

Comprehensive School Improvement Plan (CSIP)

Sandersville CSIP 2022-2025

Needs Assessment: Priorities

Overall Reading and Math P/D not growing: Within in 1% of each year.

Consistent drop in overall indicator score for the last three testing cycles. (75.8, 73.1,70)

African American students consistently drop in each accountability area.

Needs Assessment: Processes, Practices, or Conditions

PLC Model that focuses on Dufour Big 4 Questions and the PLC Model. Student work is analyzed each week.

Continued focus on Tier 2 instructional time to accelerate growth.

Weekly PLC meetings with administrators, grade-level general education teachers, EL team representatives, and SPED team representatives to analyze and review current instruction and data analysis. The PLC focuses on student work. Watchlists have been created for the following groups: Students who dropped a level, students who are ready to move up a level, SPED students, and EL, specifically African Americans. Our PLC will create a rotation of student work.

Collaboration with Administrators and STEM Lab to create a more aligned inquiry-based instructional process.

Implementing of evidence-based practices through Visible Learning. Monitoring occurs through Walkthroughs. The next steps are formed by the SEE Committee.

-Mathematical focus on the Concrete Abstract Instructional Process.

Strong vocabulary structures, EL co-teaching models, and SPED co-teaching models to improve scores to gap groups.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	72.5 (High)	-2.1 (Decline)
State Assessment Results in science, social studies, and writing	71.3 (High)	-2.8 (Decline)
English Learner Progress	72.8 (Very High)	.3 (Increase)
Quality of School Climate and Safety	77.5 (High)	-1.4 (Maintain)
Postsecondary Readiness - <i>High School only</i>	N/A	N/A
Graduation Rate - <i>High School only</i>	N/A	N/A

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
State Assessment Results in Reading <ul style="list-style-type: none"> By 2027, Sandersville will increase reading proficiency and distinguished level to 63%, as measured by KSA. The current level is 58%. 	Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.	Staff Learning <ul style="list-style-type: none"> Teacher Clarity SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. Implement Evidence based practices that will accelerate learning for our students. (The Reading Strategies 	Reaching the targeted percent one or more	Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data Benchmark Assessments (FCPS)	*Title 1 funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<p>Book 2.0)</p> <ul style="list-style-type: none"> • The instructional committee is reworking the common expectations of teaching for whole group and small group reading. • Professional Learning around CRTL/Multilingual Learners. “Kids come in all Languages” • Inquiry-Based Learning Professional Development • MAP Reading Fluency Progress Monitoring for Tier 2 <p>Resources</p> <ul style="list-style-type: none"> • Literacy Footprints Leveled Texts • IXL • Benchmark Education • NSGRA • Rime Magic • District Frameworks • MAP Reading Fluency <p>Systems and Structures</p> <ul style="list-style-type: none"> • Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. • PLCs implementing Plan, 		<p>Unit Assessments (Sandersville)</p> <p>NSGRA Text Level Assessments.</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>Do, Study, Act Model/PLC + Planning through backwards design</p> <ul style="list-style-type: none"> • Collaboration time with teachers and interventionists • Standards-based grading • Small group reading and math blocks in master schedule for each grade • MTSS meets the needs of students at each tier through data based decision-making, research based practices, progress monitoring, and communication to all stakeholders. • SEE Committee Meeting for efficient instructional communication. • Sandersville Visible Learning Reading Unit Frameworks 			
<p>State Assessment Results in Math</p> <ul style="list-style-type: none"> • By 2027, Sandersville will increase Math proficient and distinguished level to 55% as measured by KSA. The current level is 50%. 	<p>Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic</p>	<p>Staff Learning</p> <ul style="list-style-type: none"> • SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. • Professional Learning around new curriculum and instructional priority. (Concrete to Abstract Instructional process) • Implement Evidence based practices that will accelerate learning for our students. 		<p>Winter 2025 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2025 MAP Data (School level, grade level, subpopulations)</p> <p>2024-2025 KSA Data</p> <p>Benchmark Assessments (FCPS)</p> <p>Unit Assessments (Sandersville)</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>and behavioral instruction.</p> <p>Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<ul style="list-style-type: none"> ● Teacher Clarity ● PLC+ Playbook and Share out ● School Wide Math Problem Solving Strategy ● Instructional Committee reworking Common Expectations of teaching Whole Group Math and Small Group Math. <p>Resources</p> <ul style="list-style-type: none"> ● School-wide math problem-solving method ● IXL ● iReady ● Sandersville Visible Learning Math Unit Frameworks <p>Systems and Structures</p> <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design ● Collaboration time with teachers and interventionists ● Standards based grading ● Small group reading and math blocks in master 		<p>NSGRA Text Level AssessmentsVMR diagnostic screener</p> <p>FAST Automaticity</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		schedule for each grade <ul style="list-style-type: none"> • MTSS to meet the needs of students at each tier through data based decision making, research based practices, progress monitoring, and communication to all stakeholders. • SEE Committee Meeting for efficient instructional communication. • Sandersville Visible Learning Math Unit Frameworks 			

