

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Enhance and monitor systems to review, analyze and apply data results. **(KCWP #4)**

Needs Assessment: Processes, Practices, or Conditions

- Utilize data wise questions to evaluate “as is” state at a minimum of every 30 days (data wise questions include: what does the data tells us? What does the data not tell us? What are causes for celebrations? what are causes for concern? What are the next steps for school/ district?)
- Develop a progress monitoring and tracking system to monitor student achievement progress, including standards mastery and progress by learning target and standard.
- Implement formal and informal processes for teachers and students to gather evidence that directly improves student learning while ensuring proper data collection efforts, such as Running Record documentation, to assess key skills like fluency, comprehension, and articulation in ELA and numeracy in Math.
- *Create intentional opportunities for students to receive and offer effective feedback during learning. - Possible Activity*
- Develop a system for student monitoring using data notebooks.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	51.0	10.0
State Assessment Results in science, social studies, and writing	48.6	10.4
English Learner Progress	68.4	-18.1
Quality of School Climate and Safety	72.4	1.5
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 William Wells Brown Elementary will increase the Reading status percentage from 36% to 42%.
 By October 2028 William Wells Brown Elementary will increase the Math combined status percentage from 30% to 36%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 William Wells Brown Elementary will increase the Reading status percentage from 36% to 42%.	Scaffold instruction to meet the need of students	Intentionally group students based on performance to allow scaffold instruction to meet individual's needs.	Formative, Summative, statewide assessments.	Weekly/Quarterly data meetings	None Needed
	Provide student with real world application of learn	Exposure to real world / test like scenarios	Formative, Summative, statewide assessments.	Weekly/Quarterly data meetings	None Needed
By October 2025 William Wells Brown Elementary will increase the Math combined status percentage from 30% to 36%.	Scaffold instruction to meet the need of students	Intentionally group students based on performance to allow scaffold instruction to meet individual's needs.	Formative, Summative, statewide assessments.	Weekly/Quarterly data meetings	None Needed
	Provide student with real world application of learn	Exposure to real world / test like scenarios	Formative, Summative, statewide assessments.	Weekly/Quarterly data meetings	None Needed

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

By October 2028 William Wells Brown Elementary will increase the Science status percentage from 36% to 56%.
 By October 2028 William Wells Brown Elementary will increase the Social Studies status percentage from 23% to 60%.
 By October 2028 William Wells Brown Elementary will increase the Combined Writing status percentage from 21% to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 William Wells Brown Elementary will increase the Science status percentage from 36% to 41%.	Integrate writing tasks into Science lessons to support comprehension and critical thinking.	Incorporate Science journals, and claim-evidence-reasoning (CER) writing prompts to explain experiments or scientific phenomena	Improved performance on writing tasks linked to Science concepts as measured by rubrics. 2024/2025 KSA	Monthly review of student Science journals and formative assessments.	None Needed

By October 2028 William Wells Brown Elementary will increase the Science status percentage from **36%** to 56%.
 By October 2028 William Wells Brown Elementary will increase the Social Studies status percentage from **23%** to 60%.
 By October 2028 William Wells Brown Elementary will increase the Combined Writing status percentage from **21%** to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Use student-friendly checklists or goal-setting sheets aligned with learning targets.			
	Develop collaborative opportunities for K-5 Science writing.	Partner students to write about Science experiments, charts and graphs.	2024/2025 KSA	Progress monitoring during cross-grade writing projects and conferences.	None Needed
	Host a Science Exploration Day to spark curiosity and hands-on learning.	Organize a school-wide Science Day where students rotate through hands-on exploration stations (e.g., building circuits, exploring ecosystems, or conducting simple experiments related to essential standards).	Demonstrated understanding of scientific concepts in post-event reflections or formatives. 2024/2025 KSA	Feedback surveys from students and teachers after Science Day, as well as review of student performance in related classroom activities.	Local sponsorships or grants for materials and events.
By October 2025 William Wells Brown Elementary will increase the Social Studies status percentage from 23% to 32%.	Embed Social Studies writing into daily activities to enhance understanding and critical thinking.	Assign short daily writing prompts such as journal entries, compare-and-contrast paragraphs, or opinion essays related to historical events or civic topics. Implement activities where students analyze historical documents, photographs, maps, and other artifacts to answer data-based questions. Example: "What does this map tell us about westward expansion?"	Increased length, complexity, and accuracy of student Social Studies-related writing. Improved performance on Social Studies assessments requiring interpretation of primary and secondary sources.	Weekly analysis of student journal entries. Monthly review of student responses to data-based questions and analysis activities.	None Needed
	Integrate the analysis of charts, graphs, and infographics into Social Studies instruction.	Provide students with historical charts, population graphs, or economic data (e.g., Great Depression	Improved student performance on tasks requiring interpretation	Ongoing tracking of performance on classroom activities using charts and graphs, with	None Needed

