

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Increase State Assessment Results in Reading and Mathematics

Needs Assessment: Processes, Practices, or Conditions

Continue Student Engagement Opportunities in Classrooms (Kagan Structures)

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in Reading and Mathematics	49.3	-0.1
State Assessment Results in Science, Social Studies, and Writing	46	-2.8
English Learner Progress	71.5	-3.7
Quality of School Climate and Safety	75.3	-0.1

1: State Assessment Results in Reading and Mathematics

By October 2027, Yates Elementary will increase the Reading and Mathematics combined status percentage from 49.3 to 54.3.
Reading and Math in Elementary 72.5

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By October 2027, Yates Elementary will decrease the student percentage scoring novice (36%) and increase the percentage scoring proficient/distinguished (33%) in reading.</p>	<p>KCWP 1 Design and Deploy Standards</p> <p>During our PLC grade levels, all staff consistently use complete documents, preserving the standard's intent.</p> <p>Intentional Common Planning Time</p>	<p>Yates will complete the PLC self-assessment to determine priority areas for improvement, which include processes to support standards-based instruction (focus on learning) within the Plan-Do-Study-Act model.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Release Days <input type="checkbox"/> Weekly Reading Planning Time <input type="checkbox"/> PLC Meetings To Review Reading formative/summative assessment data 	<p>Measures:</p> <ul style="list-style-type: none"> -PLC Self-Assessment -Formative Assessments -Summative Assessments -MAP Reading Data -District Benchmark Data 	<p>Monitored:</p> <ul style="list-style-type: none"> -Principal and Assistant Principal -School-Based Instructional Coach 	<p>N/A</p> <p>KyCL Grant (Release Days)</p> <p>District Funding</p> <p>Benchmark curriculum (includes Fluency Flight)</p>
	<p>Hired 0.5 5th Grade Teacher to Specifically Work with students who scored Apprentice/Proficient on KSA to excel them to the next performance level</p>	<p>Intentional Work Schedule</p>	<p>Increased performance on formative and summative assessments</p> <p>Increased scores on MAP Reading</p>	<p>Monitored:</p> <ul style="list-style-type: none"> -Principal and Assistant Principal 	<p>District Funding for Additional Position Due to Increased Enrollment</p>
<p>By October 2027, Yates Elementary will decrease the percentage of students scoring novice (36%) and increase the percentage scoring proficient/distinguished (30%) in math.</p>	<p>KCWP 1 Design and Deploy Standards</p> <p>During our PLC grade levels, all staff consistently use complete documents, preserving the standard's intent.</p>	<p>Yates will complete the PLC self-assessment to determine priority areas for improvement, which include processes to support standards-based instruction (focus on learning) within the Plan-Do-Study-Act model.</p>	<p>Measures:--PLC Self-Assessment</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>MAP Math Data</p> <p>Increased performance on formative and summative assessments</p> <p>Increased scores on MAP Math</p>	<p>Monitored:</p> <ul style="list-style-type: none"> -Principal and Assistant Principal 	<p>N/A</p>

By October 2027, Yates Elementary will increase the Reading and Mathematics combined status percentage from 49.3 to 54.3.
Reading and Math in Elementary 72.5

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Intentional Common Planning Time	<input type="checkbox"/> Weekly Math Planning Time <input type="checkbox"/> PLC Meetings To Review Math formative/summative assessment data			

DRAFT

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

By October 2027, Yates Elementary will increase the Science, Social Studies, and Combined Writing status percentage from 46 to 51.
Science, Social Studies, and Combined Writing in Elementary 69.3

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2027, Yates Elementary will increase student percentage scoring proficient/distinguished in Science. (Supressed Data)	KCWP 1 Design and Deploy Standards Intentional Common Planning Time	Intentional Planning Time using the Amplify Program	District Required Science Assessment	District Required Science Assessment	
By October 2027, Yates Elementary will decrease the percentage of students scoring novice (42%) and increase the percentage scoring proficient/distinguished (30%) in Social Studies.	KCWP 1 Design and Deploy Standards Intentional Common Planning Time	Daily Social Studies Simple Solutions	District Required Social Studies Assessment	District Required Social Studies Assessment	Title I KyCL Grant
By October 2027, Yates Elementary will decrease the student percentage scoring apprentice (51%) and increase the student percentage scoring proficient/distinguished (28%) in Writing.	KCWP 1 Design and Deploy Standards Intentional Common Planning	Writing Release Day for 5th Grade Teachers	District Required Writing Assessment	On-Demand Practice Writing District Required Writing Assessment	KyCL Grant