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
State Assessment Results in Science <ul style="list-style-type: none"> • By 2027, Sandersville will increase Science proficient and distinguished level to 35% as measured by KSA. The current level is 28%. 	Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.	Staff Learning <ul style="list-style-type: none"> • Teacher Clarity • SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. • Implement Evidence based practices that will accelerate learning for our students. 		Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data	*Title 1 funds for book study and Literacy Footprints

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Key .Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p>	<p>(The Reading Strategies Book 2.0)</p> <ul style="list-style-type: none"> ● Instructional Committee reworking Common Expectations of teaching. ● Professional Learning around CRTL/Multilingual Learners. “Kids come in all Languages” ● Inquiry-Based Learning Professional Development <p>Resources</p> <ul style="list-style-type: none"> ● Amplify ● DBQ ● IXL <p>Systems and Structures</p> <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● KSA released item review and data analysis ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design ● Standards based grading ● MTSS to meet the needs of students at each tier through 		<p>Benchmark Assessments (FCPS)</p> <p>Unit Assessments (Sandersville)</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>data based decision making, research based practices, and communication to all stakeholders.</p> <ul style="list-style-type: none"> SEE Committee Meeting for efficient instructional communication 			
<p>State Assessment Results in Social Studies</p> <ul style="list-style-type: none"> By 2027, Sandersville will increase Social Studies proficient and distinguished level to 60% as measured by KSA. The current level is 54%. 	<p>Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>Key .Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or</p>	<p>Staff Learning</p> <ul style="list-style-type: none"> Teacher Clarity SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. Implement Evidence based practices that will accelerate learning for our students. (The Reading Strategies Book 2.0) Instructional Committee reworking Common Expectations of teaching. Professional Learning around CRTL/Multilingual Learners. “Kids come in all Languages” Inquiry-Based Learning 		<p>Winter 2025 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2025 MAP Data (School level, grade level, subpopulations)</p> <p>2024-2025 KSA Data</p> <p>Benchmark Assessments (FCPS)</p> <p>Unit Assessments (Sandersville)</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	strategies with fidelity is essential for both academic and behavioral instruction	Professional Development Resources <ul style="list-style-type: none"> ● DBQ ● SAVVAS Social Studies Systems and Structures <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● KSA released item review and data analysis ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design ● Collaboration time with teachers and interventionists ● EL and Interventionist Push-in support ● Standards-based grading ● MTSS to meet the needs of students at each tier through data-based decision-making, research-based practices, and communication to all stakeholders. ● SEE Committee Meeting for efficient instructional communication 			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>State Assessment Results in Combined Writing</p> <ul style="list-style-type: none"> By 2027, Sandersville will increase Combined Writing proficient and distinguished level to 63% as measured by KSA. Current level is 57% 	<ol style="list-style-type: none"> Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Key .Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, 	<p>Staff Learning</p> <ul style="list-style-type: none"> Teacher District Work Release day. <p>Resources</p> <ul style="list-style-type: none"> Literacy Footprints Leveled Texts IXL Benchmark Education NSGRA Rime Magic District Frameworks <p>Systems and Structures</p> <ul style="list-style-type: none"> Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. KSA released item review and data analysis PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backward Collaboration time with teachers and interventionists EL and Interventionist Push-in support Standards based grading MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. SEE Committee Meeting for efficient instructional 		<p>Winter 2025 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2025 MAP Data (School level, grade level, subpopulations)</p> <p>2024-2025 KSA Data</p> <p>Benchmark Assessments (FCPS)</p> <p>Unit Assessments (Sandersville)</p>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction	communication			

