

## Southern Elementary Comprehensive School Improvement Plan (CSIP)

### Needs Assessment: Priorities

We will continue to work toward increasing the number of students scoring on or above grade level in reading and math as reflected in MAP scores. We will also continue to decrease novice scores on KSA in all areas and work to increase the number of students scoring proficient and distinguished in all areas.

**Key Core Work Process 2: Design and Deliver instruction** :

- Establish a **practice** to ensure that students have an opportunity to “unpack” standards.
- Establish a **practice** that ensures planning and implementation of active student engagement strategies.
- Establish a **practice** to strategically select high/yield instructional strategies for lessons

**Key Core Work Process 3: Design and Deliver Assessment Literacy**

- Establish a **practice** to create intentional opportunities for students to receive and offer effective feedback during learning.
- Establish a **practice** of students participating in self - assessments and goal setting to adjust their own learning.

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

#### Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	53.9	0.4
State Assessment Results in science, social studies, and writing	55.9	-0.9
English Learner Progress	67.7	1.4
Quality of School Climate and Safety	73.8	1.4
Postsecondary Readiness - <i>High School only</i>		
Graduation Rate - <i>High School only</i>		

1: State Assessment Results in Reading and Mathematics

By October 2028, Southern Elementary will increase Reading and Math combined status percentage from 53.9 to 58.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Key Core Work Process <b>2</b>: Design and Deliver Instruction</p>	<p>Establish a practice to ensure that students have an opportunity to “unpack” standards</p>	<p>*Review and define content vocabulary within the Learning Intentions and Success criteria before, during and at the end of lessons as <b>created as part of team lesson plans</b></p>	<p>Increase in frequency of specific indicators on the walkthrough data related to student review of Learning Intentions/Standards/Success Criteria</p>	<p>*<b>Walkthrough data</b> specific to Visible Learning indicators, including class review of Academic Vocabulary included in the learning intentions and success criteria. (Ex: Objective Vocabulary cards, etc)</p> <p>*Formative data analysis during PLC to determine need for reteach.</p> <p>*Analysis of Map data to determine needs of students</p> <p>*Weekly/Unit assessments results</p>	<p>Sec. 6 funds Title 1 funds</p>
	<p>Establish a practice that ensures planning and implementation of active student engagement strategies. Establish a practice to strategically select high/yield instructional strategies for lessons</p>	<p>Team lesson plans will include engagement strategies: <b>Active Learning Examples:</b> *Debates and discussions *Frequent OTRs (opportunities to respond) to effective complex questions. *Feedback, peer review, self reflection (metacognition) *Real world application of content. (science/math inquiry, group projects, problem based learning, research, presentation of learning)</p>	<p>Evidence of engagement strategies in team planning documents</p> <p>KSA data</p>	<p>Review of team planning documents during PLC planning meetings.</p>	<p>Sec. 6 funds Title 1 funds</p>

By October 2028, Southern Elementary will increase Reading and Math combined status percentage from 53.9 to 58.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Key Core Work Process <b>2</b>: Design and Deliver Instruction</p>	<p>Establish a practice to ensure that students have an opportunity to “unpack” standards</p>	<p>*Review and define content vocabulary within the Learning Intentions and Success criteria before, during and at the end of lessons as <b>created as part of team lesson plans</b></p>	<p>Increase in frequency of specific indicators on the walkthrough data related to student review of Learning Intentions/Standards/ Success Criteria</p>	<p>*<b>Walkthrough data</b> specific to Visible Learning indicators, including class review of Academic Vocabulary included in the learning intentions and success criteria. (Ex: Objective Vocabulary cards, etc)</p> <p>*Formative data analysis during PLC to determine need for reteach.</p> <p>*Analysis of Map data to determine needs of students</p> <p>*Weekly/Unit assessments results</p>	<p>Sec. 6 funds Title 1 funds</p>
	<p>Establish a practice that ensures planning and implementation of active student engagement strategies. Establish a practice to strategically select high/yield instructional strategies for lessons</p>	<p>Team lesson plans will include engagement strategies: <b>Active Learning Examples:</b> *Debates and discussions *Frequent OTRs (opportunities to respond) to effective complex questions. *Feedback, peer review, self reflection (metacognition) *Real world application of content. (science/math inquiry, group projects, problem based learning, research, presentation of learning)</p>	<p>Evidence of engagement strategies in team planning documents</p> <p>KSA data</p>	<p>Review of team planning documents during PLC planning meetings.</p>	<p>Sec. 6 funds Title 1 funds</p>

