

## Comprehensive School Improvement Plan (CSIP)

### Needs Assessment: Priorities

Based on 2024 KSA Assessment Data

#### Reading

- 48% of African American students reached proficiency in reading while 60% of all student were proficient.
- 45% of Hispanic students reached proficiency in reading while 60% of all student were proficient.
- 47% of economically disadvantaged students reached proficiency in reading while 60% of all student were proficient.
- 36% of students with disabilities reached proficiency in reading while 60% of all student were proficient.
- 36% of EL students reached proficiency in reading while 60% of all student were proficient.

#### Math

- 23% of Hispanic students reached proficiency in reading while 51% of all student were proficient.
- 28% of economically disadvantaged students reached proficiency in reading while 51% of all student were proficient.
- 21% of students with disabilities reached proficiency in reading while 51% of all student were proficient.
- 27% of EL students reached proficiency in reading while 51% of all student were proficient.

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

## Processes

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

Parents have been involved through our School Based Council, PBIS committee, Title I Advisory Council, and through family surveys. SBDM parents are elected to serve as council members and contribute to our school improvement efforts. They are informed of their roles and responsibilities at their first council meeting. We schedule monthly meetings after school hours to allow parents, teachers and community members the opportunity to attend these meetings and have a voice in school improvement efforts. At our monthly SBDM meetings, we analyze a variety of academic, behavioral and attendance data. We use this data to celebrate accomplishments and to create strategies to address areas of need. We also get parent input through our school's PBIS committee. A parent representative serves on this committee where we review our school-wide behavior data and discuss next steps at our monthly PBIS meetings. In addition, families have an opportunity to provide input throughout Title I Advisory Council. Finally, parents have an opportunity to provide feedback by completing our parent satisfaction survey.

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

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

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

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

## Practices

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

- All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act model.
- Apply for district Title II funds to send a team to Solution Tree's Professional Learning Communities at Work Institute this summer.
- Apply for district Title II funds to have a PLC coach work with grade level teams to implement PLCs with fidelity.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standards deconstruction into this process.
- PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.
- We will use ESS funds to hire a daytime waiver teacher to work with small groups during math small group time.
- Teachers will participate in professional learning around our revised writing plan and meet the expectations included in the plan.
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.

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

- All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act model.

- We had teams complete the PLC self - assessment at the start of this school year. We will revisit this throughout the school year to measure progress.
- Apply for district Title II funds to send a team to Solution Tree's Professional Learning Communities at Work Institute this summer.
  - Our team attended the Solution Tree PLC Summer Institute. This was a valuable experience for our team leads and has contributed to improvements with our PLCs.
- Apply for district Title II funds to have a PLC coach work with grade level teams to implement PLCs with fidelity.
  - We did not receive funding for this activity.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standards deconstruction into this process.
  - Our PLCs do a good job of planning lessons and creating assessments.
- PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.
  - This data is used to inform instruction in the classroom and measure teaching and learning.
- We will use ESS funds to hire a daytime waiver teacher to work with small groups during math small group time.
  - This activity is starting this year.
- Teachers will participate in professional learning around our revised writing plan and meet the expectations included in the plan.
  - We feel this has contributed to improved student writing and increase assessment scores.
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.
  - Teachers participated in PL around our new HQIR, but we continue to provide ongoing support and professional learning.

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

Conditions - Priorities/Concerns

Based on 2024 KSA Assessment Data

## Reading

- 48% of African American students reached proficiency in reading while 60% of all student were proficient.
- 45% of Hispanic students reached proficiency in reading while 60% of all student were proficient.
- 47% of economically disadvantaged students reached proficiency in reading while 60% of all student were proficient.
- 36% of students with disabilities reached proficiency in reading while 60% of all student were proficient.
- 36% of EL students reached proficiency in reading while 60% of all student were proficient.

## Math

- 23% of Hispanic students reached proficiency in reading while 51% of all student were proficient.
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- 21% of students with disabilities reached proficiency in reading while 51% of all student were proficient.
- 27% of EL students reached proficiency in reading while 51% of all student were proficient.

## Conditions - Strengths/Leverages

### Based on 2024 KSA Assessment Data

## Reading

- The percentage of students scoring novice on the KSA decreased by 3%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.

## Math

- The percentage of students scoring novice on the KSA decreased by 9%.

- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.

#### Science

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

#### Social Studies

- The percentage of students scoring novice on the KSA decreased by 10%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 16%.

#### Combined Writing

- The percentage of students scoring novice on the KSA decreased by 4%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 23%.

We feel the reduction in novice is a direct result of our continued improvement in our Tier I instruction, MTSS program, and student writing. We also feel the increase in small group instruction in the classroom will contribute to an increase in proficiency.

#### Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	High - 74.5	Increased Significantly - +9.1

State Assessment Results in science, social studies, and writing	High - 67.9	Increased Significantly - +10.7
English Learner Progress	Very High - 67.6	Declined - -4.5
Quality of School Climate and Safety	High - 79.1	Maintained - -.4

**1: State Assessment Results in Reading and Mathematics**

**Goal**  
 By October 2025, Garden Springs Elementary will increase the Reading and Math combined status score on KSA from 74.5 to 79.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Garden Springs Elementary will increase the percentage of students scoring proficient/distinguished in reading from 61% to 66%.	KCWP 1: Design and Deploy Standards	All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act model.	PLC Self-Assessment will be completed at the start of the year and end of year. Success will be measured by growth on the self assessment.	PLC Observations to measure if teams are improving in identified growth areas	n/a
By October 2025, Garden Springs Elementary will increase the percentage of students scoring proficient/distinguished in math from 52% to 57%.	KCWP 1: Design and Deploy Standards	PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model.	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	n/a
	KCWP 4: Review, Analyze, and Apply Data	PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.	PLC observations  PLC minutes	Administration will attend PLCs regularly to analyze formative and summative assessment data	n/a



**Goal**  
 By October 2025, Garden Springs Elementary will increase the Reading and Math combined status score on KSA from 74.5 to 79.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5: Design, Align, and Deliver Support	Teachers will meet expectations outlined in our <a href="#">Reading Small Group Instruction Guidelines</a> and <a href="#">Math Small Group Instruction Guidelines</a> .	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	n/a
	KCWP 2: Design and Deliver Instruction	Teachers will meet the expectations created in our school's <a href="#">Kagan Structures</a> and Kagan <a href="#">Grade Level "Must Dos"</a>	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	
	KCWP 5: Design, Align, and Deliver Support	We will use ESS funds to hire a daytime ESS waiver teacher to support Tier I instruction and struggling students	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	ESS Funds
	KCWP 2: Design and Deliver Instruction	We will use Title I funds to reduce class sizes in order to increase student engagement	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	Title I Funds
	KCWP 2: Design and Deliver Instruction	Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	

**Goal**  
 By October 2025, Garden Springs Elementary will increase the Reading and Math combined status score on KSA from 74.5 to 79.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and math and use the materials as their anchor resource.			
	KCWP 2: Design and Deliver Instruction	Teachers will meet expectations outlined in the <a href="#">GSE Instructional Expectations</a> .	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	

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

**Goal**  
 By October 2025, Garden Springs Elementary will increase the Science, Social Studies, Writing combined status score on KSA from 67.9 to 72.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Garden Springs Elementary will increase the percentage of students scoring proficient/distinguished in science from 43% to 48%.	KCWP 1: Design and Deploy Standards	Teachers will meet expectations outlined in our <a href="#">School - Wide Writing Plan</a> .	Student writing will improve based on the writing scoring rubric	Analyze student writing monthly to monitor progress	
By October 2025, Garden Springs Elementary will increase the					

**Goal**  
 By October 2025, Garden Springs Elementary will increase the Science, Social Studies, Writing combined status score on KSA from 67.9 to 72.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
percentage of students scoring proficient/distinguished in social studies from 51% to 56%.					
By October 2025, Garden Springs Elementary will increase the percentage of students scoring proficient/distinguished in combined writing from 45% to 50%.					

**3: Achievement Gap**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By spring of 2025, 59% of EL students will score at or above the 41st percentile on the spring reading MAP assessment. 54% scored at or above the 41st percentile in the fall of 2024.  By spring of 2025, 42% of EL students will score at or above the 41st percentile on the spring math MAP assessment. 37% scored at or above the 41st percentile in the fall of 2024.	KCWP 2: Design and Deliver Instruction	Professional Learning will be provided on the 7 Steps to a Language Rich, Interactive Classroom and teachers will use these strategies in their classrooms.	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	
By spring of 2025, 53% of students with IEPs will score at or above the 41st percentile on the spring reading MAP assessment. 48%					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>scored at or above the 41st percentile in the fall of 2024.</p> <p>By spring of 2025, 55% of students with IEPs will score at or above the 41st percentile on the spring math MAP assessment. 50% scored at or above the 41st percentile in the fall of 2024.</p>					