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2027, Sandersville will increase African American Proficiency in Reading to 50%. Current level is 45%</p> <p>By 2027, Sandersville will increase Hispanic Proficiency in Math to 45%. The current level is 38%.</p>	<p>Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of</p>	<p>Staff Learning</p> <ul style="list-style-type: none"> • Teacher Clarity • SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. • Implement Evidence based practices that will accelerate learning for our students. (The Reading Strategies Book 2.0) • Instructional Committee reworking Common Expectations of teaching. • Professional Learning around CRTL/Multilingual Learners. "Kids come in all Languages/" 		<p>Winter 2025 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2025 MAP Data (School level, grade level, subpopulations)</p> <p>2024-2025 KSA Data</p> <p>Benchmark Assessments (FCPS)</p> <p>Unit Assessments (Sandersville)</p>	*Title 1 funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p>	<ul style="list-style-type: none"> ● Inquiry-Based Learning Professional Development ● MAP Reading Fluency ● EL PD with Best Practices shared <p>Resources</p> <ul style="list-style-type: none"> ● Literacy Footprints Leveled Texts ● School wide math problem solving method ● <p>Systems and Structures</p> <ul style="list-style-type: none"> ● Creation and monitoring of subgroups and watchlist ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design ● Collaboration time with teachers and interventionists ● Standards based grading ● Small group reading and math blocks in master schedule for each grade ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment ● Tier 2 time for each grade level in the master schedule ● MTSS to meet the needs of students at each tier through 			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		data based decision making, research based practices, and communication to all stakeholders. <ul style="list-style-type: none"> • Push in Model to reach as many students as possible and protect Tier 1 time 			

4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
English Learner Progress <ul style="list-style-type: none"> • By 2027, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. The current level is 73% 	Key Core Work Process 4 Review, Analyze and Apply Data - Schools and districts must have repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Key Core Work Process 1 Design and Deploy	Staff Learning <ul style="list-style-type: none"> • Teacher Clarity • SEE Committee- profile of a Sandersville Learner and Analyzing Visible Learning outcomes. • Implement Evidence based practices that will accelerate learning for our students. (The Reading Strategies 		Winter 2025 MAP Data (School level, grade level, subpopulations) Spring 2025 MAP Data (School level, grade level, subpopulations) 2024-2025 KSA Data Benchmark Assessments (FCPS) Unit Assessments (Sandersville)	*Title 1 funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>Standards- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>Key Core Work Process 2 Design and Deliver Instruction - All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p>	<p>Book 2.0)</p> <ul style="list-style-type: none"> ● Instructional Committee reworking Common Expectations of teaching. ● Professional Learning around CRTL/Multilingual Learners. “Kids come in all Languages” ● Inquiry-Based Learning Professional Development ● MAP Reading Fluency <p>Resources</p> <ul style="list-style-type: none"> ● Literacy Footprints Leveled Texts ● School wide math problem solving method <p>Systems and Structures</p> <ul style="list-style-type: none"> ● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment. ● PLCs implementing Plan, Do, Study, Act Model/PLC + Planning through backwards design ● Collaboration time with teachers and interventionists ● Standards based grading ● Small group reading and math blocks in master schedule for each grade ● Intentional planning and 			

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment <ul style="list-style-type: none"> • Tier 2 time for each grade level in the master schedule • MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders. • Push in Model to reach as many students as possible and protect Tier 1 time. 			

5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Quality of School Climate and Safety	Key Core Work Process 6 Establish Learning Culture and Environment- The				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<ul style="list-style-type: none"> By 2027, Sandersville will increase the quality of the school climate and safety index to 81 as measured by KSA. The current level is 76.1. 	<p>environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and that their needs will be equitably met academically, socially, emotionally, and physically. Schools must ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.</p>	<ul style="list-style-type: none"> Schoolwide SEL curriculum (CSC) Schoolwide Guidelines for Success Wellness Policy to promote healthy lifestyles Family Fitness Night Opportunities for daily recess and movement breaks PBIS behavior incentives Full-time, school funded, positions for non-tested areas including art, library, technology, STEM, PE, music Part time positions for band and orchestra opportunities Cultural celebrations and highlights in coordination with FCPS DEIB and the Sandersville Social Committee EL Connection night at increasing parent engagement and increasing student achievement. Resource officer to support in emotional standards to students safety 		2024-2025 KSA Data	*Title 1 funds

