

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Reading & Math proficiency, ELL Student Achievement

Needs Assessment: Processes, Practices, or Conditions

[Northern KCWP](#)

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	41.4	-7.2 Significant Decline
State Assessment Results in science, social studies, and writing	38.9	-8.2 Significant Decline
English Learner Progress	65.4	-13.8 Significant Decline
Quality of School Climate and Safety	73.5	-2.0 Maintain

1: State Assessment Results in Reading and Mathematics

By 2028, Northern Elementary will increase reading and math combined status levels to 46.4 as measured by KSA. The current level is 41.4.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Northern Elementary will increase reading proficient and distinguished levels to 42.4 as measured by KSA. The current level is 41.4.	KCWP 2	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level teams for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	KCWP 4	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	bi-weekly by administration	N/A

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

By 2028, Northern Elementary will increase science, social studies, and combined writing status levels to 52.1 as measured by KSA. The current level is 47.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Northern Elementary will increase Science, Social Studies, and Combined Writing status levels to 48.1 as measured by KSA. Current level is 47.1.	KCWP 2	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade-level team leaders for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	KCWP 4	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative Assessment data	bi-weekly by administration	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Northern Elementary will decrease Novice in Reading to 35% and Math to 45% ; Science to 22% ; Social Studies to 50% ; Combined Writing to 20% as measured by KSA.	KCWP 5	Develop and implement a system for monitoring and providing feedback to students regarding the use of allowable accommodations during formative assessments. Ex. utilizing headphones and tools for having questions or passages re-read instead of rushing through and not utilizing accommodations..	Formative assessment data, qualitative observation data, IEP goal progress	bi-weekly by administration	N/A
	KCWP 5	Implement and refine systems for data analysis multi-tiered systems of support (MTSS) for academics, behavior, and attendance.	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	bi-weekly by administration	N/A

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Northern Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	KCWP 1, 2, 3 & 6	Implement and sustain systems for analyzing student data and determining instructional support plans for students in underperforming groups.	PLC agenda, individual data meeting notes, data dashboard	bi-weekly by administration	N/A
		Provide training to teachers and support staff on diversity, equity and inclusion to develop a common language/framework to be integrated in the curriculum planning, review and feedback process and included in the PLC process.	UBSE Lead, UBSE Committee, lesson plans, classroom observations, walk through data.	bi-weekly by administration	N/A

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Northern Elementary will increase the quality of school climate and safety status to 77.5 as measured by KSA. Current level is 75.5.	KCWP 5 & 6	Develop and implement ongoing professional learning for teachers and staff in the area of Culturally Responsive Teaching and Learning (CRTL) and Trauma Informed Care practices.	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	bi-weekly by administration	N/A
		Continue to learn, develop, and improve design and implementation of multi-tiered systems of support (MTSS) for academics and behavior	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	bi-weekly by administration	N/A

6: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, Northern Elementary will increase the percentage of families who are attending schoolwide events by 10%. Currently, our attendance is 22%.	KCWP 6	Develop & Implement and annual school calendar that is published in August with all major school event dates and details to allow families to plan ahead.	Attendance taken at each school event.	Monthly FACE team meetings, Title 1 planning meeting agendas,	
		Coordinate with district FACE team and translators to have on site translators, headsets and equipment for translation on site, and utilize HeyGEN software to publish and send multi-lingual videos to families via social media.	Family survey completed in the fall and spring semester about their feelings of inclusion and comfortability at Northern Elementary	Monthly FACE team meetings, survey data	



2024-2025 Phase One: Executive Summary for
Schools_09202024_14:07

2024-2025 Phase One: Executive Summary for Schools

Northern Elementary School

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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?

Northern Elementary is a school of approximately 450 students in grades preschool to 5th grade. We are located in an urban environment close to a major thoroughfare in Lexington, KY that is primarily retail shops, restaurants, and neighborhoods. Northern students collectively represent around 20 countries around the world. Many students from these countries are classified as refugees. Of our student population, 33% of students are African American, 38% of students are Hispanic, and 21% are Caucasian. Over 50% of our students are English Language Learners. Our school and community face many challenges related to poverty, transportation, and mental health. Around 87% of our students qualify for free or reduced lunch prices. As a result, we are partnering with many community resources to provide support for families with shelter, food, and transportation. Northern Elementary is one of two Fayette County Public Schools that has been awarded the Kentucky Community Schools Initiative grant. Additionally, Northern is a Driving Possibilities grant recipient and is working with Toyota Manufacturing to embed STEM across all content areas and provide students with project-based learning opportunities. We work intentionally to increase parent communication and involvement so that all of our families are aware of what their children are learning and participating in at school.