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Achievement Gap, English Learner Progress	<p>KWCP 5 Design, Align, and Deliver Support</p> <p>Yates Elementary has a Student Support Team that analyzes behavioral data through our system (eOS) to determine what tiered steps our students need to take.</p> <p>We use CHAMPS to ensure that all common areas and classrooms run as smoothly as possible. Weekly, through our school newsletter, reminders regarding using CHAMPS in the classroom daily to ensure the consistency and structure that our students need.</p> <p>All teachers undergo weekly walkthroughs to ensure that students are engaged and that teachers are teaching at high levels with minimal downtime.</p>	Yates Elementary will collaborate and utilize identified gap data and an aligned curriculum to differentiate support and improve student outcomes.	Measures: -PLC Minutes	Monitored: -Support Team Calendar Invites (Artifacts)	District Provided

4: English Learner Progress

By April 2027, 80% of English Learner students will have grown at least .5 on their ACCESS composite score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By April 2027, 80% of English learners at Yates Elementary	KWCP 5 Design, Align, and Deliver Support	Yates Elementary will ensure EL students receive intentional	Increase student achievement on	EL Teachers Administrators	N/A

By April 2027, 80% of English Learner students will have grown at least .5 on their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
will improve by .5 on their ACCESS composite by at least a .5e score.		<p>small-group teaching with EL teachers. Their focus will be on speaking, listening, reading, and writing.</p> <p>EL students will be engaged in Kagan classroom structures, ensuring opportunities to speak, listen, read, and write.</p> <p>EL students will have opportunities to learn with differentiated instruction in the classroom based on their individual needs.</p>	ACCESS composite scores for English Learners.		

5: Quality of School Climate and Safety

By October 2027, Yates Elementary will have increased the quality of school climate and safety status from 75.3 to 80.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By October 2027, Yates Elementary will have increased the Quality of School Climate and Survey status from 75.3 to 80.3.</p> <p><i>District Elementary 81.8</i></p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>Implement and monitor SEL lessons used throughout the building.</p>	Daily SEL Lessons across the school	Master Schedule	The administration will monitor the implementation of SEL Lessons occurring.	District Funding for Curriculum
		School Counselor teaching in all classrooms throughout each month with a specific Good Character Trait	Master Schedule	School Counselor Monthly Schedule	District Funding
		Implement the EOS system to recognize students for being Respect, Responsible, and making Safe Choices (Yates Elementary Guidelines for Success)	System Fidelity by Yates Elementary Staff	PBIS Team will monitor eOS School and Student Data	District Funding

6: Family Engagement

By February 2027, Yates Elementary School will demonstrate evidence of engaging families through various strategies that enhance our students' academic and overall well-being.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By February 2027, Yates Elementary School will have developed a FACE (Family and Community Engagement Plan).</p>	<p>KCWP 5: Design, Align and Deliver Support</p> <p>Implement and monitor the strategies developed in the plan.</p>	<p>With support from the district FACE liaisons, the FACE committee will develop the focus for the year.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of the FACE Plan <input type="checkbox"/> Family Surveys <input type="checkbox"/> Parent/Community participation in committees/FRC Advisory Council/Volunteer Opportunities 	<p>The principal, FACE Lead, and FACE Liaison will monitor the FACE Plan throughout the year.</p>	<ul style="list-style-type: none"> ● Section 6 ● Title I ● FRC ● PTA
		<p>Execute the expectations established on the FACE action plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pre-Post Action Plan data/reflection <input type="checkbox"/> Participation Data 		
		<p>Offer a variety of events, activities, and support for families per the FACE plan.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participation at events <input type="checkbox"/> List of resources provided- and number of families accessing the resources 		



2024-2025 Phase One: Executive Summary for
Schools_09302024_17:58

2024-2025 Phase One: Executive Summary for Schools

Yates Elementary School
Liz Kirk
695 E New Circle Rd
Lexington, Kentucky, 40505
United States of America

Table of Contents

<u>2024-2025 Phase One: Executive Summary for Schools</u>	3
-----------------------------------------------------------	---

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?

