for the success of
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for a
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a
- Collaborative teams create long-term and short-term SMART Goals and action plans based on stude
- Collaborative teams report progress made toward their goals to the building administrator(s) at least
- Collaborative teams keep their work focused on the Three PLC Big Ideas and use the Four PLC Que
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness an
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use district and school assessments as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and m

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?

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

Who is responsible for gathering data?

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

How frequently will it be analyzed?

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

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.

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes
- The PLC team consistently implements a system to write learning intentions and success criteria in lessons
- The PLC team consistently implements a system to develop teacher pacing guidelines that include teacher
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and
- The PLC team consistently implements a system for sharing two or three promising instructional strategies

Monitoring Each Student's Learning

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

Turning Data Into Information

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

Providing Students with Systematic Interventions and Extensions

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

Interventions

- The PLC team consistently implements a system to maintain lists of students who have yet to master a concept.
- The PLC team consistently implements a system to maintain lists of common misconceptions or misunderstandings.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching.
- The PLC team consistently implements a system to identify one instructional strategy for teaching core concepts.
- The PLC team consistently implements a system to develop additional assessments to monitor progress.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering instruction.

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend learning.

- The PLC team consistently implements a system to share one promising instructional strategy for pro
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential
- The PLC team consistently implements a system to develop additional assessment to measure progr
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering

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

The targeted audience is teachers, principal, assistant principal, and curriculum coach

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: chiefs, directors, specialists, principals, assistant principals, teachers, curriculum coaches

Funding: Title II

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

Instructional Resources: FCPS PLC Framework, PLC+: Better Decisions and Greater Impact by Design, The PLC+ Playbook: A Hands-On Guide to Collectively Improving Student Learning, Learning by Doing: A Handbook for Professional Learning Communities at Work, Cultures Built to Last: Systemic PLCs at Work, The PLC+ Facilitation and Activator's Guide

Professional Learning Support from Vendors: N/A

Release Time: N/A

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.

Deep Springs Elementary will receive support from the district office for ongoing support including tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth and processes.

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:

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

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

Long-Term Changes:

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

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

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

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

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

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

Knowledge: Teachers and school administrators learn strategies for differentiation.

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

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

Student Outcomes:

- By 2025, Deep Springs Elementary will increase Reading proficient and distinguished level to 61% as measured by the state assessment.
- By 2025, Deep Springs Elementary will increase Math proficient and distinguished level to 56% as measured by the state assessment.
- By 2025, Deep Springs Elementary will increase Science proficient and distinguished level to 46% as measured by the state assessment.
- By 2025, Deep Springs Elementary will increase Social Studies proficient and distinguished level to 61% as measured by the state assessment.
- By 2025, Deep Springs Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by the state assessment.
- By 2025, Deep Springs Elementary will grow 100% of EL students by at least .25 in their composite score on the state assessment.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe analyzing student assessment is an important step of the planning process that leads to improved student outcomes.

Educator Practices:

- Teachers consistently utilize district common assessments to inform their planning and instructional practices.
- Teachers consistently utilize benchmark assessments and state level assessments to inform their planning and instructional practices.
- Teachers and school administrators consistently utilize the Assessment Guidance Document.

- **Teachers utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate**

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?

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Who is responsible for gathering data?

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How frequently will it be analyzed?

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- MAP (reading and math) - three times a year: Fall, Winter, Spring

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.

At Tier 1, a balanced assessment system is used to make decisions at the school, classroom, and student level. Formative assessments and common formative assessments provide data about student learning and help teachers determine if instruction is effective or if adjustments to instruction are needed. Common summative assessments are used to provide data at the end of units/end of course to measure standards mastery. Standardized tests are used to determine if

students are meeting state academic standards. They also can be used to inform decisions about systems-level programming and the overall effectiveness of MTSS.

Universal screening is used at Tier 1 to:

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

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

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

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

Continuous Classroom Improvement

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

Level1:

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

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

Level1:

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

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

Level 1:

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

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

Level 1:

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

Results- Classroom and student progress is documented.

Level 1:

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

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

The targeted audience is all certified staff members, principal, assistant principal, and curriculum coach.

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: chiefs, directors, specialists, principals, assistant principals, teachers, curriculum coaches

Funding: Title I, Title II

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

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

Professional Learning Support from Vendors: N/A

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.

Deep Springs Elementary will receive support from the district office for ongoing support.

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)
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