#### 4: English Learner Progress

**Goal**  
By April 2025, 80% of EL students will grow by at least .5 on the ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding																		
<p>Composite Levels</p> <table border="1"> <caption>Composite Levels Data</caption> <thead> <tr> <th>Level</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>1 (Not Proficient)</td><td>1</td></tr> <tr><td>2 (Not Proficient)</td><td>1</td></tr> <tr><td>3 (Emerging)</td><td>18</td></tr> <tr><td>4 (Developing)</td><td>25</td></tr> <tr><td>5 (Proficient)</td><td>27</td></tr> <tr><td>6 (Proficient)</td><td>11</td></tr> <tr><td>7 (Proficient)</td><td>4</td></tr> <tr><td>8 (Proficient)</td><td>1</td></tr> </tbody> </table>	Level	Count	1 (Not Proficient)	1	2 (Not Proficient)	1	3 (Emerging)	18	4 (Developing)	25	5 (Proficient)	27	6 (Proficient)	11	7 (Proficient)	4	8 (Proficient)	1	KCWP 2: Design and Deliver Instruction	Professional Learning will be provided on the 7 Steps to a Language Rich, Interactive Classroom and teachers will use these strategies in their classrooms.	Administration will monitor success through classroom walkthroughs	Administration will analyze walkthrough data to monitor progress	
Level	Count																						
1 (Not Proficient)	1																						
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3 (Emerging)	18																						
4 (Developing)	25																						
5 (Proficient)	27																						
6 (Proficient)	11																						
7 (Proficient)	4																						
8 (Proficient)	1																						

**5: Quality of School Climate and Safety**

**Goal**  
**By October 2025, Garden Springs Elementary will increase the Quality of School Climate and Safety Status from 79.1 to 84.1.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the Climate Index on the Quality of School Climate and Safety Status Survey from 82.3 in 23-24 to 87.3 in 24-25.	KCWP 5: Design, Align, and Deliver Support	The PBIS and BEST teams will complete the Tiered Fidelity Inventory and create an action plan to continue to improve PBIS structures.	We will see an improvement in the percentage of students who attend our Pawsitive Parties and a decrease in office referrals.	Our BEST team will analyze behavior data weekly.	
Increase the Safety Index on the Quality of School Climate and Safety Status Survey from 75.9 in 23-24 to 80.9 in 24-25.					

**6: Family Engagement**

**Goal**

By May 2025, Garden Springs Elementary 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 February 2025, Garden Springs Elementary will have a Family and Community Engagement Plan.	KCWP 5: Design, Align, and Deliver Support	FACE committee with support from the district FACE liaisons will develop the focus for the year	Copy of <a href="#">FACE plan</a> Family Satisfaction Survey Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 Title 1 FRC PTA
		Execute the expectations established on the FACE action plan	Pre-Post action plan data/reflection Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 Title 1 FRC PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	Participation at events	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	Section 6 Title 1 FRC PTA



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

2024-2025 Phase One: Executive Summary for Schools

**Garden Springs Elementary School**  
**Joey Sheroan**

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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?

Garden Springs Elementary originally opened in August 1964 as one of the first open-classroom schools in the nation. In early 1988, fire damaged the school extensively. It was rebuilt and reopened for classes in August 1988. In June 2013, Garden Springs began an extensive renovation project that was completed during the summer of 2015. This renovation included a complete remodel of all existing spaces, the addition of 5 regular classrooms, 2 early start classrooms, a science lab, a new music and art room, and new front office and administration space. The expansion and update greatly improved the library and cafeteria. This renovation ensures that students at Garden Springs can continue to have access to top level resources and technology needed to meet the demands of today. Though the open classroom concept is no longer in place at GSE, the collaborative and teamwork concepts of the open-classroom system remain. This collaborative and teamwork model that the school was built on is most present today in the school wide implementation of Kagan Cooperative Learning strategies and Total Participation Techniques to meet the learning needs of all students in meeting the increased rigor of the common core standards. This collaborative learning environment where students feel part of a family and team of learners has helped Garden Springs maintain an attendance rate well above the district and state. We also have a true professional learning community where all staff play an important part in collaborating to improve our school.

Garden Springs Elementary is home to 420 students in grades Kindergarten - 5th grade. GSE proudly serves families in the southwest part of Lexington primarily living in the subdivisions of Garden Springs, Clemens Heights, Dogwood Trace, and Firebrook. Garden Springs employs approximately 42 certified teachers and 29 classified staff. Our class sizes stay below the recommended cap sizes at all grade levels. Garden Springs Elementary students mirror the diversity found in the community the school serves. The ethnic diversity consists of 62.9% of students white (non-Hispanic), 9.6% African American, 18.2% Hispanic, and 9.3% other. 52.6% of students at Garden Springs are considered economically disadvantaged.

### School Stakeholders

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

At Garden Springs, we believe it is critical to involve all stakeholders in our school improvement efforts. This includes faculty, staff, families, and community partners. Our faculty and staff are involved daily in decisions made to help move our school forward. Families are involved through our SBDM Council, PTA, Coffee Talks for EL

families, Title I Family Engagement Nights, family conferences, input on family surveys, and by volunteering at our school. We have a variety of community partners through our Family Resource Center who help meet our student and family needs. We also partner with the University of Kentucky College of Education to host and imbedded practicum program and student teachers. Community partners are a valuable part of our school's success.

