

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Increase proficiency in reading and math, decrease novice and increase proficiency for minority, special education and English Language Learners.

Needs Assessment: Processes, Practices, or Conditions

Julius Marks Elementary is a growing school, focusing on both academics and behavior development. Our primary academic focus remains on improving reading and math outcomes for minority students, linguistically gifted students, and students with special needs. To ensure progress, all students are assessed three times annually, with adjustments to their plans made based on growth.

At JME, we hold targeted meetings twice weekly: one day dedicated to reading and the other to math. Additionally, approximately every six weeks, we review the progress of students in the MTSS (Multi-Tiered System of Supports) process for both academics and behaviors.

For behavior management, we utilize PBIS (Positive Behavioral Interventions and Supports) and emphasize character development to foster a strong sense of personal responsibility within students toward their classroom, school, and community. Monthly Town Hall meetings celebrate students' mastery of character equations and introduce the new character focus for the upcoming month.

To monitor behavior trends, we employ tools like Class DOJO and eOS, analyzing data to make informed corrections and promote continuous improvement. Instructionally, we adhere to the district framework for teaching standards and leverage highly qualified instructional resources to support student learning effectively.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	51.6	-5.2
State Assessment Results in science, social studies, and writing	51.0	-11.4

English Learner Progress	57.8	-15.4
Quality of School Climate and Safety	72.4	-3.1

1: State Assessment Results in Reading and Mathematics

By October 2025 Julius Marks Elementary will increase the Reading and Math combined status percentage from 51.6 to 56.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
Objective 1 – By May 2025 increase reading proficiency scores from 42% to 47% Objective 2: By May 2025 increase math proficiency scores from 36% to 41%	KCWP 1: Design and Deploy Standards: Refine system to assess, review, and refine curricula to support assurance that all students have the knowledge, skills and dispositions for future success.	Continue PLC process for assessing instruction of state standards and its congruence with curriculum resources. Refine and ensure all standards are covered with instruction.	PLC Agendas/Minutes Common Assessment Data	Beginning of year, Middle of year and End of year benchmark assessments		
		Provide professional learning around best practices in literacy and math. Continue with implementation of backward planning, data talks, implementation of systematic phonics program for primary students.	Professional Learning Agendas/sign in sheets. Student work displayed with teacher models, rubrics and scoring guides.	Beginning of year, Middle of year and End of year benchmark assessments		
	KCWP 2: Design and Deliver Instruction – Refining our system to ensure the instructional program is intentional and high quality.	Provide teachers with support of standards deconstruction and analysis.	PLC Agenda/Minutes Walkthrough Data Common Assessment Data	Beginning of year, Middle of year and End of year benchmark assessments		
		Provide teachers with engagement strategies to ensure all students are actively engaged in high quality learning activities.	Co-Teaching Professional development and Thinking Maps Professional Development implementation	Beginning of year, Middle of year and End of year benchmark assessments		
	KCWP 3: Design and Deliver Assessment Literacy – Refine system to analyze data to identify school priorities and	Implement systematic data analysis of multiple data points, including, but not limited to MAP, Common Assessments and Unit Assessments,	PLC Agenda/Minutes Staff Meeting Agenda/Minutes	Beginning of year, Middle of year and End of year benchmark assessments		

By October 2025 Julius Marks Elementary will increase the Reading and Math combined status percentage from 51.6 to 56.6					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	implement actionable steps that impact instruction and student learning.	using new HQIR resources, iReady, Benchmark and UFLI			
	KCWP 4: Review, Analyze, and Apply Data : Using the activities from KCWP 3, teachers will have an established system for examining, interpreting and analyzing classroom data in order to determine instructional needs and priorities for individual student success.	Provide teachers with training/practice with analysis of data to improve instruction through Professional Development and PLCs.	Analysis Protocol PLC Agendas/Minutes	Beginning of year, Middle of year and End of year benchmark assessments	
				Beginning of year, Middle of year and End of year benchmark assessments	