6: Postsecondary Readiness

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2027 increase the number of parents at parent involvement events by implementing our FACE action plan.	Continue to implement and monitor the strategies developed in the plan	-Collaborate with the school team and FACE Lead to develop a focus for the current school year.	-Family Survey -Participation of Staff and Families	-Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	-Title I -General
		Execute the expectations established on the FACE action plan.	-Analyze pre and post-action plan data -Participate data of staff and families	Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	-Title I -General
		-Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	-Participation of Staff -Staff Learning Feedback form	FACE Department will monitor the professional learning request form, and staff learning feedback form	-Title I -General

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"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input checked="" type="checkbox"/>



2024-2025 Phase One: Executive Summary for
Schools_09232024_14:24

2024-2025 Phase One: Executive Summary for Schools

Sandersville Elementary
Matt Noblin
3025 Sandersville Rd
Lexington, Kentucky, 40515
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?

Sandersville has 763 K through 5th grade students with an additional 29 preschoolers split between morning and afternoon sessions.. The school sits in the middle of Masterson Station in Lexington, KY. Demographic information includes 34.5% White, 33.2% Black, 14% Hispanic, 10.1% Asian. Sandersville has had an increase in its EL population in recent years. Sandersville regained Title 1 status for the 2023-2024 school year.

School Stakeholders

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

Sandersville's stakeholders are families and guardians, school staff, social service providers, and law enforcement officers. Sandersville ensures stakeholder involvement and engagement by PTA, Neighborhood Walk, Grief Group, Multicultural Night, Parent Teacher Conferences, Gifted and Talented\Primary Talent Pool Information Night, Musical Showcases, and an EL Night.

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.

Sandersville Elementary is dedicated to the academic, emotional and social success of every student while promoting a physically healthy lifestyle. The school believes that arts education is a fundamental part of a well-rounded school experience. Every student has a chance to perform in a music showcase and have their artwork displayed on a regular basis. The school believes strongly in providing extra-curricular opportunities to focus on individual students' needs and offers programs and clubs such as Sharks on Stage, FCPS Elementary League Basketball, Dance/Cheerleading Team, Battle of the Books Team, Track Team, Cross Country Team, Sharkcast Podcast Club, Girls who Game, PickleBall, STLP, Academic Team, and a Students Helping Students Team. Finally, the school achieves its purpose by implementing a strong PBIS structure and promoting the guidelines for success which include being Self-Sufficient, Hard Working, A+ Attitude, Responsible, Kind, and Successful (SHARKS).

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.

Under the most recent accountability model (2022-2023 school year), Sandersville was labeled a green school. The staff and students earned High indicators in the areas of proficiency, separate academic indicators, and growth. Before the most recent model, Sandersville had been rated a Four Star school, and prior to that a Distinguished school for three consecutive years. Our increasing EL population has received high levels of growth on the annual ACCESS test.

Our work is going to continue to work on ensuring that in all subgroups we continue to reduce novice counts and increase proficiency.

Additional Information

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

N/A

Attachment Summary

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

Sandersville Elementary
Matt Noblin
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

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2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

Each grade level had a release day and one PLC to Review KSA and MAP data. One meeting focused on growth from the previous year, while the second meeting focused on current students and how to meet their needs best. During our October staff meeting, KSA data was broken down by achievement, growth, and some populations. Additionally, the KSA data from 22-23 and 23-24 were reviewed during the October SBDM monthly meeting. Minutes are documented through a Google Doc and shared in a Google Drive, as well as at SBDM. Minutes are also shared with all staff via email.

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 KSA data from 22-23 and 23-24 were reviewed during the October monthly SBDM and Staff Meeting. Minutes are documented through a Google Doc and shared in a Google Drive, as well as at SBDM. They are also shared with all staff via email. The focus on PLC and small group reading will continue for this year. We are continuing to try to reach the 2025 goals.

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.