By October 2028 William Wells Brown Elementary will increase the Science status percentage from **36%** to 56%.
 By October 2028 William Wells Brown Elementary will increase the Social Studies status percentage from **23%** to 60%.
 By October 2028 William Wells Brown Elementary will increase the Combined Writing status percentage from **21%** to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		unemployment rates) and assign tasks to interpret trends, draw conclusions, and relate findings to historical events.	of data visualizations, as measured through formative and summative assessments.	adjustments made during monthly PLT meetings.	
By October 2025 William Wells Brown Elementary will increase the Combined Writing status percentage from 21% to 31%.	Align Writing Plan with Standards and Best Practices	Conduct a needs assessment <ul style="list-style-type: none"> ● Survey Teachers and Staff ● Analyze Student Writing Data ● Review Current Writing Plan 	Document and summarize trends from data analysis. Create a gap analysis report identifying alignment and misalignment with standards	Regular updates during staff meetings on the needs assessment progress	KYCL
		Integrate Professional Development for Teachers <ul style="list-style-type: none"> ● Train teachers on effective writing instruction strategies (e.g., mentor texts, writer's workshop). ● KY Writing Project ● Benchmark Train the Trainer Sessions 	Collect teacher reflections and evaluations after training sessions.	Track attendance at workshops and professional development sessions. Conduct classroom walkthroughs to observe the implementation of new strategies. Use teacher self-assessment surveys to measure confidence and fidelity in applying the strategies. Analyze student writing samples before and after professional development to measure impact.	KYCL
		Map Writing Standards to Grade Levels: Ensure consistent	Aligned scope and sequence document	Maintain a project timeline for each phase of alignment work.	KYCL

By October 2028 William Wells Brown Elementary will increase the Science status percentage from **36%** to 56%.
 By October 2028 William Wells Brown Elementary will increase the Social Studies status percentage from **23%** to 60%.
 By October 2028 William Wells Brown Elementary will increase the Combined Writing status percentage from **21%** to 60%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		expectations and scaffolded skills across grades.			
	Promote writing across all content areas (K-5).	Implement “Writing Across the Curriculum” strategies, such as math journals explaining problem-solving steps, narrative writing in ELA, and informational writing in Science and Social Studies. Common Writing Assessments: Implement periodic on-demand writing tasks to assess progress.	Improved rubric scores for content-specific writing assignments in ELA, Math, Science, and Social Studies. Analyze data from common writing assessments to identify growth trends and areas of need. KSA	Quarterly grade-level meetings to analyze cross-curricular writing samples for trends and areas for improvement. Ensure rubrics are distributed and used across classrooms.	KYCL
	Develop a school-wide writing celebration to motivate and engage students.	Host a writing showcase once a semester where students share their work (e.g., essays, stories, and reflections) with peers, families, and community members.	Feedback surveys and participation rates. KSA	Monitor student progress through regular reflections and post-showcase feedback surveys.	KYCL

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, The Promise Academy at Williams Wells Brown will decrease Reading Novice in *African American Students to 25%, *Students with Economic Disadvantages to 23%;	<ul style="list-style-type: none"> Utilize data wise questions to evaluate “as is” state at a minimum of every 30 days (data wise questions include: what does the data tells us? What does the data not tell us? What are causes for celebrations? what are 	<ul style="list-style-type: none"> Add Novice reduction progress analysis questions to weekly Data Team Meeting agendas. Develop a practice (PDSA) to implement and commit to 	<ol style="list-style-type: none"> Student Data Notebooks MAP Common Formative Assessments 	<ol style="list-style-type: none"> Student data monitoring during Guiding Coalition Meetings. Weekly Data Meetings during Professional Learning Team Meetings analyzing Common Formative Assessments 	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	causes for concern? What are the next steps for school/ district?	purposeful, scheduled monitoring efforts in accordance with continuous improvement needs.		and District Benchmarks.	
By May 2025, The Promise Academy at Williams Wells Brown will decrease Math Novice in *African American Students to 25%, *Students with Economic Disadvantages to 23%;	<ul style="list-style-type: none"> Utilize data wise questions to evaluate “as is” state at a minimum of every 30 days (data wise questions include: what does the data tells us? What does the data not tell us? What are causes for celebrations? what are causes for concern? What are the next steps for school/ district?) 	<ul style="list-style-type: none"> Add Novice reduction progress analysis questions to weekly Data Team Meeting agendas. Develop a practice (PDSA) to implement and commit to purposeful, scheduled monitoring efforts in accordance with continuous improvement needs. 	<ol style="list-style-type: none"> Student Data Notebooks MAP Common Formative Assessments 	The progress monitoring pieces that are being used for Objective 1 are also being implemented to progress monitoring of Objective 2	N/A