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

By October 2028, Southern Elementary will increase the Science, Social Studies and Combined Writing status from 55.9 to 60.9.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	*Use of Exemplars *Student access to grade level expectations	Student data folders that indicate grade level standard and students level (students awareness of where they need to be)	*Student knowledge of formative assessment data  *Student documenting Weekly/Unit assessments results in data folders	Sec. 6 funds  Title 1 funds
Key Core Work Process 3: Design and Deliver Assessment Literacy	Establish a practice to create intentional opportunities for students to receive and offer effective feedback during learning.	*Communication Structures: Ex: turn and talk, Rally Coach, Peer Assessment *Use of Rubrics *Specific feedback from teacher or peer on written responses	Evidence of feedback given reflected in walkthrough data - either directly on written assignments, rubric scoring or teacher/peer conferencing about work product	<b>Walkthrough data</b> specific to student feedback indicators. *Formative data analysis during PLC to determine need for reteach.  *Analysis of MAP data to determine needs of students  *Weekly/Unit assessments results	Sec. 6 funds  Title 1 funds
	Establish a practice of students participating in self-assessments and goal setting to adjust their own learning.	*Student goal setting - Ex: goal setting session with Admin before MAP *Data Folders	Evidence of Student data tracking (Data Folders)	Review of Data Folders	Sec. 6 funds  Title 1 funds

By October 2028, Southern Elementary will increase the Science, Social Studies and Combined Writing status from 55.9 to 60.9.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	

### 3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
By January 2025 <b>African American Students</b> scoring in the 40-60%tile range in math MAP will increase from 22% to 28%	<b>Key Core Work Process 5:</b> <b>Design, Align and Deliver Support</b>	Establish a <b>process</b> to ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts.	<ul style="list-style-type: none"> <li>Prioritize AA students in 3rd, 4th, and 5th grades scoring in the 40-60%tile range for ESS.</li> <li>Prioritize AA students scoring 40-60%tile for Summer Ignite.</li> </ul>	MAP data	*Formative data analysis during PLC to determine need for reteach.  *Analysis of Map data to determine needs of students  *Weekly/Unit assessments results	Sec. 6 funds  Title 1 funds  ESS funds  District title 1 funding (summer programs)
		Establish a <b>practice</b> to create and monitor a “Watch List” for students performing below proficiency. Enact communication protocols for parents/guardians regarding	Review progress of watch list students during PLC data analysis meetings.	MAP data	*Formative data analysis during PLC to determine need for reteach.	Sec. 6 funds  Title 1 funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		placement and progress in intervention support systems.	Create specific information/communication for parents of students below proficiency to support growth.		*Analysis of Map data to determine needs of students  *Weekly/Unit assessments results	
By May 2025 <b>African American Students</b> scoring in the 40 -60%tile range in math MAP will increase from 18% to 23%	<b>Key Core Work Process 5: Design, Align an Deliver Support</b>	Establish a process to ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts.	<ul style="list-style-type: none"> <li>• Prioritize AA students in 3rd, 4th, and 5th grades scoring in the 40-60%tile range for ESS.</li> <li>• Prioritize AA students scoring 40-60%tile for Summer Ignite.</li> </ul>	MAP data	*Formative data analysis during PLC to determine need for reteach.  *Analysis of Map data to determine needs of students  *Weekly/Unit assessments results	Sec. 6 funds  Title 1 funds  ESS funds  District title 1 funding (summer programs)
		Establish a practice to create and monitor a “Watch List” for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Review progress of watch list students during PLC data analysis meetings.  Create specific information/communication for parents of students below proficiency to support growth.	MAP data	*Formative data analysis during PLC to determine need for reteach.  *Analysis of Map data to determine needs of students  *Weekly/Unit assessments results	Sec. 6 funds  Title 1 funds

**4: English Learner Progress**

By April of 2028, 80 % of EL students will grow by at least .5 in their Access composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By April 2028 Southern will maintain at least .5 growth on Access Scores for at least 80% of EL students.	No additional strategies needed: Currently meeting this goal.	Continue successful activities already in place for meeting EL goals.	KSA	checks of Listening, Speaking, Reading and Writing during EL support time	Sec. 6 funds Title 1 funds

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

By October 2028, Southern Elementary will increase the Quality of School Climate and Safety status from

	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase number of students indicating Agreement with survey statement "Students being mean or hurtful to other students is NOT a problem" from 41.3% to 46%	Key Core Work Process 6: Establishing Learning Culture and Environment	Establish a <b>practice</b> to ensure expectations of students are clearly defined and that group norms have been established within the classroom	<ul style="list-style-type: none"> <li>Educate all students about what to expect when a rule is broken.</li> <li>Educate students that fair does not mean "equal"</li> </ul>	KSA Quality of School Climate student survey	PBIS student survey.	Sec. 6 funds Title 1 funds