School Stakeholders

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

School administration, SBDM, teacher leaders, and content specialists will be the instruction-focused stakeholder group. Northern will ensure that all stakeholders have a voice in the planning and implementation of the improvement planning process by scheduling "Open Spaces" meetings each quarter and collaborating with the district FACE team.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Our Mission, We exist to guarantee: 1. A safe, positive, learning environment. 2. Use of a data-driven, continuous improvement model. 3. A collaborative commitment and positive work culture.

Our Vision ALL STUDENTS: 1. Will achieve proficiency in Reading/Writing/Math by the end of 2nd grade. 2. Will demonstrate safe, respectful, responsible behavior. 3. Will master grade-level standards each year.

Our Core Values: High Expectations for ALL students and staff Support for ALL students and staff Safe, and a positive environment for ALL students and staff.

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.

In 2019-2020 we reached Gold Status for PBIS which represents the highest level of fidelity and have maintained that ranking ever since. We have also implemented school Professional Development that supports focus and targeted support for identified students with varying learning needs. Northern Elementary staff works with a district support staff to help strengthen instruction and ensure academic and behavioral growth in students.

Northern Elementary is one of two Fayette County Public Schools that has been awarded the Kentucky Community Schools Initiative grant. Additionally, Northern is a Driving Possibilities grant recipient and is working with Toyota Manufacturing to embed STEM across all content areas and provide students with project-based learning opportunities.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
Schools_11062024_11:53

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.

Data analysis occurs in a variety of meeting structures including admin/coaches, monthly MTSS meetings, weekly PLCs with grade-level teacher teams, and the SBDM council. KSA data from the previous year, Fall MAP data, and both summative and formative assessments are all used for data triangulation to identify growth areas and to create strategic improvement plans.

Review of Previous Plan

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

The current CSIP was developed during the 2022-2023 school year with annual revisions occurring to monitor progress and alignment towards stated goals. The implementation of the previous year's plan was not successful as the school went

from "Yellow" to "Red" as measured on the KSA assessment results for the 23-24 school year. The percentage of Novice and Apprentice students increased and the growth measured by EL students fell from 103% to % (over 50% of our school are EL learners).

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.

Northern Elementary saw a decrease in the percentage of proficient/distinguished students in all academic areas when comparing the 22-23 school year to the 23-24.

Reading & Math decreased from 61.3% to 34.2%

Science, Social Studies, & Writing decreased from 54.0% to 30.7%

EL Progress from 103.4% to 51.6%

School Climate & Safety from 78% to 71%

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.

Northern Elementary is categorized as a "Red" school as indicated by KDE. Reading & Math combined scores for grades 3-5 indicate 34.2% are proficient/distinguished. Science, Social Studies, & Writing have a proficient/distinguished score of 30.7%. Our EL progress is currently at 51/6% and our school climate & safety scores are at 71%.

Professional Learning and Staff/Leadership relationships had the most significant decreases as measured on the Impact KY survey results.

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.

Reading & Math proficiency for grades 3-5 is measuring at 34%. According to Fall MAP, 24% of students are on grade level in reading (3-5) and 22% (3-5) are on grade level in mathematics.

Our district adopted two new curricula this year (reading & math) and we are designating a significant amount of planning time to strengthen Tier 1 instruction in all grades.

Continuing to work on strengthening MTSS process and integrating academic and behavior systems for clear and concise data and progress monitoring of the whole child.

Our EL students declined significantly in the last school year while our EL enrollment has increased. We have 200 EL students currently enrolled in grades K-5. We are staffed with 3.4 EL teachers and have created strategic scheduling and support plans to address closing the achievement gap for our EL students.

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.

Northern Elementary has had a significant amount of administrative turnover in the last 24 months. As of the 24-25 school year, the new leadership team is working to establish both academic and behavior systems for data-driven instruction, coaching and feedback cycles, and improving Tier 1 instructional strategies used across the building.