Yates Elementary School, a cornerstone of the Lexington community since its founding in 1954, serves 330 students from Early Start through 5th grade. The school underwent a significant renovation in October 2011, resulting in the addition of four new resource classrooms and a dedicated book room. Nestled on over twelve acres of land on the north side of Lexington, Yates offers students a spacious and inviting learning environment. The school features playgrounds for primary and intermediate grades, a walking track, and a school garden.

Yates Elementary School is proud to serve a diverse student body that reflects the vibrant tapestry of our Lexington community. Our students come from neighborhoods within a five-mile radius, fostering a rich and inclusive learning environment. Approximately 35% of our students are African-American, 32% are White, 25% are Hispanic, and 4% are Asian.

School Stakeholders

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

Yates Elementary has a diverse range of stakeholders who play a crucial role in the school's improvement planning process. These groups include:

Students: As the primary beneficiaries of the school's efforts, students are considered key stakeholders. Their experiences and perspectives are invaluable in shaping the school's improvement initiatives.

Parents: Parents are vital stakeholders who have a vested interest in their children's education. They provide support, guidance, and feedback on the school's programs and services.

Teachers: Teachers are instrumental in implementing the school's curriculum and instructional strategies. Their expertise and insights are essential for identifying areas for improvement and developing effective solutions.

Staff: In addition to teachers, other staff members, such as administrators, counselors, and support staff, contribute to the school's overall success and have valuable perspectives to share.

Community Members: The school's community, including local businesses, organizations, and residents, can also be considered stakeholders. Their involvement can provide additional resources, support, and perspectives.

Yates Elementary has established several mechanisms to ensure stakeholder involvement and engagement in the improvement planning process:

SBDM Council: The reinstated SBDM Council, composed of two parents and three teachers, plays a central role in the improvement planning process. The council reviews schoolwide data, discusses next steps, and provides valuable input on strategies to enhance student achievement.

PBIS Committee: The PBIS committee, which includes a parent member, focuses on schoolwide student behavior data and identifies areas for improvement. Yates Elementary's recognition of Silver Status for its PBIS data demonstrates the effectiveness of this approach.

Staff Feedback: Yates Elementary staff members have the opportunity to provide feedback to the leadership team through a Google Form. This platform allows staff to share ideas and suggestions for making the school one of the best in the Fayette County Public Schools district.

By actively involving these stakeholder groups, Yates Elementary is creating a collaborative and inclusive environment where everyone can contribute to the school's ongoing improvement efforts.

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.

Purpose Statement: Yates Elementary School is committed to fostering a safe, inclusive, and nurturing learning environment that empowers every child to reach their full potential.

Mission: To provide a safe, diverse, and caring learning community that emphasizes the social, emotional, physical, and intellectual development of each child.

Vision: Excellence through effort: every child every day!

Yates Elementary School embodies its purpose through its program offerings and expectations for students:

Comprehensive Curriculum: The school's master schedule ensures that all academic subjects are taught daily, along with Special Area subjects such as Physical Education, Art, and Music. This comprehensive approach provides students with a well-rounded education that addresses their diverse needs.

Focus on Social and Emotional Development: The emphasis on creating a safe, diverse, and caring learning community supports the social and emotional

development of students. This fosters a positive and supportive environment where students feel valued and respected.

High Expectations for All: The vision of "Excellence through effort: every child every day!" reflects the school's commitment to providing high-quality education and challenging all students to reach their full potential.

The SBDM Council plays a significant role in ensuring that the school's purpose is reflected in its programs and practices. By deciding to maintain a full-time music position, even in the face of funding challenges, the council demonstrates its commitment to providing a comprehensive education for all students. This decision aligns with the school's mission and vision of providing a well-rounded learning experience.