4: English Learner Progress

By April 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																																																																																	
<table border="1"> <thead> <tr> <th>WIDA ACCESS score previous year</th> <th colspan="8">WIDA ACCESS score current year</th> </tr> <tr> <th></th> <th>1</th> <th>1.5</th> <th>2</th> <th>2.5</th> <th>3</th> <th>3.5</th> <th>4.0</th> <th>4.5</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>80</td> </tr> <tr> <td>3.5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>60</td> <td>100</td> </tr> <tr> <td>3</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>60</td> <td>100</td> <td>140</td> </tr> <tr> <td>2.5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>60</td> <td>100</td> <td>140</td> <td>140</td> </tr> <tr> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>60</td> <td>100</td> <td>140</td> <td>140</td> <td>140</td> </tr> <tr> <td>1.5</td> <td>0</td> <td>0</td> <td>60</td> <td>100</td> <td>140</td> <td>140</td> <td>140</td> <td>140</td> </tr> <tr> <td>1</td> <td>0</td> <td>60</td> <td>100</td> <td>140</td> <td>140</td> <td>140</td> <td>140</td> <td>140</td> </tr> </tbody> </table>	WIDA ACCESS score previous year	WIDA ACCESS score current year									1	1.5	2	2.5	3	3.5	4.0	4.5	4	0	0	0	0	0	0	0	80	3.5	0	0	0	0	0	0	60	100	3	0	0	0	0	0	60	100	140	2.5	0	0	0	0	60	100	140	140	2	0	0	0	60	100	140	140	140	1.5	0	0	60	100	140	140	140	140	1	0	60	100	140	140	140	140	140		Students analyze their WIDA ACCESS scores and identify strengths and areas of growth. Students set goals in each of the four domains. Teachers will analyze WIDA ACCESS scores, identifying common student groups based on scores in each of the four domains, then will intentionally	monthly formative assessments, annual WIDA ACCESS score monthly formative assessments, annual WIDA ACCESS score	Student will monitor progress using monthly formative assessments in the four domains. EL teacher will consult with teachers to provide support for student activities to support growth. Student progress will be monitored using	none none
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By April 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
		plan rigorous student activities focusing on areas of need.		monthly formative assessments in the four domains.	
		Teachers will use ELlevation platform to plan instruction using language strategies in each of the four domains.	language strategies evident in lesson plans	EL teacher will provide consult and strategies for lesson plans and instructional coaches will monitor lesson plans for fidelity of inclusion.	none

5: Quality of School Climate and Safety

By October 2028 William Wells Brown Elementary will increase the Quality of School Climate and Safety status from 72.4 to 85%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 William Wells Brown Elementary will increase the Quality of School Climate and Safety status from 72.4 to 75.4%.	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align and Deliver Support Processes</p> <p><i>Strategies from KCWP (in Guiding Coalition folder - CSIP Info. 2024-2025)</i></p> <p>Prioritize student wellbeing and inclusivity across the school community.</p>	<p>Implement social-emotional learning programs (weekly and monthly) by Student Support Team.</p> <p>Actively address bullying and harassment during Student Support Team classroom lessons.</p> <p>Create a welcoming physical environment (House System, new computer lab Family and Community Engagement room, new furniture in creative arts studio)</p> <p>Involve parents and community members (Community Action, EL dinner, VIP Day, Tailgating, Mental Health Night, Pancakes with Principal, Recognition Golden Gala, Promotion Ceremony).</p>	2024-2025 KSA Quality School Climate Survey.	<p>Monitoring of activities with 30/60/90 (By ILT during ILT Meetings monthly)</p> <p>Utilize PDSA protocol when needed to ensure continuous improvement (by ADMIN/ILT/Coaches/Teachers completed weekly/bi-weekly/monthly).</p> <p>Classroom Walkthroughs, Assessment data, Student behavior data.</p>	None needed

By October 2028 William Wells Brown Elementary will increase the Quality of School Climate and Safety status from 72.4 to 85%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Enforce clear expectations and rules with consistent consequences (PBIS, daily review of school expectations during morning meetings, and teacher-led classroom review of rules and expectations). Develop and implement a student mentoring program (Lead Horse).			