- 16% increase in E/M from 22-23/24-25

- a. 2% Point Increase in ODW from 22-23/24-25

- b. 2% Point Increase in CW P/D

- Maintain Green Status over
- Combined Writing P/D counts 60%
- Less than 10% Novice in Writing/EM/Combined Writing
- Hispanic Progress Reading, Math, Reading, Writing, Social Studies, and Science (Increase a
- Blue status for EL Progress 72.8
- Green Status for Culture and Climate 76.1
- In reading and math, we hold steady with proficient and distinguished counts.

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.

Map Current Percentiles: Fall 2024 (Achievement)

Math Overall: 61st Percentile

Kindergarten: 62nd Percentile

1st: 67th Percentile

2nd: 57th Percentile

3rd: 62nd Percentile

4th: 59th Percentile

5th 54th Percentile

Reading Overall: 60th Percentile

Kindergarten: 55th Percentile

1st: 70th Percentile

2nd: 55th Percentile

3rd: 60th Percentile

4th: 64th Percentile

5th 57th Percentile

KSA Reading.Math Status Level: 72.5

KSA Science/SS/Writing Status Level: 71.3

EL Progress: 72.8

Quality of School Climate: 77.5

- GAP between White and African American Students in all accountability areas.

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.

Drop in Science Scores P/D Count: 15%

Overall Reading and Math P/D not growing: Within in 1% of each year.

Consistent drop in overall indicator score for the last three testing cycles. (75.8, 73.1,70)

African American students consistently drop in each accountability area.

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.

Reading and Math Indicator Scores are both listed as High: 72.5

- SS/Science/Writing Indicator Scores listed as High: 71.3

- Overall MAP School Percentiles are listed in the Green (4th Highest Quintile)

- Less than 10% Novice in Writing/EM/Combined Writing
- Hispanic Progress Reading, Math, Reading, Writing, Social Studies, and Science (Increase a
- Blue status for EL Progress 72.8
- Green Status for Culture and Climate 76.1

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



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.

Strong vocabulary structures, EL co-teaching models, and SPED co-teaching models to improve scores to gap groups.



PLC Model that focuses on Dufours Big 4 Questions and the PLC Model. Student work is analyzed each week.

Continued focus on Tier 2 instructional time to accelerate growth.

- Weekly PLC meetings with administrators, grade-level general education teachers, EL team representatives, and SPED team representatives to analyze and review current instruction and data analysis. The PLC focus on student work. Watchlists have been created for the following groups: Students who dropped a level, students who are ready to move up a level, SPED students, and EL, specifically African Americans. Our PLC will create a rotation of student work.

- Collaboration with Administrators and STEM Lab to create a more aligned inquiry-based instructional process.
- Implementing of evidence-based practices through Visible Learning. Monitoring occurs through Walkthroughs. The next steps are formed by the SEE Committee.
- Mathematical focus on the Concrete Abstract Instructional Process.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KWP		• 7
 Trauma Informed Plan		•



2024-2025 Phase Two: School Assurances_10222024_11:57

2024-2025 Phase Two: School Assurances

Sandersville Elementary
Matt Noblin
3025 Sandersville Rd
Lexington, Kentucky, 40515
United States of America

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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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FCPS Professional Learning Plan 2024-2025
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2023-2024 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Sandersville

District Mission

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

School Mission

The mission of Sandersville Elementary School is to promote the social, emotional, and academic success of every student while encouraging a physically healthy lifestyle.

Focus Area 1 - Utilizing high-quality instructional strategies

Focus Area 2 - Visible Learning

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

- Student Achievement
- Highly Effective and Culturally Responsive Workforce

Describe Strategic Plan Priority Areas: The first focus area is utilizing high-quality instructional strategies in tier 1 and tier 2 settings. The second focus



area is focused on visible learning. These focus areas are based on data, staff feedback, and SEE feedback.

Describe CDIP alignment: Both focus areas relate to the following district CDIP priorities.

The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress

Professional Learning Development Tools

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

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

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

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



Focus Area 1: Utilizing high-quality instructional strategies

Focus Area 1 Objectives

Short-Term Changes:

Teachers and administrators will develop knowledge of utilizing **exemplars** for planning and delivering instruction.

Teachers and administrators will develop knowledge of planning for **small group instruction**, including practice on instructional computer platforms, instructional games or independent practice, and targeted time with the teacher.

Teachers and administrators will develop knowledge of the **concrete-representational-abstract instructional sequence** for math content.