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.

Yates Elementary School: Notable Achievements and Areas for Improvement

Notable Achievements (2018-2024):

- **Teacher Excellence:** Two teachers achieved National Board Certification in 2019, recognizing their exceptional teaching skills and dedication to student success.
- **State Recognition:** The school was awarded a State 3-Star School designation in 2019, acknowledging its high-quality educational programs and positive learning environment.
- **Academic Growth:** Yates Elementary demonstrated strong academic growth on the State KPREP Assessment in both 2018 and 2019.
- **Positive Behavior Interventions and Supports (PBIS):** The school received a State Gold Fidelity Award in 2024, highlighting its effective implementation of PBIS strategies. It also earned a State Silver Fidelity Award and a Family Friendly School Recognition from the Prichard Committee in 2024.

Areas for Improvement (2021-2024):

- **Tier 1 Instruction:** The school has focused on strengthening Tier 1 instruction throughout the building to ensure that all students receive high-quality, differentiated teaching. This area will continue to be a priority in the coming years.
- **Student Engagement:** Yates Elementary has been working to increase student engagement in the classroom to foster a more active and interactive learning environment.

Future Goals (2024-2027):

- Continued Academic Excellence: The school will maintain its focus on student achievement, striving to ensure that all students excel academically.
- Enhanced Tier 1 Instruction: Yates Elementary will continue to refine and improve its Tier 1 instruction to provide even more effective and differentiated teaching for all students.
- Increased Student Engagement: The school will implement strategies to further enhance student engagement, creating a more motivating and interactive learning experience for all students.

Additional Information

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

None

Attachment Summary

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

Yates Elementary School
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Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

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.

At Yates Elementary, we embrace a holistic approach to student data analysis, highlighted by our weekly grade-level Professional Learning Communities (PLC) Meetings. During these sessions, we thoroughly examine a variety of student data, including formative and summative assessments, as well as informal classroom observations. Our primary goal is to identify trends, analyze MAP (Measuring Adequate Progress) results, and engage in meaningful discussions regarding our students' performance in relation to classroom assessments. We carefully document these conversations through detailed PLC minutes and teacher observations.

In addition, Yates Elementary has made significant progress in enhancing our governance structure. Following a period of Comprehensive School Improvement (CSI) status, we have successfully reinstated our Site-Based Decision-Making (SBDM) Council this past school year. Our council meetings are conducted in strict

accordance with state guidelines, featuring structured agendas and comprehensive minutes.

Furthermore, we have established a dynamic Student Support Team at Yates Elementary, which meets weekly and comprises dedicated professionals, including an Administrator, Family Resource Youth Coordinator (FRYC), School Counselor, Family & Community Liaison, and School Mental Health Specialist. This collaborative team addresses student referrals and ensures that we meet the diverse needs of our students. Our proactive approach, grounded in a deep understanding of our students' backgrounds, has proven invaluable in interpreting and responding to their performance on assessments, whether the outcomes are positive or negative.

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?

Proficiency Goal: By May 2021 increase the combined (reading and math) percentage of elementary students scoring proficient/distinguished from 29.5% to 35.5%.

Separate Academic Indicator Goal: By May 2021 will increase the percentage of all students scoring proficient/distinguished from 30.6% to 36.6%

In 2020-2021 Yates Elementary's Reading proficient scores were 16.3% and the Math proficient scores were 13.5%. In 2021-2022 Yates Elementary received a rating of Low Orange, with an overall score of 41. Reading/Math scores were 42.3, and Science/Social Studies/Writing were 35.9. Our English Learner Progress indicator score was 41.7. There was a high number of students who were in the novice performance rating. Our science scores were suppressed due to the number of students scoring novice in this content area.

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.

Kentucky Summative Assessment State Data 2023-2024

Percentages for Proficiency

Reading 36%--33%

Math 28%--30%

Science: Suppressed Data

Social Studies 24%--30%

Writing 31%--28%

Current Kentucky Summative Assessment data shows a decrease in students scoring proficient in reading and writing. Students scoring the performance rating of Novice is still at a higher percentage as compared to students scoring proficient.