By October 2028, Southern Elementary will increase the Quality of School Climate and Safety status from

	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase number of students indicating Agreement with survey statement "Students being mean and hurtful to others online is NOT a problem for my school from 53.2% to 58%.	Key Core Work Process 6: Establishing Learning Culture and Environment	Establish a <b>process</b> to ensure culturally responsive behaviors are modeled among faculty, staff, and students.	<ul style="list-style-type: none"> <li>Educate staff on strategies for dealing with difficult students</li> </ul>	KSA Quality of School Climate student survey	PBIS student survey.  Teacher coaching of behavior management when needed.  Walkthrough data.	Sec. 6 funds  Title 1 funds

	Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding





## 8: Family Engagement

By Feb 2028,  
 Southern  
 Elementary School  
 will demonstrate  
 evidence of  
 engaging families  
 through a variety  
 of strategies that  
 enhance the  
 academic and  
 overall wellbeing  
 of our students.

O b j e c t i v e	S t r a t e g y	A c t i v i t i e s	M e a s u r e o f S u c c e s s	P r o g r e s s M o n i t o r i n g	F u n d i n g
B y F e b r u a r y, S o u t h e r n	I m p l e m e n t a t i o n	F A C E c o m m i t t e e w i t h s u p p o r t f r o m t h e	<ul style="list-style-type: none"> <li data-bbox="362 1079 376 1104">•</li> </ul>	P r i n c i p a l, F A C E l e a d a n d F A C E l i a i s o	

<p>With the assistance of the development of the Family and Community Engagement</p>	<p>strategic FA CE liaisons will develop the focus for the year.</p>	<p>• n will monitor FA CE plan through out the year.</p>			
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Pl a n) a n d s h a r e d w i t h s t a f f.						
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			<ul style="list-style-type: none"> <li>the year.</li> </ul>	
	Offer a variety of events, activities and supports for families	<ul style="list-style-type: none"> <li>Principal, FA CE lead and FA CE liaison will monitor FA</li> </ul>		

		es per the FA CE pla n.	<ul style="list-style-type: none"><li>• CE pl an thr ou gh ou t th e ye ar.</li></ul>		
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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding





2024-2025 Phase One: Executive Summary for  
Schools\_10022024\_21:30

2024-2025 Phase One: Executive Summary for Schools

**Southern Elementary School**

**Brandy Holley**

340 Wilson Downing Rd  
Lexington, Kentucky, 40517  
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?

Southern Elementary is a suburban school with 467 students not including our Preschool classrooms. The school turns 52 years old this year and many generations have come and gone through its doors. It is a neighborhood school that serves nearly 70% low income student population. For the last several years Southern has been a low performing school with somewhat of a transient population. We have outstanding family involvement as evidenced by the numbers of families that come to our monthly Title I Family Nights. The Southern PTA is incredibly supportive of our schools initiatives and provides funding when available. Southern is a Title I school which allows us to additional funding to secure and retain additional high-quality teachers and decrease class sizes. With the strong presence in PTA we are working to increase family participation and support. Many of our families struggle financially and with transportation so we are working to provide opportunities to eliminate those barriers.

### School Stakeholders

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

Our Southern families and community members are our most important stakeholders. Parents are now serving on school based committees, Site based committee, and are actively volunteering in our building. Our PTA continues to increase its' membership. We continue to work with our FACE liaison and have acquire more community partnerships. Our schoolwide events continue to grow with participation.

### 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.

The mission of Southern Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. To meet this goal, we will provide excellent student opportunities, excellent staff, excellent schools, excellent supports, and excellent relationships. Southern is providing opportunities for parents and guardians to serve on committees, we have increased parent and family volunteer opportunities as well as

increased out presence on social media to stay connected. We utilize class dojo as a communication system with families.

We offer opportunities for the WHOLE child through music, art, athletics and academics.

### 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.

Achievement: notable transition from in person learning to distance learning, PBIS progress and 98% of students in Tier I for behavior. Gold status in district PBIS designation Areas improvement: Tier I instruction in reading and math; reducing novice in reading and math

Areas of improvement for Southern are Tier 1 instruction, and students in our African American population. Our school climate survey data continues to improve.

### Additional Information

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

Southern is a school on the move. We are growing and learning each day. Our staff is committed to continuous improvement.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for  
Schools\_10282024\_08:22

2024-2025 Phase Two: The Needs Assessment for Schools

**Southern Elementary School**

**Brandy Holley**

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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.