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

By October 2025 Julius Marks Elementary will increase the Science, Social Studies and Combined Writing status percentage from 51.0 to 56.0					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 – By May 2025 increase Science proficiency scores from 48.2 to 53.2	KCWP 1: Revise and deploy an instructional process system that includes monitoring to ensure curriculum is taught at a high level of fidelity and create grade appropriate standards based learning targets.	Conduct job-embedded professional learning support in the area of best practice/high yield instructional strategies to inform instruction, provide interventions for students that fail to meet mastery, and enrich instruction for those that already demonstrate mastery.	Aligned targets for classroom use – Curriculum documents PLC Agendas/Minutes Teacher plans Walkthrough and Student Achievement data per Amplify.	Beginning of year, Middle of year and End of year benchmark assessments	NA

By October 2025 Julius Marks Elementary will increase the Science, Social Studies and Combined Writing status percentage from 51.0 to 56.0

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 – May 2025 increase social Studies proficiency scores from 40.6 to 45.6		Identify teacher leaders for Social Studies to work directly with district leaders to ensure vertical alignment and identify instructional gaps, including planning for the introduction of the standard, development, gradual release phases, and arrival at standards mastery.	Aligned targets for classroom use – Curriculum documents PLC Agendas/Minutes	Beginning of year, Middle of year and End of year benchmark assessments	NA
Objective 3 – By May 2025 increase Writing proficiency scores from 64.2-69.2	KCWP 2: Design and deliver instruction. Teachers will design Tier 1 instruction through standards based lessons/activities to deliver and assess for progress and mastery.	Writers Workshop in common area of school	On Demand Writing	Beginning of year, Middle of year and End of year benchmark assessments	NA
		Implement Common On Demand tasks monthly with a minimum of 3 live scoring sessions.	On Demand Scoring JME Data Tracker PLC Agenda	Beginning of year, Middle of year and End of year benchmark assessments	NA
		KCWP 4: Review Analyze and Apply Data – Implement a process where teachers will analyze On Demand tasks to improve instruction and address students needing additional support.	Analyze On Demand tasks for trends and instructional feedback.	PLC Agenda On Demand Formative Assessment Data	Beginning of year, Middle of year and End of year benchmark assessments

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, Julius Marks	Identify students based on MAP scores and add to		Growth on Weekly assessments	Targeted Support Tracker	NA

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Elementary will decrease the number of novice African American students from- to - .	Targeted Support Group				

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy			Activities	Measure of Success	Progress Monitoring	Funding
C	D	E	J	Push in and Co-teach model	JME Data tracker	Beginning of year, Middle of year and End of year benchmark assessments	NA
			Current Yr English Learners Progress				
School Name	Leve	Demographic Grou		Pre-teach of vocabulary	JME Data Tracker	Beginning of year, Middle of year and End of year benchmark assessments	NA
Julius Marks Elementary School	ES	All Students	73.8				
Julius Marks Elementary School	ES	English Learners plus M	73.8				
Julius Marks Elementary School	ES	Economically Disadvante	73.2				

5: Quality of School Climate and Safety

By October 2025 Julius Marks Elementary will increase the Quality of School Climate and Safety status from 72.4 to 77.4

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October of 2025, Julius Marks Elementary will increase the QSCS status from 72.4 to 77.4%	Implement character equation plan focused on growing student character by explicit instruction around character traits that are valuable to the JME school community	Monthly Town Hall Meetings with reflection and learning from character equations addressed monthly	Town Hall Meeting data tracker, eOS and DOJO reports	Classroom teachers, principal and specials teachers	PBIS, PTA and Section 6
		Addition of Character Equations to PBIS plan	Town Hall Meeting data tracker, eOS and DOJO reports	Classroom teachers, principal and specials teachers	PBIS, PTA and Section 6

6: Family Engagement

By Feb 2025 Julius Marks Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February Julius Marks will have developed a FACE (Family and Community Engagement Plan)	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	<ul style="list-style-type: none">FACE planFamily SurveysParent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none">Section 6Title 1FRCPTA
		Execute the expectations established on the FACE action plan	<ul style="list-style-type: none">Pre-Post action plan data/reflectionParticipation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none">Section 6Title 1FRCPTA
		Offer a variety of events, activities and supports for families per the FACE plan.	<ul style="list-style-type: none">Participation at eventsList of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none">Section 6Title 1FRCPTA

Special Considerations for Targeted Support and Improvement (TSI)

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2024-2025 Phase One: Executive Summary for Schools_09162024_19:30

2024-2025 Phase One: Executive Summary for Schools

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
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?