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.

Kentucky Summative Assessment State Data 2023-2024

Content Area -- % Novice -- % Apprentice -- % Proficient --% Distinguished

Reading:--36--31--22--11

Math:--36--35--28--2

Science: Suppressed Data

Social Studies: 42--28--23--7

Writing: 21--51--23--5

Impact Kentucky Working Conditions Survey 2023-2024

Feedback and Coaching: 92% (+40)

School Leadership: 95% (+30)

Staff-Leadership Relationship: 99% (+30)

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.

State Assessment Results in Reading

-By 2025, Yates Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 33%.

-50% of students with disabilities scored at the Novice level, highlighting a critical area for improvement. We are committed to ensuring that each student has an Individualized Education Program (IEP) tailored to their unique needs. Additionally, we will focus on providing high-quality Tier I instruction and, where indicated in their IEPs, meaningful support in a Resource setting.

State Assessment Results in Math

-By 2025, Yates Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 30%.

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.

Yates Elementary continues to achieve a high overall rating of 75.2 on the Quality of School Climate and Safety Survey. This feedback, gathered from our students, indicates that the majority feel safe and ready to learn while at school. This year, we continue to implement the DESSA assessment, which provides valuable data on each student's social and emotional health. Our Mental Health Specialist and School Counselor will utilize this data to support our students and deliver character education lessons in every classroom. We are committed to enhancing our focus on Social Emotional Learning at Yates Elementary to further improve our School Climate and Safety Survey results this year.

Additionally, we have continued to redefine our Professional Learning Communities to ensure robust structures that promote student achievement for all. Our weekly meetings revolve around four essential questions:

1. What do we want all students to know and be able to do?
2. How will we assess their learning?

3. How will we respond when some students do not master the material?

4. How will we extend learning for those who are already proficient?

Through these targeted discussions and the development of rigorous assessments, we will employ backward planning and common formative assessments to effectively monitor student mastery of grade-level content. We will closely track student performance on both **formative** and summative assessments to ensure all students meet their learning standards.

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



School Key Elements for Yates Elementary 2023-2024



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 the Key Elements document below

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements for Yates Elementary		•
 School Key Elements for Yates Elementary 2023-2024		• 7



2024-2025 Phase Two: School Assurances_10312024_20:18

2024-2025 Phase Two: School Assurances

Yates Elementary School
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Table of Contents

<u>2024-2025 Phase Two: School Assurances</u>	3
-----------------------------------------------	---

2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

- Yes
- No
- N/A

COMMENTS

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

- Yes
- No
- N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

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

School Name: Yates 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

The mission of Yates is to provide a safe, diverse, and caring community that emphasizes the social, emotional, physical, and intellectual development of each child.

Focus Area 1

PLC: Yates Elementary will function as a Professional Learning Community and will use a PDSA model effectively to improve student learning.
(Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 2

Assessment & Accelerated Learning: Yates will develop a balanced assessment system including standards-based instruction to accelerate learning.

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:

Yates teachers and administrators will use the four critical PLC questions to guide the PLC when it convenes. By focusing on PLCs and Accelerated Learning, Yates Elementary will increase student achievement in all areas (reading, math, science, social studies, and writing). In grade-level planning meetings, teachers will work to identify essential standards, create (revise) assessments aligned to the standards to measure student learning and create a plan based on data to support students who need additional time with the standard, and create enrichment and extensions to deepen learning within the standard. Intentionality will be made with backward planning.

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 identified focus areas of PLCs and Accelerated Learning are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress. In Professional Learning teams, teachers will identify essential standards for the year, create (revise) common formative and summative assessments aligned with the standard, and use data from assessments to create an individualized plan for students who have yet to meet the standard expectations and a plan for students who have already met the standard expectation with enrichment or extension opportunities.