Additionally, a PLC structure has been implemented for weekly PLCs in both reading and mathematics. An instructional coach has been assigned by the district and Northern Elementary was also awarded an MAF grant, allowing for a leadership team of 4 to support staff with designated caseloads and coaching cycles.

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

 KCWP

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 & Deliver Instruction

KCWP 3: Design & Deliver Assessment Literacy

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP		• 7



2024-2025 Phase Two: School Assurances_10312024_18:58

2024-2025 Phase Two: School Assurances

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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_05012024_11:34

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

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

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

Annual Professional Development Plan:

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

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

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

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

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

1. What is the school's mission?

We exist to guarantee:

- **A safe, positive learning environment;**
- **Use of a data-driven, continuous improvement model;**
- **A collaborative commitment and positive work culture;**
- **A standards-based, viable curriculum.**

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

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

Focus Area 1 PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning) Focus Area 2 Assessment: All schools will develop a balanced assessment system.

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

With our focus on PLCs and a balanced assessment system, we will increase student achievement in all content areas. We will continue to use the PLC process to ensure regularly scheduled curriculum meetings to review the alignment between standards, learning intentions, and assessment measures.

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

Short-Term Changes: 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 the 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 to plan and implement student learning as well as their own professional learning leveraging collective efficacy.

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

By 2025, Northern Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA.

By 2025, Northern Elementary will increase Math proficient and distinguished level to 55% as measured by KSA.

By 2025, Northern Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. .

By 2025, Northern Elementary will increase Social Studies proficient and distinguished level to 60 % as measured by KSA.

By 2025, Northern Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA.

By 2025, Northern Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

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.
- Educators believe they must work collaboratively and take collective responsibility for the success of all students.
- 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 improve student learning.

Educator Practices:

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

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

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

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

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

What data will be considered and gathered?

- Student achievement data, as measured by MAP, Text Levels, common formative and summative as
- PLC agendas and minutes
- Instructional walkthrough data

Who is responsible for gathering data?

- Teachers
- Administrators

How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing

- Common formative and summative assessments - as part of every unit
- KSA - Fall 2024
- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

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

Please describe in detail.

Clarifying What Students Must Learn

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

Monitoring Each Student's Learning

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

Turning Data Into Information

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

Providing Students with Systematic Interventions and Extensions

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

Interventions

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

Extensions

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend learning.
- The PLC team consistently implements a system to share one promising instructional strategy for promoting higher-order thinking.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential skill.
- The PLC team consistently implements a system to develop additional assessment to measure progress.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering instruction.

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

All School Leaders and Teachers

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

Staff: principals, assistant principals, teachers

Funding: Title II

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

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

Professional Learning Support from Vendors: N/A

Release Time: N/A

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

1. Principal, Assistant Principal and teachers will develop tools to expand opportunities for students to m

1. Principal and Assistant Principal will work to provide professional learning on processes to integrate li

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

Short-Term Changes:

- Teachers and school administrators develop an understanding of district common unit assessments a
- Teachers and school administrators develop an understanding of student learning throughout the year
- Teachers and school administrators develop an understanding of the Assessment Guidance Document

Long-Term Changes:

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

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

Student Outcomes:

By 2025, Northern Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA.

By 2025, Northern Elementary will increase Math proficient and distinguished level to 55% as measured by KSA.

By 2025, Northern Elementary will increase Science proficient and distinguished level to 45% as measured by KSA.

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By 2025, Northern Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA.

By 2025, Northern Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

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 effective instruction.

Educator Practices:

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

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

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

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

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

What data will be considered and gathered?

- Student achievement data, as measured by MAP, Text Levels, common formative and summative assessments
- PLC agendas and minutes
- Instructional walkthrough data

Who is responsible for gathering data?

- Teachers
- Administrators

How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing
- Common formative and summative assessments - as part of every unit
- KSA - Fall 2024
- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

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

Please describe in detail.

At Tier 1, a balanced assessment system is used to make decisions at the 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
- 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 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.

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

Principal, Assistant Principal, Teachers

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

Staff: principals, assistant principals, teachers

Funding: Title II, District Assessment

Technology: ADAM, ROIS, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: Assessment Guidance Document

Professional Learning Support from Vendors: N/A

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

We will receive support from the district office on the development, implementation and monitoring of formative and summative assessments. Our principal, assistant principal and instructional coach will support teachers in this work.

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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