Long-Term Changes:

Teachers believe in the value of exemplars, targeted small group instruction, and the CRA instructional sequence for math.

Focus Area 1 Intended Results

Student Outcomes:

By 2025, Sandersville will increase Reading proficient and distinguished level to 70% as measured by KSA. Current level is 63%.

By 2025, Sandersville will increase Math proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

By 2025, Sandersville will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 41%.

By 2025, Sandersville will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 53%.



By 2025, Sandersville will increase Combined Writing proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

By 2025, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.

Educator Beliefs:

Educators believe all students can achieve at high levels with access to exemplars, high quality small group instruction, and a strong conceptual understanding of math content.

Educator Practices:

Educators will write and utilize exemplars in their instruction.

Educators will plan small group instruction that includes 1. Time with a teacher 2. Instructional Games/ Independent Practice 3. Independent Practice on digital platforms

Educators will start all new math content with concrete manipulatives before introducing representational models and finally moving onto abstract mathematical concepts.

Focus Area 1 Monitoring

What data will be considered and gathered? Universal screening data, progress monitoring data, classroom unit assessments, walkthrough data, subgroup data

Who is responsible for gathering data? Teachers, school administrators

How frequently will it be analyzed? Weekly (PLCs), Monthly (DLM, Principal cadres, AP meetings, IDL meetings)

Focus Area 1 Indicators of Success

Instruction simultaneously supports and challenges all students. Students are provided with exemplars to measure their own progress towards the learning goals. Students will have the opportunity, on a daily basis, to work in a small group with a teacher on targeted skills. Students will also have the opportunity to master the content through multiple exposures including



through games, practice on the computer, and independent practice. New math content will be introduced to students through concrete manipulatives. When appropriate, teachers will introduce representational models so that students can connect

Focus Area 1 Targeted Audience

Sandersville teachers and administrators

Focus Area 1 Resources

Staff: district specialists, administrators, teachers

Funds: Title II

Technology: Navigator, WIDA, FCPS Professional Learning Website, PLC shared drives, ADAM

Instructional Resources: MTSS Guidance Document, District-developed Unit Frameworks, Wonders, Investigations, Envisions, Savaas, Amplify, IXL

Professional Learning Supports from Vendors: N/A

Release Time: N/A

Focus Area 1 Ongoing Supports for Implementation

High quality curriculum and instructional resources, PLCs, planning time, administrators and school interventionists

Focus Area 2: Visible Learning

Focus Area 2 Objectives

Teachers and administrators will develop an understanding of visible learning and the research that supports it.



Teachers and administrators believe in the positive effects visible learning will have on our student achievement and work to implement a VL model.

Focus Area 2 Intended Results

Student Outcomes:

By 2025, Sandersville will increase Reading proficient and distinguished level to 70% as measured by KSA. Current level is 63%.

By 2025, Sandersville will increase Math proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

By 2025, Sandersville will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 41%.

By 2025, Sandersville will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 53%.

By 2025, Sandersville will increase Combined Writing proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

By 2025, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.

Educator Beliefs:

Teachers and administrators believe in the positive effects visible learning will have on our student achievement and work to implement a VL model.

Educator Practices:

Teachers would implement a VL model.



Focus Area 2 Monitoring

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?

Focus Area 2 Indicators of Success

What data will be considered and gathered? Universal screening data, progress monitoring data, classroom unit assessments, walkthrough data, subgroup data

Who is responsible for gathering data? Teachers, school administrators

How frequently will it be analyzed? Weekly (PLCs), Monthly (DLM, Principal cadres, AP meetings, IDL meetings)

Focus Area 2 Targeted Audience

Sandersville teachers and administrators

Focus Area 2 Resources

Staff: district specialists, administrators, teachers

Funds: Title II

Technology: Navigator, WIDA, FCPS Professional Learning Website, PLC shared drives, ADAM

Instructional Resources: MTSS Guidance Document, District-developed Unit Frameworks, Wonders, Investigations, Envisions, Savaas, Amplify, IXL

Professional Learning Supports from Vendors: Visible Learning Conference



Release Time: N/A

[Focus Area 2 Ongoing Supports for Implementation](#)

Sandersville Educators for Excellence, PLCs

[Optional Extension](#)