Professional Learning Development Tools

<u>FCPS Professional Learning Timeline Brief 2024-2025</u>	<u>FCPS Professional Learning Timeline 2024-2025 At-A-Glance</u>
<u>FCPS Logic Model</u>	<u>FCPS Monitoring and Evaluation Framework</u>
<u>Core Elements of a Professional Learning Plan</u>	

Focus Area 1

Focus Area 1 Objectives PLC: Yates Elementary will function as a Professional Learning Community and will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Short-Term Changes:

Knowledge: Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

Long-Term Changes:

Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.

Knowledge: Teachers and school administrators participating in PLC networks develop an understanding of teaching and learning practices,

Behavior: Teachers and school administrators consistently create the condition where students become assessment-capable learners.



<p>assessment analysis processes, and students' opportunities to respond to learning and become assessment-capable learners.</p>	
<p>Knowledge: Teachers and school administrators will develop an understanding of backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas.</p>	<p>Skill: Teachers and school administrators will use backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas.</p>
<p>Knowledge: Teachers and school administrators will develop an understanding of the PLC+ Framework and associated Five Key Questions.</p>	<p>Skill: Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy.</p>

<p><u>Focus Area 1 Intended Results</u></p> <p>Student Outcomes:</p> <ul style="list-style-type: none"> ● By 2025, Yates Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 36%. ● By 2025, Yates Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 18% ● By 2025, Yates Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 2% ● By 2025, Yates Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 16%. ● By 2025, Yates Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 15%. <p>Educator Beliefs:</p> <ul style="list-style-type: none"> ● Educators believe in equity of access and opportunity. ● Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher). ● Educators believe they must work collaboratively and take collective responsibility for the success of each student.



- Educators in a PLC believe in focusing on evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members before the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members accountable for adhering to the norms.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators (if they are not leading) with access to their meeting agendas and minutes.

Focus Area 1 Monitoring

What data will be considered and gathered?

- PLC Continuum Self-Assessment
- Planning Documents
- NSGR Reading Levels
- Common Formative and Summative assessments aligned to essential standards
- MAP (reading and math)

Who is responsible for gathering data?

- PLC Continuum Self-Assessment - teachers, admin team
- Planning Documents - teachers, admin team, SBIS



- NSGR Reading Levels - teachers, SBIS, Interventionists
- Common Formative and Summative assessments aligned to essential standards - teachers, admin team, SBIS
- MAP (reading and math) - teachers, admin team, SBIS

How frequently will it be analyzed?

- PLC Continuum Self-Assessment - three times a year
- Planning Documents - weekly
- NSGR Reading Levels - will be monitored monthly from August to May
- Common Formative and Summative assessments aligned to essential standards - CFAs will be monitored 2-3 times per month, summative assessments will be monitored at the end of every unit (approximately every 6 weeks)
- MAP (reading and math) - three times a year: Fall, Winter, Spring

Focus Area 1 Indicators of Success

Clarifying What Students Must Learn

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

Monitoring Each Student’s Learning



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

Turning Data Into Information

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

Providing Students with Systematic Interventions and Extensions

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

Interventions

- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.

Extensions



- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

Focus Area 1 Targeted Audience

The targeted audience is teachers, principals, assistant principal, and instructional coach.

Focus Area 1 Resources

Staff: chiefs, directors, specialists, principals, assistant principal, teachers

Funding: Title II

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

Instructional Resources: FCPS PLC Framework, *Learning by Doing: A Handbook for Professional Learning Communities at Work*, *Cultures Built to Last: Systemic PLCs at Work*

Professional Learning Support from Vendors: N/A

Release Time: N/A

Focus Area 1 Ongoing Supports for Implementation

Yates Elementary will receive support from the district office for ongoing support including tools to expand opportunities for students to monitor their learning and for PLCs to monitor student growth and processes to integrate literacy standards across content areas; create varied approaches to creating and



communicating success criteria; formative assessment, and interdisciplinary approach to analysis to adjust instructional strategies across multiple content areas.

Focus Area 2

Assessment & Accelerated Learning: Yates Elementary will develop a balanced assessment system including standards-based instruction to accelerate learning.

Focus Area 2 Objectives

Short-Term Changes

Knowledge: Teachers and school administrators develop an understanding of district common unit assessments and how they can be utilized to inform intentional planning.