6: Family Engagement

By 2028 William Wells Brown Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

[FACE Action Plan](#)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025 William Wells Brown Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.	A family engagement strategy that involves parents leading empowerment programs and events at school is Parent-Led Empowerment Initiatives. These initiatives place parents in leadership roles to design, organize, and facilitate workshops, programs, or activities that strengthen the school community, enhance parent involvement, and support student success. Take advantage or create a	Parent-Led Workshops or Training Sessions: Parents lead sessions on topics such as mental health, college readiness, cultural heritage, or financial literacy. These sessions leverage the expertise and experiences of parents within the school community. Parent Advisory Councils: A formal structure where parents take the lead in planning and organizing school events, sharing feedback with	It can be measured by program sustainability with parents stepping into leadership roles, creating continuous initiatives and volunteering contributions.	<ul style="list-style-type: none"> • Volunteer logs with purpose • Longitudinal program tracking with quarterly progress • create a progress monitoring tool for family engagement 	<ul style="list-style-type: none"> • Partnerships with volunteer speakers or empowerment program directors • Sponsorships or grants for materials and events.

By 2028 William Wells Brown Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

[FACE Action Plan](#)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	<p>form or opportunity to engage families during family engagement nights that involve children's presentations and performances. reiterate all of the programs and family empowerment opportunities the school has to offer.</p> <p>survey and offer services that focus on family needs/empowerment.</p>	<p>administrators, and shaping the school's family engagement strategy.</p> <p>Mentorship Programs: Experienced parents mentor new families, providing guidance on navigating the school system, academic expectations, and community resources.</p> <p>Cultural Celebration Events: Parents take the lead in planning events that celebrate the diverse cultures represented within the school, promoting inclusion and understanding.</p> <p>Advocacy and Leadership Training: Programs where parents learn and then teach others how to advocate for their children, engage in the decision-making process, and collaborate effectively with teachers and administrators.</p>			



WWB 2024-2025 Phase One: Executive Summary for Schools_09262024_18:54

2024-2025 Phase One: Executive Summary for Schools

William Wells Brown Elementary
Ebony Hutchinson
555 East Fifth St
Lexington, Kentucky, 40508
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?

William Wells Brown Elementary, which replaced Johnson Elementary and Russell Elementary, is a joint project between Fayette County Public Schools and the Lexington-Fayette Urban County Government. In addition to being a top-notch school, our \$15 million facility includes a community center complete with a full-size gymnasium, a multipurpose room, and a kitchen classroom for adult education programs. We also house a Healthy Kids Clinic, which provides many services for students during the school day. William Wells Brown Elementary was turned into a Promise Academy the 2019-2020 school year. The Promise Academy concept was adopted as a way of reaching student needs both academically and social emotionally. Through the Promise Academy model, students receive extended time in the school, longer days and longer school year, along with enrichment classes embedded into the core of the school day. William Wells Brown Elementary is the only full community school, serving students in the immediate community surroundings, in Fayette County Public Schools.

School Stakeholders

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

Stakeholder groups for the school consist of: teachers, parents, families and various community partners.

We involve all stakeholders in the process of analyzing the current state, desired state and road to achieve the desired state. The entire staff, families and community partners are involved in analyzing and identifying strengths and areas of growth in all areas through Building PLCs, Advisory Council meetings and Guiding Coalition meetings.

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.

Mission: We, The Promise Academy at William Wells Brown, are a caring, committed community with high expectations, accountability, growth mindset and positivity empowering confident learners and leaders of tomorrow in an evolving global

society. Vision: As leaders of today, will achieve excellence and uplift the community through "OUR PROMISE" to build resilient scholars and create leaders of tomorrow. Motto: 'Be the change...Change the World!'

A relentless pursuit of excellence.

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.