### 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.

Garden Springs Elementary Mission Statement: Garden Springs Elementary exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society.

Garden Springs Elementary Vision Statement: Garden Springs Elementary envisions a learning community that promotes superior student success in all areas through sustaining a culture of high expectations and mutual respect between all stakeholders. Garden Springs will be a "School of Distinction" by focusing exclusively on what is best for students. Student Achievement Garden Springs envisions a systematic, research supported, tiered instructional model that intentionally uses ALL instructional minutes to allow ALL students to reach and/or exceed proficiency levels and yearly make and/or exceed a year's growth through meeting the individual needs of all students. Community Engagement Garden Springs envisions a partnership with the community by which community members and businesses work alongside the school to provide students rich and relevant learning experiences that prepare them to be contributing members of the community in the future. Family Engagement Garden Springs envisions a partnership with families where, through effective communication and education, the school and families are able to communicate to students and community members how the school and families systematically work to support each other to ensure student achievement through a combined home-school effort. Student Engagement Garden Springs envisions intentionally planned instruction that fosters student engagement through students interacting, communicating, creating, and problem solving with content through the use of learning structures that prepare students for work in a global society. Staff Engagement Garden Springs envisions a staff culture that is built around collaboration, mutual respect, intentional team based decision making, and a relentless commitment to continuous improvement and student first decision making. Garden Springs believes that it our responsibility to provide students a safe environment where they know they are cared for and respected so that all students are able to meet the demands of high level teaching and learning.

Garden Springs offers a variety of opportunities to engage all stakeholders. Community partners provide students with health and wellness support, teach students important life lessons, and assist with school activities such as the REAL

Read program. Parents are invited to attend open house, parent conferences, Title I Family Nights, PTA events and various school activities throughout the year.

We have high expectations for learning for all students throughout the regular school day.

GSE Collective Commitments:

Providing a safe and comfortable learning environment for students and staff

Setting high expectations that encourage and challenge our students and staff

Collaboration with all stakeholders that is student-focused

Staying positive, smiling often, and giving each student and staff a fresh start daily

Assuming everyone is doing their best

### 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.

At Garden Springs, we are proud that we increased our KSA overall score by 19.6 points and were rated as a high achieving (green) school. In reading/math we achieved at the blue level (very high), science/social studies/writing at the blue (very high) level, EL at the green (high) level, and at the green (high) level for our Quality of School Climate and Safety survey based on our Indicator Scores. We were very excited about the overall growth our students and staff achieved on the Kentucky Summative Assessment.

We also achieved Gold status for our Positive Behavioral Interventions and Supports for four consecutive years. These achievements are a result of a strong commitment by all staff to continue to help students grow socially, emotionally, and behaviorally. It also demonstrates the structures we have in place to set our students up for success.

We started a Young Voices United group to provide African American students a place to build self-esteem, emotional intelligence, cultural appreciation, and set personal goals.

We partnered with the University of Kentucky College of Education to start a practicum imbed program.

We created a staff wellness room where GSE staff can focus on their personal wellness.

We gave over 300 books to students who earned Top Dog Awards from our new book vending machine.

We had the highest number in all of Fayette County Schools of library book circulation per student in the first semester.

We had the highest attendance growth for the first semester within Fayette County School and increased our attendance from 92.95% in 22-23 to 94.75% in 23-24.

We had 94% of students meet our school-wide behavior goal of 85% or greater positive Dojos for the year.

We had the highest combined conditional growth on winter MAP testing in Fayette County.

We were ranked 7th out of 65 schools and programs in combined reading and math growth from fall to spring.

We were ranked 13th out of 65 schools and programs in reading growth from fall to spring.

We were ranked 7th out of 65 schools and programs in math growth from fall to spring.

These achievements are a result of a strong commitment by all staff to continue to help students grow socially, emotionally, and behaviorally.

We continue to identify individual students and student groups that are not meeting proficiency goals in core subjects. One specific group we are targeting for improvement are our Economically Disadvantaged students. Our school is working to improve in the following areas: -Implement an effective PLC process, ELA and math, school-wide writing, and student engagement strategies.

#### Additional Information

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

At Garden Springs, we continue to strive to improve our academic performance, as well as the social, emotional and behavioral growth of our students. We work to accomplish this as a collaborative group of faculty and staff who are committed to continuous improvement.

# Attachment Summary

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

2024-2025 Phase Two: The Needs Assessment for Schools

**Garden Springs Elementary School**

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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.

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

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



parent input through our school's PBIS committee. A parent representative serves on this committee where we review our school-wide behavior data and discuss next steps at our monthly PBIS meetings. In addition, families have an opportunity to provide input through our Title I Advisory Council. Finally, parents have an opportunity to provide feedback by completing our parent satisfaction survey.