Julius Marks Elementary is located in beautiful central Kentucky close to the University of Kentucky. We are a growing school and currently home to 416 students from preschool to grade 5. We serve 58.4 minority students, 23% receive special education services, 14% are English Language Learners, and 4% are Gifted and Talented. The staff at Julius Marks consists of 3 or 4 teachers per general education grade level from kindergarten to fifth grade. We have 5 special education teachers that support students with IEPs (individual education programs). We are a Title 1 school, which provides the students of JME with additional academic support with reading and math intervention. We have 3.5 members on our mental health team that consists of a Guidance Counselor, District Mental Health Specialist, and now have a full time Family Resource Youth Services Coordinator. Currently, we have an Assistant Principal to support the academic needs of all students. We have added a Curriculum Coach to support teachers in tiered instruction. There is an active PTA at Julius Marks that continues to build strong relationships between school and home. We are strong in our PBIS (positive behavior intervention systems) with monthly celebrations for following school-wide expectations and adding character equations that will grow our PBIS and SEL curriculum.

Expectations. We have maintained Gold status in our district based on systems in place to support student behavior. We set school-wide expectations for P- prepared for learning, A- acting responsibly, W- working and playing respectfully, and S- solving problem. We have added our character development this year which will add monthly character traits to support our PBIS and SEL. We offer specials in Library part-time and have added back a part-time music program, Art, PE, and STEM labs for all students. We also offer band and orchestra for our 4th and 5th-grade students. Our challenge has been academic growth which will continue to be our focus for the upcoming school year. We are carefully looking at systems of student support and offering professional development to our staff in support of our goal of increased student proficiency and novice reduction.

School Stakeholders

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

Julius Marks prides itself in involving stakeholder partnership in our daily routines. Parent volunteers and community partners help provide monthly school wide celebrations, major events and day to day support in the classrooms. We have an active PTA that plans annual events and fundraising to support school needs and a consistent SBDM that makes sound decisions for our students. Stakeholder surveys are sent home at the beginning, middle and end of year to gather input for

continuous improvement. We have implemented a Student Voice Team where students also provide input for needs throughout the year.

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.

Julius Marks follows the vision and mission of Fayette County School. 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. We also share the same vision and mission at JME, making it a priority to make sure that all students at Julius Marks learn in a safe and loving environment where students will become confident, successful, lifelong learners.

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 Julius Marks, we continue to watch student growth through MAP data and Kentucky Summative Assessments. We will continue to closely monitor our benchmark assessments to increase proficiency and novice reduction. We also have a team of STLP students to the STEM competition finishing top 20 out of 100 projects submitted. We pride ourselves in being a part of the district initiative of Deeper Learning and growing toward student agency and voice with an emphasis on project-based learning.

Additional Information

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

We are proud of our students and the gains we are making. Our students love school and love learning. We continue to build strong family relationships with opportunities to be actively involved in their child's education.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for Schools_09162024_19:32

2024-2025 Phase Two: The Needs Assessment for Schools

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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.

Classroom teachers along with Leadership Team and SBDM have been informed of the data and has reviewed the current state. Teachers meet weekly in professional learning communities, while the Leadership Team and SDBM meet monthly to discuss updates and current needs at Julius Marks. Julius Marks has an active PTA that also supports needs of students and teachers. In each SBDM meeting, school data is reviewed (attendance, behavior, policies). Three times annually, the SBDM reviews benchmark assessments (MAP, District Common Assessments). In October, or after data is released, Council reviews KSA data. All meetings are documented on the SBDM portal, and on the Julius Marks website.