Our needs assessment process had participants made up of parents, teachers, SBDM council, instructional leadership team. Parents are given a survey 2 x year; teachers meet at least weekly in PLC meetings; SBDM council meets 1 x month; instructional leadership team meets at least once a month. These teams meet regularly to review and analyze current school data (attendance, behavior, achievement) and work to utilize data to impact attendance, behavior, and achievement.

#### **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?

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It is our goal to have committees that review our goals and progress in addition to the SBDM council. We hope to have representation from parents and school staff. I believe that there were gaps in this process last year so it allows us the opportunity to be more diligent this year.

## Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Through committed and dedicated staff, families, and the local community, we've seen a significant increase in positive behavior at school. With consistent and tight expectations from grade level to grade level and room to room, our students can actively learn in a safe and non-disruptive classroom which maximizes the teacher's time on instruction. We continue to target student growth goals as a significant indicator of student success throughout the year. Our safety net supports and intervention services are showing a positive impact on student learning. We have a behavior interventionist and our MTSS team meets bi weekly. We discuss student goals and progress. The one area that dropped and is an area of concern is the area of writing. We are working on targeted goals for increasing proficiency in this academic area.

## 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.

40 % of students at Southern Elementary scored P/D in the area of Reading

29 % of students at Southern Elementary score P/D in the area of math

Our current goals for attendance for students and staff is 97%

Teacher attendance goals are also 97%

### 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.

The academic index for students in the AA category increased in both reading and math to 41.8 reading and 31.1 in math.

### 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.

Southern had increases in the area of science and reading. Math and writing had decreases. Writing, specifically with a 10 point decrease in overall academic index score.

### Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[KCWP 6: Establish Learning Environment and Culture](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

### **ATTACHMENTS**

#### **Attachment Name**

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Key Elements



8. After analyzing the Key Elements of your teaching and learning environment, which two or three processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

We will continue to work on what we do with the data once we have it. We have to continue to focus on change and using the massive amount of data that we have to drive our decision making. We have people coming in to focus specifically on writing and training staff.

# Attachment Summary

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



2024-2025 Phase Two: School Assurances\_10282024\_08:21

2024-2025 Phase Two: School Assurances

**Southern Elementary School**  
**Brandy Holley**

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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**

We open it up to parents and public, but we've never had anyone other than teachers and staff attend, other than those who serve on our SBDM council.

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:** Southern Elementary

**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**

**Focus Area 1**

Focus area 1 is to improve the Writing process at SES. At SES there is a need to establish and refine structures and strategies to support students in Tier 1 writing and to establish a school wide writing organization and process from K-5.

**Focus Area 2**

Focus area 2 is to improve the PBIS process at SES. There is a need to establish behavior structures and review successful existing structures to support students in Tiers I, II and III. This will involve both positive classroom management strategies and appropriate interventions. In addition, teachers will learn about additional social emotional techniques and strategies to assist in PBIS.

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

**Strategic Plan Priority Areas are:**

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**



**Describe Strategic Plan Priority Areas:**

SES's focus area 1 addresses the priority area of Student Achievement. In working to improve instructional strategies in the area of writing in Tier 1 and



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to identify expectations at each grade level to create a fluid vertical plan.

The Fayette County Public Schools CDIP goals include:

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

Describe CDIP alignment:



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e student achievement in content areas. Teachers will engage in learning to reiterate the use of high-yield strategies, engagement, and rigorous tasks. In addition, focus area 1 addresses the English learner



progress CDIP goal. Throughout the learning of the Writing in Tier 1 and 2 structures teachers will be exposed to highly effective teaching strategies, including strategies effective for English language



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### Professional Learning Development Tools

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## Focus Area 1

### Focus Area 1 Objectives

Focus area 1 is to improve the Writing process/structure at SES. At SES there is a need to establish and refine structures and strategies to support students in Tier 1 writing instruction.

**Short-Term Changes:** Clear and coherent lesson plans that address the depth of the standards, Instruction that demonstrates increased student engagement, Students carrying the cognitive load. A structure for K-5 writing expectations.

**Long-Term Changes:** Creating independent learners with increased achievement scores in writing due to the use of more effective teaching strategies and a streamlined plan from K-5.

### Focus Area 1 Intended Results

**Student Outcomes:** 100% of students reaching growth goals for writing. Students complete all steps in the writing plan. Increased writing proficiency on KSA.

**Educator Beliefs:** All students can learn at high levels when exposed to the content in a quality manner and when given the opportunity and support to engage in rigorous content based learning.