The Promise Academy concept was adopted as a way of reaching student needs both academically and social emotionally. Through the Promise Academy model, students receive extended time in the school, longer days and longer school year, along with enrichment classes embedded into the core of the school day. William Wells Brown Elementary is the only full community school, serving students in the immediate community surroundings, in Fayette County Public Schools. The school has seen tremendous academic and behavior improvements in the last year. MAP scores show students meeting or exceeding their growth goals, writing improving across all subject areas, reduction in the amount of Office Discipline referrals, an increase in partnerships with our after school program. Over the next 3 years the school is looking to increase student achievement in all content areas, increase school and community culture with the implementation of the House System, decrease office behavior referrals, increase family engagement and partnerships within the community at large.

The school has made tremendous gains in the last 4 years. We've gone from one of the lowest performing schools in the district and state, to increasing scores by over 20 points.

Additional Information

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

The administrative team has hired highly qualified teachers and support staff to lead the turnaround work. There is a 3 year Recruitment and Retention package that has been utilized to hire highly qualified teachers and staff.

The recruitment package will finalize the 2024-2025 school year with a minimized recruitment option.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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WWB 2024-2025 Phase Two: The Needs Assessment for Schools_10312024_11:34

2024-2025 Phase Two: The Needs Assessment for Schools

William Wells Brown Elementary
Ebony Hutchinson
555 East Fifth St
Lexington, Kentucky, 40508
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.

The school's Guiding Coalition, composed of the following members:

- Principal, Ebony Hutchinson
- Assistant Principal, Dr. Greg Smith
- Admin Dean, Linzell Brundage
- School Counselor, Natalie Carr
- Instructional Coach/MTSS Lead, Amanda Stewart
- School Based Instructional Coach, Carrie Wade
- Gifted and Talented Teacher, Carrie Mulert
- English Learners Teacher, Misty Lynch
- Family & Community Liaison, Melody Westerfield
- Intermediate Teacher, David Wright

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- Primary Teacher, Susan Williamson
 - Special Education Teacher, Jennifer Caudill
 - Instructional Para, Illyssia Guerino

The Guiding Coalition met on September 24th and frontloaded information for the Needs Assessment for this school year. On October 8, the Guiding Coalition met to go through a Data Dig process. Teams met to look at multiple sources of data from kindergarten through 5th grades. The GC reviewed previous CSIP goals: what goals were met, where we need to go for this school year, areas of growth and areas of celebration. The GC split into teams based on 3rd, 4th and 5th grade data reviewing MAP, KSA, WIDA and other forms of disaggregated data of each of the assessment tools previously listed. The teams answered inquiry questions surrounding that data looking only at observable data, then looking at possible explanations for the data, making hypothesis on the 'why' and creating actionable next steps. The team then evaluated data through an Equity Data Analysis tool.

On October 22nd, the GC met again to continue the Data Dig, looking at Non-Academic data: attendance and behavioral data using the SPMR report and ROIS report. Data was disaggregated by gender, grade, race, etc. Teams reviewed data and created actionable next steps. The team documented data findings under the following categories: What does the data tell us? What does the data not tell us? Celebrations...Opportunities for Improvements. The team reviewed the Task Forces created from the '23-'24 school year: Non-Fiction Writing, 4th Grade, Science, English Learners and Special Education. Based on data, the team will refine the Task Forces to attack areas of concern for this school year.

On October 30, the GC met to review and analyze the KCWP data analysis from the '23-'24 school year. The team reviewed areas that were marked 'green' to ensure the processes were continuing to be met and reviewed areas marked yellow to document components that could be marked green or next steps to get it there.

All meetings are documented in the Guiding Coalition folder.

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?

Develop a formal, systematic process, one that addresses grade-level rigor, depth of knowledge, and higher order thinking skills/tasks, to ensure the alignment of current curriculum and instructional practices with the KAS.

Analyze and evaluate current programs and instructional practices (e.g., WIN, COLTS time, PLC's) to determine fidelity of implementation and effectiveness. Use current and recent trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

The admin/coaching team along with the Guiding Coalition continued the implementation of the WWB Instructional Handbook, revising as professional learning occurred to stay current with best practices and research. The admin/coaching team analyze and evaluates current programs and instructional practices weekly in our admin and admin/coaching team meetings. Teams look at trends across grade levels, areas of growth and areas of concern. The Admin/Coaching team conducts weekly Rigor Learning Walks using the Rigor Rubric. Coaches and Admin create coaching cycles with teachers based on needs in the classroom.