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

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

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

## 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?

Our current CSIP plan focuses on the following activities:

- All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act model.
- Apply for district Title II funds to send a team to Solution Tree's Professional Learning Communities at Work Institute this summer.

- Apply for district Title II funds to have a PLC coach work with grade level teams to implement PLCs with fidelity.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standards deconstruction into this process.
- PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.
- We will use ESS funds to hire a daytime waiver teacher to work with small groups during math small group time.
- Teachers will participate in professional learning around our revised writing plan and meet the expectations included in the plan.
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.

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

- All grade levels/departments will complete the PLC self-assessment to determine priority areas for improvement which includes processes to support standards based instruction (focus on learning) within the Plan- Do - Study - Act model.
  - We had teams complete the PLC self - assessment at the start of this school year. We will revisit this throughout the school year to measure progress.
- Apply for district Title II funds to send a team to Solution Tree's Professional Learning Communities at Work Institute this summer.
  - Our team attended the Solution Tree PLC Summer Institute. This was a valuable experience for our team leads and has contributed to improvements with our PLCs.
- Apply for district Title II funds to have a PLC coach work with grade level teams to implement PLCs with fidelity.
  - We did not receive funding for this activity.
- PLCs will use grade level Kentucky Academic Standards and the FCPS unit frameworks to create learning intentions, success criteria, lessons, and assessments following the PDSA model. We will also integrate standards deconstruction into this process.
  - Our PLCs do a good job of planning lessons and creating assessments.
- PLCs will create formative and summative assessments and review the data to measure student progress, supports, and opportunities for acceleration.
  - This data is used to inform instruction in the classroom and measure teaching and learning.

- We will use ESS funds to hire a daytime waiver teacher to work with small groups during math small group time.
  - This activity is starting this year.
- Teachers will participate in professional learning around our revised writing plan and meet the expectations included in the plan.
  - We feel this has contributed to improved student writing and increase assessment scores.
- Teachers will participate in professional learning around the district adopted High Quality Instructional Resources for reading and math and implement the programs with fidelity.
  - Teachers participated in PL around our new HQIR, but we continue to provide ongoing support and professional learning.

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

## 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.

#### Reading

- The percentage of students scoring novice on the KSA decreased by 3%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.
- However, we still see gaps on the KSA with our African American, Hispanic, EL, special education, and economically disadvantaged students.

#### Math

- The percentage of students scoring novice on the KSA decreased by 9%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.
- However, we still see gaps on the KSA with our African American, Hispanic, EL, special education, and economically disadvantaged students.

## Science

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

## Social Studies

- The percentage of students scoring novice on the KSA decreased by 10%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 16%.

## Combined Writing

- The percentage of students scoring novice on the KSA decreased by 4%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 23%.

Based on these results, we have to continue to work to increase proficiency with our African American, Hispanic, EL, special education, and economically disadvantaged students.

## 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.

Based on 2024 KSA Assessment Data

## Reading

- The percentage of students scoring novice on the KSA decreased by 3%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.
- However, we still see gaps on the KSA with our African American, Hispanic, EL, special education, and economically disadvantaged students.

## Math

- The percentage of students scoring novice on the KSA decreased by 9%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.
- However, we still see gaps on the KSA with our African American, Hispanic, EL, special education, and economically disadvantaged students.

## Science

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

## Social Studies

- The percentage of students scoring novice on the KSA decreased by 10%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 16%.

## Combined Writing

- The percentage of students scoring novice on the KSA decreased by 4%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 23%.

## Based on Fall 2024 MAP Data

65% of students scored at or above the 50th percentile (ready for grade level standards) in math.

63% of students scored at or above the 50th percentile (ready for grade level standards) in reading.

## 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.

Based on 2024 KSA Assessment Data

### Reading

- 48% of African American students reached proficiency in reading while 60% of all student were proficient.
- 45% of Hispanic students reached proficiency in reading while 60% of all student were proficient.
- 47% of economically disadvantaged students reached proficiency in reading while 60% of all student were proficient.
- 36% of students with disabilities reached proficiency in reading while 60% of all student were proficient.
- 36% of EL students reached proficiency in reading while 60% of all student were proficient.

### Math

- 23% of Hispanic students reached proficiency in reading while 51% of all student were proficient.
- 28% of economically disadvantaged students reached proficiency in reading while 51% of all student were proficient.
- 21% of students with disabilities reached proficiency in reading while 51% of all student were proficient.
- 27% of EL students reached proficiency in reading while 51% of all student were proficient.

### 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.

Based on 2024 KSA Assessment Data

### Reading

- The percentage of students scoring novice on the KSA decreased by 3%.

- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.

#### Math

- The percentage of students scoring novice on the KSA decreased by 9%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 11%.

#### Science

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

#### Social Studies

- The percentage of students scoring novice on the KSA decreased by 10%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 16%.

#### Combined Writing

- The percentage of students scoring novice on the KSA decreased by 4%.
- The percentage of students scoring proficient/distinguished on the KSA increased by 23%.

We feel the reduction in novice is a direct result of our continued improvement in our Tier I instruction, MTSS program, and student writing. We also feel the increase in small group instruction in the classroom will contribute to an increase in proficiency.

### 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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 GSE Key Elements Template 2024

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 5 - Design, Align, and Deliver Support



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 GSE Key Elements Template		•
 GSE Key Elements Template 2024		• 7



# 2024-2025 Phase Two School Assurances Garden Springs Elementary

2024-2025 Phase Two: School Assurances

**Garden Springs Elementary School**

**Joey Sheroan**

2151 Garden Springs Dr  
Lexington, Kentucky, 40504  
United States of America

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## 2024-2025 Phase Two: School Assurances

### Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

#### Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- Yes
- No
- N/A

#### **COMMENTS**

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

**Yes**

No

N/A

**COMMENTS**

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assistance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

**Yes**

No

N/A

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

**Yes**

No

N/A

**COMMENTS**

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

**Yes**

No

N/A

**COMMENTS**

7. The school provides parents of participating children in a targeted assistance program, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

**Yes**

No

N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

**Yes**

No

N/A

**COMMENTS**

Title I Schoolwide Programs

15. In a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

**Yes**

No

N/A

**COMMENTS**

16. In a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

**Yes**

No

N/A

**COMMENTS**



17. In a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

18. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

19. In a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

**COMMENTS**

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

**COMMENTS**

21. In a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

---

**COMMENTS**

Title I Targeted Assistance School Programs

23. In a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

**N/A**

**COMMENTS**

24. In a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

**N/A**

**COMMENTS**

25. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

**N/A**

**COMMENTS**

26. In a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

**COMMENTS**

27. In a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

No

N/A

**COMMENTS**

28. In a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

Yes

No

N/A

**COMMENTS**

29. In a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

Yes

No

N/A

**COMMENTS**

30. In a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

Yes

No

**N/A**

**COMMENTS**

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

**N/A**

**COMMENTS**

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

Yes

No

**N/A**

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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**FCPS Professional Learning Plan 2024-2025**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*

**2023-2024 Phase 4**

**FCPS District Professional Learning Plan**  
**High-Quality Professional Learning**

**School Name:** Garden Springs

**District Mission**

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

**School Mission**

Garden Springs Elementary exists to create a collaborative community of learners that ensures all students achieve at high levels and are prepared for lifelong success in a global society.

**Focus Area 1**

PLCs: All PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

**Focus Area 2**

Balanced Assessment System: Develop a school - wide balanced assessment system.

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

Strategic Plan Priority Areas are:

- Student Achievement
- Diversity, Equity, Inclusion and Belonging
- Highly Effective and Culturally Responsive Workforce





- Stakeholder Engagement and Outreach
- Organizational Health and Efficiency

PLCs connect to the district goals of student achievement and Highly Effective and Culturally Responsive Workforce. Balanced Assessment System connects to the student achievement district goal.

Describe Strategic Plan Priority Areas:

The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress
- Post-secondary Readiness
- Graduation Rate

The Garden Springs Elementary School CSIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety



Describe CDIP alignment:

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

### Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2024-2025](#)

[FCPS Professional Learning Timeline 2024-2025 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

### Focus Area 1

PLCs: All PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

### [Focus Area 1 Objectives](#)

Short-Term Changes:



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

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

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

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

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

Long-Term Changes:

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

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

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

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

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



## **Focus Area 1 Intended Results**

### **Student Outcomes:**

#### **State Assessment Results in Reading**

**By 2025, Garden Springs Elementary will increase Reading proficient and distinguished level to 72% as measured by KSA. Current level is 51%. This is an increase of 10.5% per year.**

#### **State Assessment Results in Math**

**By 2025, Garden Springs Elementary will increase Math proficient and distinguished level to 63% as measured by KSA. Current level is 42%. This is an increase of 10.5% per year.**

#### **State Assessment Results in Science**

**By 2025, Garden Springs Elementary will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 41%. This is an increase of 4.5% per year.**

#### **State Assessment Results in Social Studies**

**By 2025, Garden Springs Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 37%. This is an increase of 12% per year.**

#### **State Assessment Results in Combined Writing**



**By 2025, Garden Springs Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 22%. This is an increase of 19% per year.**

#### **Achievement Gap**

**By May 2025, Garden Springs Elementary will decrease the percentage of Special Education and Economically Disadvantaged novice students to below 25%.**

#### **English Learner Progress**

**By May 2025, 100% of EL students will grow by at least 1.5 on their ACCESS total composite score.**

#### **Quality of School Climate and Safety**

**By 2025, Garden Springs Elementary will increase the quality of school climate and safety index to 98.8% as measured by KSA. Current level is 79.5%. This is an increase of 9.65% per year.**

#### **Educator Beliefs:**

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

#### **Educator Practices:**

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.



- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress two times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.
- Collaborative teams will enhance effective PLC practices to minimally include: teaching and learning practices, assessment analysis processes, students' opportunities to respond to learning and become assessment capable learners.
- Collaborative teams will use backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas using the FCPS instructional design models and developing exemplar student responses.

### Focus Area 1 Monitoring

#### What data will be considered and gathered?

- Collaborative teams will complete the PLC Continuum Self-Assessment
- PLC agendas and minutes
- Use of observation tools
- Formative assessment data tracking tool
- Collaborative teams will complete the PLC Continuum Self-Assessment
- Common assessment data

#### Who is responsible for gathering data?

- Teachers and school administrators

#### How frequently will it be analyzed?

- Ongoing throughout the 24-25 school year



## **Focus Area 2 Indicators of Success (Please describe in detail.) (Response Required)**

### **Clarifying What Students Must Learn**

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

### **Monitoring Each Student’s Learning**

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

### **Turning Data Into Information**

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



## **Providing Students with Systematic Interventions and Extensions**

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

### **Interventions**

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

### **Extensions**

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





### Focus Area 1 Targeted Audience

The targeted audience is the principal, assistant principal, and teachers.

### Focus Area 1 Resources

Staff: principal, assistant principal, teachers

Funding: Title II funds

Technology: Navigator, FCPS Professional Learning Website, Teaching and Learning Professional Learning Hub, GALE

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

### Focus Area 1 Ongoing Supports for Implementation

FCPS will initiate phase three of our PLC work as a districtwide team including district administrators, specialists, coaches, school administrators, teachers, and classified staff. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district-directed professional learning, school-directed professional learning, and administrator professional learning. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ILs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS and School Chiefs. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS and



school leadership will provide responsive coaching based on need. The professional learning emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. OAS directors, specialists, and coaches will provide district leadership, principals, APs, ILs and PLC teams professional learning and networking opportunities to develop and implement plans for scaling out PLC networks to enhance effective PLC practices to minimally include: teaching and learning practices, assessment analysis processes, students' opportunities to respond to learning and become assessment capable learners.
2. OAS directors, specialists, and coaches will provide principals, APs, ILs and PLC teams professional learning and network opportunities to support teachers in backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas. The support of the backward lesson design process will include the FCPS instructional design models and creation of exemplar student responses.
3. Teachers and classified employees will lead ongoing districtwide role-specific professional learning networks and PLCs driven by continuums. (Deeper Learning, P.E./Health, Fine Arts, World Language, Stem, Gifted and Talented, Library/Media, CTE, EL, and District Administrative Assistants)

## Focus Area 2

Balanced Assessment System: Develop a school - wide balanced assessment system.

### Focus Area 2 Objectives

Short-Term Changes:



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

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

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

Knowledge: District administrators, specialists, and coaches will gain an understanding of how to incorporate explicit data review, analysis, and application components into all district level teams and meetings.

Long-Term Changes:

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

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

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

Behavior: District administrators, specialists, and coaches will incorporate explicit data review, analysis, and application components into all district level teams and meetings



## **Focus Area 2 Intended Results (Response Required)**

### **Student Outcomes:**

#### **State Assessment Results in Reading**

**By 2025, Garden Springs Elementary will increase Reading proficient and distinguished level to 72% as measured by KSA. Current level is 51%. This is an increase of 10.5% per year.**

#### **State Assessment Results in Math**

**By 2025, Garden Springs Elementary will increase Math proficient and distinguished level to 63% as measured by KSA. Current level is 42%. This is an increase of 10.5% per year.**

#### **State Assessment Results in Science**

**By 2025, Garden Springs Elementary will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 41%. This is an increase of 4.5% per year.**

#### **State Assessment Results in Social Studies**

**By 2025, Garden Springs Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 37%. This is an increase of 12% per year.**

#### **State Assessment Results in Combined Writing**



**By 2025, Garden Springs Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 22%. This is an increase of 19% per year.**

#### **Achievement Gap**

**By May 2025, Garden Springs Elementary will decrease the percentage of Special Education and Economically Disadvantaged novice students to below 25%.**

#### **English Learner Progress**

**By May 2025, 100% of EL students will grow by at least 1.5 on their ACCESS total composite score.**

#### **Quality of School Climate and Safety**

**By 2025, Garden Springs Elementary will increase the quality of school climate and safety index to 98.8% as measured by KSA. Current level is 79.5%. This is an increase of 9.65% per year.**

#### **Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators believe analyzing student assessment is an important step of the planning process that leads to more targeted and responsive instruction.
- Educators believe in developing their knowledge on how to assess what students know and can do.