**Educator Practices:** Teachers will become increasingly proficient with the depth of the standard. Teachers will become increasingly proficient with the creation of high-quality lesson plans that allow students to grapple with the content.

### Focus Area 1 Monitoring

**What data will be considered and gathered?** Formative Assessments, Common Unit Assessments, Individual Diagnostic Assessments, Practice Writing SAQ, ERQ and DBQ, KSA

**Who is responsible for gathering data?** Classroom teachers, interventionists, Special education teachers, EL teachers

**How frequently will it be analyzed?** Data will be analyzed weekly at PLCs. A rotation of data analysis will be created and the frequency of specific content areas will be determined based on the data.





### **Focus Area 1 Indicators of Success**

SES will know the work is successful when:

1. Reviewed lesson plans are consistently aligned to the standards, addressing the depth of the standard and allowing for students to do the cognitive work.
2. Formative data indicates that students are making steady progress towards mastery.
3. Teachers are using the formative data to make modifications to their daily lessons as evidenced in lesson plans and during walkthroughs.
4. Unit assessment data has mastery of 85% of the students in the content areas.
5. Teachers take initiative to improve planning and instruction based on data.
6. PLCs become less guided and more facilitated with a focus on data analysis and actionable steps for the classroom.

### **Focus Area 1 Targeted Audience**

Teachers, Administrators, Students, other Staff

### **Focus Area 1 Resources**

PLC schedule with clear times for data analysis  
PLC schedule with clear times for content planning  
Grade level lesson plans  
End of unit assessments to backwards plan the learning  
DBQ  
SAQ  
ERQ

### **Focus Area 1 Ongoing Supports for Implementation**

Weekly PLCs to analyze data  
Weekly planning times to develop daily lesson plans  
A school level curriculum coach (or other support) to weekly plan standards-based lessons with the grade level teams  
Monthly meeting with district writing coach  
Monthly meeting with school level writing committee  
Intentional time to backward plan the unit  
Release time to backwards plan



Dedicated time to create and complete goal calculator sheets

## Focus Area 2

### Focus Area 2 Objectives

Focus area 2 is to improve the Tier 1 process at SES. At SES, there needs to be a consistent and structured system of managing behavior, incentivizing positive behaviors, increasing student engagement, and collecting data

Short-Term Changes: There will be new resources for teachers to utilize in common areas and classrooms, accompanied with revised lesson plans, to teacher Tier 1 expectations. This will assist teachers in creating/amplifying their current classroom management approach.

Long-Term Changes: eOS token economy will be utilized in every grade level. WE will continue to utilize our Starship for rewards in addition to other schoolwide behavior rewards. This will assist in our approach to consistently reward positive behavior of all students throughout the year.

### Focus Area 2 Intended Results

**Student Outcomes:** 100% of SES students will be rewarded this year for desired behavior. 98% of students will receive 0-1 ODRs in the Tiered Data report.

**Educator Beliefs:** All students can learn and achieve the Southern Elementary Standard of excellence with our I 5, I am safe, I am a team player, I am accountable, I am respectful, I show kindness, We are southern stars.

**Educator Practices:** Teachers will become proficient in consistently acknowledging positive behaviors in students. Teachers will be proficient in establishing clear expectations of conduct and reinforcing desired behaviors.



### Focus Area 2 Monitoring

**What data will be considered and gathered?** Tier 1 behavior data will be collected through the eOS system and PBIS Tier 1 Report.

**Who is responsible for gathering data?** The behavior support team of interventionists and the SES's PBIS Team.

**How frequently will it be analyzed?** Monthly analysis forms will be completed by the PBIS team.

### Focus Area 2 Indicators of Success

PBIS Team will access Tier 1 data from the previous month's Tier 1 report. Additionally, there will be a comparison of data from that particular month from the previous school year. There are multiple data points that will be reviewed. Number of ODR's, student populations, location of incidents, grade level, days of the week, time of day, and types of resolutions. Comparison of these numbers will enable the team to make appropriate adjustments to their current process and supports. This will take place at faculty meetings.

### Focus Area 2 Targeted Audience

This Professional Development will be for all Certified Staff Members. Necessary Classified Staff will be trained as well.

### Focus Area 2 Resources

eOS token system and training from instructors. Posters for classrooms and common areas. Lesson plans for teachers to assist them with instruction of desired behaviors.

### Focus Area 2 Ongoing Supports for Implementation

District Level PBIS Coach (Mark Schmidt) and Assistant Principal, Matt Ledbetter. SES's PBIS Team will work with staff on implementation and fidelity. Behavior Focused PLC as needed.



[Optional Extension](#)