The Rigor Walks and Coaching were successful, yielding student achievement growth and growth in professional capacity among teachers. This helped to create consistent rigor across classrooms. Rigor learning walks have continued into the current school year, going on 3 week cycles.

The admin/coaching team will continue to evaluate programs and classrooms through analyzing classroom learning walks and having consistent data tracking and ownership among students.

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.
 - Attendance data continues to show a large number of students/families who are consistently absent or tardy from '23-'24 school year. Absences have decreased from an average of 13.4 absences per student to 10 absences per students.
 - Social Studies scores decreased proficient scores from 21%-17% from '22-'23 to '23-'24.
 - Writing scores: '21-22 44.7 , '22-'23 43.2, 41.5 '23-'24
 - EL Scores '22-'23 86.5 to '23-'24 50.3



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.
See attachment

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.

- 36% of students scored proficient and distinguished in reading.
- 30% of students scoring proficient and distinguished in math.
- 21% of 5th grade students scoring proficient in writing and 0% distinguished.

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.

- African American Novice scores in reading have decreased from 60% in 20-21 to 33% in '23-'24.
- Reading achievement has increased from 43.9 in 22-23 to 53.6 in '23-'24
- Math achievement has increased from 38 in '22-'23 to 48.4 in '23-'24.

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

 WWB Key Core 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.

Review, Analyze Apply Data Results:

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Impact Survey Results	Non Academic data on staff survey results.	•
 KSA Data	10/1 KSA data by subject area	•
 Non-Academic Data	Student attendance and behavior data by demographic area.	•
 WWB Key Core Elements		• 7
 WWB School Key Elements Template		•



WWB 2024-2025 Phase Two: School Assurances_10312024_11:30

2024-2025 Phase Two: School Assurances

William Wells Brown Elementary
Ebony Hutchinson

555 East Fifth St
Lexington, Kentucky, 40508
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

01/19/2025

William Wells Brown Elementary

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: William Wells Brown

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

We, The Promise Academy at William Wells Brown, are a caring, committed community with high expectations, accountability, growth mindset and positivity empowering confident learners and leaders of tomorrow in an evolving global society.

Focus Area 1

Rigor and Student (Cognitive Engagement)

Focus Area 2

PDSA, Plan-Do-Study-Act model of Professional Learning Communities.

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:



The focus on increasing rigor and cognitive engagement in the classroom will increase student achievement as well as providing lessons that address Diversity, Equity, Inclusion and Belonging. Teachers will design and deliver lessons that will challenge and engage students to be independent thinkers and learners. Teachers will engage in professional learning around Project Based Learning, best practices/high-yield instructional strategies through John Hattie and Marzano as well as the development and implementation of tools to analyze the strategies and practices put in place in the classroom. Staff and students will analyze, clarify and monitor student learning as evidenced through benchmark, common formative, performance and other assessments.

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:

The CSIP/Turnaround goals were created in alignment with the CDIP goals in the areas of reading, math, science, social studies, combined writing, achievement gap areas and EL progress. The implementation and monitoring of rigor and cognitive engagement will aid in increasing the student achievement scores of students in the identified areas.

By 2025, The Promise Academy at William Well Brown will increase P/D in Reading to 60%.

By 2025, The Promise Academy at William Wells Brown will increase P/D in Math to 55%.



By 2025, The Promise Academy at William Wells Brown will increase P/D in Science to 45%.

By 2025, The Promise Academy at William Wells Brown will increase P/D in Social Studies to 60%.

By 2025, The Promise Academy at William Wells Brown will increase P/D in Combined Writing to 60%.

By May 2025, The Promise Academy at Williams Wells Brown will decrease Reading Novice in African American Students to >15%, Students with Disabilities to >15%.

By May 2025, The Promise Academy at Williams Wells Brown will decrease Math Novice in African American Students to >15%, Students with Disabilities to >15%.

By May 2025, The Promise Academy at Williams Wells Brown will decrease Science Novice in African American Students to >15%, Students with Disabilities to >15%.

By May 2025, The Promise Academy at Williams Wells Brown will decrease Science Novice in African American Students to >15%, Students with Disabilities to >15%;

By May 2025, The Promise Academy at Williams Wells Brown will decrease Science Novice in African American Students to >15%, Students with Disabilities to >15%.