Review of Previous Plan

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

We will continue to focus on increased proficiency and novice reduction at Julius Marks.

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.

Julius Marks experiences an increase in behavior incidents and a decrease in academic performance. We have carefully considering trends and how to mitigate the loss of academic gains. From the beginning of the school year 2024-25, we are well below national average for our of school suspensions and slightly above national average for in school suspensions. Academic growth continues to be the most significant area for improvement.

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.

Julius Marks will continue to focus on KCWP2: Design and Deliver Instruction. At Julius Marks, currently according to Kentucky Summative, in reading 37% of students were proficient or above. Kentucky Summative reports that 33% of all students were proficient or above in math. Science 21% , Social Studies 21%, Writing: 43%. Overall score was 45.2 putting us in the orange category.

Reading: Novice- 35%, Apprentice- 28%, Proficient-26%, Distinguished- 11%

Math: Novice-39%, Apprentice- 29%, Proficient-24%, Distinguished- 9%

Science: Novice-22%, Apprentice-61%, Proficient-16%, Distinguished- 1%

Social Studies: Novice- 44%, Apprentice- 35%, Proficient-11%, Distinguished-10%

Writing: Writing- 24%, Apprentice- 33%, Proficient- 25%, Distinguished 18%

Indicator

Reading & Math- Status: 51.6 Change -5.2

SC, SS, CW: Status 51 Change: -11.4

English Learners Progress Status: 73.8 Change: -15.5

Quality of School Climate/Safety: Status- 72.4 Change: -3.1

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 Summative for gap learners.

Julius Marks will continue to focus on KCWP1: Design and Deploy standards, KCWP2: Design and Deliver Instruction and also KCWP3: Design and Deliver

Assessment. We will continue to improve proficiency in Reading and Math and also focus on gap groups with increased proficiency and novice reduction.

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.

We are continuing to grow academically at Julius Marks. Julius Marks will continue to focus on KCWP 1, 2, and 3. JME will work to increase math proficiency from 33% in 2023-24 to 43% P&D in 2024-25. We will also work to increase our proficiency and distinguished from 37% in 2022-23 to 47% in 2024-25. We will continue to focus on closing the gaps for our African American, Special Education and Economically Disadvantaged students through the work of co-teaching and strengthen our PLC processes with data driven instruction.

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



Julius Marks CSIP 2022-2025 Plan

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.

Attached is the long range plan for Julius Marks Elementary.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Julius Marks 5 year plan	Attached is the goal and 5 year plan ending in 2025 for Julius Marks	.
 Julius Marks CSIP 2022-2025 Plan		• 7
 Julius Marks CSIP 5 year Plan		.



2024-2025 Phase Two: School Assurances_09162024_19:31

2024-2025 Phase Two: School Assurances

Julius Marks Elementary School
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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

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

☐ Yes

☐ No

☒ **N/A**

COMMENTS

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

☐ Yes

☐ No

☒ **N/A**

COMMENTS



Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_09282023_12:03

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

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

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

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

Annual Professional Development Plan:

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

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

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

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

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

1. What is the school's mission?

The mission of Julius Marks Elementary is to create a safe and collaborative learning community where students feel loved, confident and life-long learners. This mission statement is a collaborative effort with the entire staff.

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

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

We have made tremendous growth at Julius Marks and will continue to focus on growth with our African American students and our students with special needs.

We are focusing our professional development on co-teaching, and Thinking Maps for visual learning. This will benefit all students at JME: special education, English Language Learners and African American students. We will continue to build strong Tier 1 instruction and student engagement.

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

By focusing on co-teaching and Teacher Clariy, Julius Marks will increase reading and math proficiency. In our current professional development plan, our priorities align with our school goals. This is a continuation of the professional development plan that is currently in place.

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

Julius Marks Elementary is committed to provide strong tiered instruction. We are focusing on standards based instruction for tier 1 and tier 2. With our focus on tiered instruction, we will increase annually by 7% growth on summative assessments and have 70% of our students meet their annual years growth goal on benchmark assessments. At JME, we will continue to build tiered instruction through Thinking Maps and co-teaching strategies.