#### **Educator Practices:**

- Teachers consistently utilize district common assessments to inform their planning and instructional practices.
- Teachers consistently utilize benchmark assessments and state level assessments to inform their planning and instruction practices.
- Teachers and school administrators consistently utilize the Assessment Guidance Document.
- District administrators and specialists will incorporate explicit data review, analysis, and application components into all district level teams and meetings.



## **Focus Area 2 Monitoring(Response Required)**

What data will be considered and gathered?

- Common Unit Assessment Data
- Common Formative Assessment Data
- MAP Data
- NSGR Data
- Progress Monitoring Data

Who is responsible for gathering data?

- Administrators and Teachers

How frequently will it be analyzed?

- Ongoing throughout the 2024 - 2025 school year.

## **Focus Area 2 Indicators of Success (Please describe in detail.)**

### **Assessment**

A comprehensive, balanced system of assessment serves a variety of purposes, uses multiple measures, and meets the decision-making needs of all stakeholders from the classroom, building, and district levels (Chappuis & Stiggins, 2017).

Assessments should always provide evidence of student learning to inform decision-making. Without a clear picture of why students are engaged in any assessment and what the evidence of student learning produced will be used for, we risk wasting resources, contributing to over-testing, and misinterpreting data about student learning. Some assessments are designed to provide evidence that focuses on the big picture in our educational system.

*Assessment literacy* is defined as the knowledge about how to assess what students know and can do, interpret the results of these assessments, and apply these results to improve student learning and program effectiveness (Webb, 2002).



*Assessment literacy* consists of an individual's understanding of the fundamental assessment concepts and procedures deemed likely to influence educational decisions (Popham, 2011).

Developing assessment literacy around a balanced assessment system is critical in effectively and strategically meeting student academic needs. Effective assessment implementation impacts student and family learning, student and family self-efficacy, and overall instruction.

- Assessment of student learning will be focused on interim/benchmark.

Assessment for student learning will be focused on formative and diagnostic.

## **MTSS**

At Tier 1, a balanced assessment system is used to make decisions at the district, 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 to all students
- identify students who may be at risk in academics and/or social behaviors
- identify students who need supplemental or intensive interventions

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



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

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

### **Focus Area 2 Targeted Audience**

The targeted audience will include administration and teachers.

### **Focus Area 2 Resources**

Staff: school leadership teams and teachers

Funding: District Assessment

Technology: Assessment Platforms, ROIS, Assessment Hub, Assessment Professional Learning Hub, FCPS Professional Learning Website

Instructional Resources: Assessment Guidance Document, MTSS Guidance Document, MAP Implementation Guide, MAP Reading Fluency

Professional Learning Support from Vendors: N/A





## Focus Area 2 Ongoing Supports for Implementation **(Response Required)**

FCPS will initiate phase three of our assessment work as a districtwide team including district administrators, specialists, coaches, school leadership teams, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district-directed professional learning, school-directed professional learning, and administrator professional learning. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ILs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS and School Chiefs. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS and school leadership will provide responsive coaching based on need. The professional learning emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. The OAS (Assessment) director, OAS specialists, OAS coaches, and teachers will collaborate in the development of district common unit assessments.
  - Elementary: ELA, math, science, and social studies with full implementation of all core content benchmarks in the third year of recovery.
  - Secondary: ELA, math, science and social studies with full implementation in the third year of recovery.
2. Reflect and align collection of data used for student learning data from common unit assessments to inform classroom instruction and curriculum decisions.
3. Deploy assessment practices to ensure a balanced approach of standard mastery
4. The OAS (Assessment) director, specialists and coaches will utilize a districtwide formative assessment tool to monitor student learning by grade level and by standard to determine next steps and “just in time” supports for principals and school teams based on a continuum of support.
5. The OAS (Assessment) director, coaches, and specialists will provide district formative and summative updates on student learning throughout the year of the progress made based on district benchmark assessments and state level assessments. This will inform responsive professional learning opportunities providing district leadership, principals, APs, ILs, and PLC teams professional learning and networking opportunities.
6. The OAS (Assessment) director, coaches, and specialists will develop and implement an Assessment Guidance Document and provide associated



professional learning and networking opportunities for district leadership, principals, APs, ILs, and PLC teams.

7. The OAS (Assessment) director, coaches, and specialists will provide professional learning and networking opportunities for district level leadership on incorporating explicit data review, analysis, and application components into all district level teams and meetings.