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

Focus Area 1 Objectives

Short-Term Changes:

- Teachers and staff establish a common definition of **rigor**.
- Teachers and staff build in check-point in the lesson planning process to assess rigor of the lesson through questioning, thoughtful work and academic discussion.
- Teachers intentionally plan for 2 high level questions and opportunities for students to **ask** engaging questions throughout the lesson.
- Teachers plan for lessons that allow student choice and self-discovery.
- Teachers will use Project Based Learning to organize and ensure rigor or standards.

Long-Term Changes:

- Teachers and certified staff will implement rigorous lessons through Project Based Learning embedded in reading and math workshops.
- Collaborative teams will analyze lessons based on the use of rigor through the common definition.
- Students' academic discussion, initiation of questions and ability to apply learning from grade level standards will be evidenced through classroom walk-throughs and common assessments.



Focus Area 1 Intended Results (Response Required)

Student Outcomes:

- Students' academic discussion, initiation of questions and ability to apply learning from grade level standards will be evidenced through classroom walk-throughs and common assessments.
- Students will display mastery knowledge of grade level standards, and beyond, through Exhibition of Learning nights. Students will share their application of standards with families and the community.

Educator Beliefs:

- Educators believe that ALL students CAN learn at HIGH LEVELS.
- Educators believe that learning occurs through student choice, inquiry and the teacher as the facilitator of learning.

Educator Practices:

- All certified teachers will be a part of a collaborative team.
- Collaborative teams will meet a minimum of two (2) times per week, with differentiated support from administration or an Instructional Coach.
- Collaborative Teams will create short and long term SMART goals, analyze results and adjust practices as identified in the SMART goal.
- Collaborative Teams will self-assess their effectiveness using the PLC Continuum in the fall, winter and spring of each school year.
- Collaborative Teams will use anecdotal notes, common formative/summative assessments, district benchmark assessments, MAP and GRL assessments to monitor student progress.
- All certified staff will maintain a Teacher/Staff Data Notebook, digital or physical, to monitor student data as listed above.
- Collaborative Teams will analyze Project Based Learning lessons through collaborative PLCs, vertical and horizontal.
- Collaborative Teams will meet bi-weekly to develop and analyze units based on real-world situations/problems/projects. (Experiential Learning)

Focus Area 1 Monitoring

What data will be considered and gathered?

- Formative/Summative Data
- Exhibition Night rubric
- PBL Rubric Data
- Rigor Walkthrough

Who is responsible for gathering data?

- Grade level teachers
- Interventionists
- Instructional Coach/SBIC
- Administration



How frequently will it be analyzed?

- Weekly during PLT Data Meetings
- Weekly during Coaching/Admin Meetings
- Weekly during Admin (Principal and AP) meetings
- Monthly during Guiding Coalition meetings

Focus Area 1 Indicators of Success (Please describe in detail.)

- All teachers and certified staff members will have a clear understanding of grade level standards, evidenced through clear and rigorous instruction.
- The collaborative team consistently implements the use of deconstructing academic language **with** students in lessons.
- The collaborative team develops effective Exemplars, aligned to the grade level standard, that is used to analyze student groups and group according to student misconception.
- The collaborative team uses the Data Meeting protocol to make immediate decisions to quickly inform instruction.
- The collaborative team uses data from Data Meetings and PLC conversations to determine professional learning needs based on the collaborative team and individual needs.
- Collaborative Teams identify students needing intervention and/or enrichment (W.I.N.) based on common formative and summative data.
- Students reach, or exceed, grade level standards based on data from W.I.N.
- Student questioning, academic discussions and work are scoring in the 'developed' and 'well developed' areas on the Rigor Rubric.

Focus Area 1 Targeted Audience

- Teachers
- Students
- Administration
- Instructional Coaches
- Families

Focus Area 1 Resources

- Pulse of PBL by Matinga Ragatz
- Rigor by Design, Not Chance by Karin Hesse
- Instructional Coaches



- Administration
- Certified Teachers
- Dr. Dickey's Academic Vocabulary Cards
- Rigor Rubric
- Presentation Boards

Focus Area 1 Ongoing Supports for Implementation

- Deeper Learning Professional Learning Sessions by Deeper Learning Coach
- Continued coaching through Comprehension Connection strategies by coaches.
- Book Study: Ruthless Equity
- Book Study: Rigor by Design, Not Chance
- Coaching with Instructional Coaches and Administration

Focus Area 2: Professional Learning Communities (PDSA Cycle)

Focus Area 2 Objectives

Short-Term Changes:

- Teachers and staff establish a condition to increase collaboration in deconstructing standards and developing congruent learning intentions.
- Teachers and staff establish a practice to determine if learning intentions are clear to teachers and students through the PLC process.
- Teachers and staff establish a practice to ensure students have an opportunity to unpack learning intentions.
- Teachers and staff will establish a practice to determine if learning targets are clear to students.
- Teachers and staff will develop an understanding of the PLC+ Framework and associated Five Key Questions.