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

The intended results are to continue to grow academically for students with common academic language, co-teaching strategies, Thinking Maps graphic organizers and structured engagement practices.

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

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

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

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

Data will be collected through regular formative and summative assessments, benchmark assessments given 3 times annually and summative year end assessments. Classroom teachers, curriculum and instructional coaches, and the administrative team will be responsible for monitoring student growth during weekly PLC, monthly monitoring meetings and monthly MTSS meetings.

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

Please describe in detail.

Indicators of success will be that 70% of students at Julius Marks will meet their annual growth goal based on spring to spring data collection and students in grades 3-5 will increase end of year summative assessments by 7% in reading, math and writing.

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

All certified teachers at Julius Marks will be the targeted audience for the professional development plan.

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

Specific resources include Teacher Clarity and Co-Teaching book study with district support throughout the year. Title 1 funds will be used to support expenses for the 2023-24 school year.

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as

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

Julius Marks Elementary will use weekly PLC meetings, weekly staff meeting and bi-monthly Monitoring and MTSS meetings to track data for student growth. We added a Curriculum Coach for support in the classroom and implementation of expectations with fidelity.

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

The second focus area for Julius Marks is to increase proficiency with rigorous instruction using co-teaching methods to support English Language learners and our students with special needs and African American students.

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

The intended results for increasing proficiency through co-teaching models will focus on our gap groups with the greatest support of our socioeconomically disadvantaged, African American, English Language learners and students with special needs.

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

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

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

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

Data will be collected through regular formative and summative assessments, benchmark assessments given 3 times annually and summative year end assessments. Classroom teachers, curriculum and instructional coaches, and the administrative team will be responsible for monitoring student growth during weekly PLC, monthly monitoring meetings and monthly MTSS meetings.

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

Please describe in detail.

Teachers, administrators and coaches will monitor baseline, middle and end of year benchmarks for growth with the goal to increase summative assessment by 7% annually.

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

All certified teachers at Julius Marks will be the targeted audience for the professional development plan.

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

Specific resources include Teacher Clarity and Co-Teaching book study with district support throughout the year. Title 1 funds will be used to support expenses for the 2024-25 school year.



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

Julius Marks Elementary will use weekly PLC meetings, weekly staff meeting and bi-monthly Monitoring and MTSS meetings to track data for student growth. We added a Curriculum Coach for support in the classroom and implementation of expectations with fidelity.

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>JME CSIP 2024-25 Planning Document</u>	Professional Learning Plan for Julius Marks Elementary	.
 Julius Marks Professional Learning Plan 2024025	Attached is the professional learning plan for JME for the 2024-25 year.	.



FCPS Office of Human Resources
Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations
2024-2025

School: Julius Marks Elementary

PL Representative: Jennifer F. Spencer

	Work Calendar Date	Total PL Hours	Funding Source	Brief Description of Planned PL Activity	Comprehensive School Improvement Plan (CSIP) Objective	District Strategic Priority Alignment	Comprehensive District Improvement Plan (CDIP) Focus Area
PL Day #1	Aug 5, 2024	6	School Funded	Best Practice Sessions-personalized to needs and experience of individual teachers			
PL Day #2	Aug 6, 2024	6	District Funded	FCPS Convocation			
PL Day #3	Aug 7, 2024	6	School Funded	Staff Orientation			
PL Day #4	Aug 8, 2024	6	District Funded	Professional Learning Institutes			
PL Day #5	Aug 13, 2024	6	School FUnded	Teacher Clarity overview and Co-Teaching review/lesson planning checklist			
PL Day #6	Jan 6, 2025	6	School Funded	Data Analysis and MOY Checkpoint			
Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.							
Additional PL Plans							

Additional PL Plans							
Additional PL Plans							
Additional PL Plans							

Principal Approval:

Date Approved by SBDM Council:

KRS 158.070 (3)(a) Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.