Long-Term Changes:

- Teachers and staff will sustain the process to ensure that curricular delivery and assessment measures provide all pertinent information needs for students.
- Teachers and staff will monitor and sustain effective communication among building, vertical and horizontal teams guides instructional planning, student grouping, etc.
- Teachers and staff will refine, monitor and sustain a unified data collection system and use it with fidelity to check for implementation and effectiveness.



- Teachers and staff will continue collaboration in data analysis and student progress towards mastery, including identification of students in need of intervention supports.

Focus Area 2 Intended Results

Student Outcomes: As evidenced by John Hattie's research of an Effect Size of 1.44, all students will monitor their learning by tracking their progress towards their personal learning goals to meet grade level benchmark expectations and/or have at least 1 year's worth of growth.

Educator Beliefs:

- The PLC process at The Promise Academy at William Wells Brown will effectively use the P.D.S.A. model to improve student achievement by growing all students to grade level benchmarks and/or having at least 1 year's worth of growth.
- All staff believe that ALL students CAN learn at HIGH LEVELS.

Educator Practices:

- All certified teachers will be a part of a collaborative team.
- Collaborative teams will meet a minimum of two (2) times per week, with differentiated support from administration or an Instructional Coach.
- Collaborative Teams will create short and long term SMART goals, analyze results and adjust practices as identified in the SMART goal.
- Collaborative Teams will self-assess their effectiveness using the PLC Continuum in the fall, winter and spring of each school year.
- Collaborative Teams will use anecdotal notes, common formative/summative assessments, district benchmark assessments, MAP and GRL assessments to monitor student progress.
- All certified staff will maintain a Teacher/Staff Data Notebook, digital or physical, to monitor student data as listed above.

Focus Area 2 Monitoring

What data will be considered and gathered?

- Student achievement data: common formative/summative assessments, district benchmark assessments, MAP and GRL
- Walk-through data
- PLC Agendas and evidence through lesson plans.

Who is responsible for gathering data?

- Grade level teachers
- Interventionists
- Instructional Coach/SBIS
- Administration

How frequently will it be analyzed?

- Weekly during PLC Data Meetings



- Weekly during Coaching/Admin Meetings
- Weekly during Admin (Principal and AP) meetings
- Monthly during ILT meetings

Focus Area 2 Indicators of Success

- All teachers and certified staff members will have a clear understanding of grade level standards, evidenced through clear instruction.
- The collaborative team consistently implements the use of deconstructing academic language **with** students in lessons.
- The collaborative team develops effective Exemplars, aligned to the grade level standard, that is used to analyze student groups and group according to student misconception.
- The collaborative team uses the Data Meeting protocol to make immediate decisions to quickly inform instruction.
- The collaborative team uses data from Data Meetings and PLC conversations to determine professional learning needs based on the collaborative team and individual needs.
- Collaborative Teams identify students needing intervention and/or enrichment (W.I.N.) based on common formative and summative data.
- Students reach, or exceed, grade level standards based on data from W.I.N.

Focus Area 2 Targeted Audience

Teachers and certified staff members.

Focus Area 2 Resources

Staff: Instructional Coaches, Administration, Interventionists, Grade Level Teachers, Special Area Teachers, SEL/PBIS Team

- WWB Colts Google Drive
- Standard's documents
- Teacher Data Notebook
- FCPS PLC Framework
- W.W.B. Common Formative Assessment Bank
- Data tracking tool

Focus Area 2 Ongoing Supports for Implementation

- Weekly support from Instructional Coaches/SBIS in planning, data analysis, action research.
- Weekly Building PLC Professional Learning and Collaborative Team Sessions. (Professional learning sessions will alternate from professional learning and PLC Collaborative Team Meetings.



- Administration and Coaches will provide differentiated professional learning around PLCs.

Optional Extension

Classroom Instructional Rounds