Knowledge: Teachers and school administrators develop an understanding of the district-developed frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade-appropriate instruction, which is cognitively engaging.

Long-Term Changes

Behavior: Teachers consistently utilize district common assessments to inform their planning and instructional practices.

Knowledge: Teachers and school administrators develop an understanding of student learning throughout the year based on district benchmark assessments and state-level assessments.

Behavior: Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade-appropriate and cognitively engaging instruction.

Behavior: Teachers consistently utilize benchmark assessments and state-level assessments to inform their planning and instruction practices.

Knowledge: Teachers and school administrators develop an understanding of the Assessment Guidance Document.

Behavior: Teachers and school administrators consistently utilize the Assessment Guidance Document.

Knowledge: Teachers and school administrators learn strategies for differentiation.

Behavior: Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.



Focus Area 2 Intended Results

Student Outcomes:

- By 2025, Yates Elementary will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 36%.
- By 2025, Yates Elementary will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 18%
- By 2025, Yates Elementary will increase Science proficient and distinguished level to 46% as measured by KSA. Current level is 2%
- By 2025, Yates Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 16%.
- By 2025, Yates Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 15%.

Educator Outcomes: By 2025, Yates Elementary will ensure 100% of teachers develop and utilize a balanced assessment system.

By 2025, Yates Elementary will ensure 100% of teachers consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade-appropriate and cognitively engaging instruction (implementing Kagan structures).

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe analyzing student assessment is an important step of the planning process that leads to more targeted and responsive instruction.

Educator Practices:

Teachers consistently utilize district common assessments to inform their planning and instructional practices.

- Teachers consistently utilize benchmark assessments and state-level assessments to inform their planning and instruction practices.
- Teachers and school administrators consistently utilize the Assessment Guidance Document.
- Teachers utilize district-developed frameworks and instructional design models during PLCs to plan grade-appropriate and cognitively engaging instruction.



Focus Area 2 Monitoring

What data will be considered and gathered?

- PLC Continuum Self-Assessment
- PLC Agenda & minutes
- Common Formative and Summative assessments aligned to essential standards
- MAP (reading and math)

Who is responsible for gathering data?

- PLC Continuum Self-Assessment - teachers, admin team
- PLC Agenda & minutes - teachers, admin team
- Common Formative and Summative assessments aligned to essential standards - teachers, admin team
- MAP (reading and math) - teachers, admin team

How frequently will it be analyzed?

- PLC Continuum Self-Assessment - three times a year
- PLC Agenda & minutes - weekly
- Common Formative and Summative assessments aligned to essential standards - CFAs will be monitored 2-3 times per month, summative assessments will be monitored at the end of every unit (approximately every 6 weeks)
- MAP (reading and math) - three times a year: Fall, Winter, Spring

Focus Area 2 Indicators of Success (Please describe in detail.)

At Tier 1, a balanced assessment system is used to make decisions at the school, classroom, and student level. Formative assessments and common formative assessments provide data about student learning and help teachers determine if the instruction is effective or if adjustments to instruction are needed. Common summative assessments are used to provide data at the end of units/end of course to measure standards mastery. Standardized tests are used to determine if students are meeting state academic standards. They also can be used to inform decisions about systems-level programming and the overall effectiveness of MTSS.



Universal screening is used at Tier 1 to:

- evaluate the effectiveness of the guaranteed and viable curriculum and classroom instruction provided to all students
- identify students who may be at risk in academics and/or social behaviors
- identify students who need supplemental or intensive interventions

When assessing Tier 1 effectiveness, teams look for evidence that at least 80% of students are at or above the established cut score. Diagnostic assessments are used to help educators identify strengths and weaknesses and provide data about students' content knowledge and skills. The diagnostic assessments allow the SPS team to identify an appropriate intervention for an individual student or group of students. The goal of the MTSS framework is to provide interventions for approximately 20% of the school. When schools find that more than 20% of the student population meets cut scores for intervention, the school adjusts cut scores to serve the bottom 20% through the MTSS framework. In schools where there is not 80% meeting proficiency, ongoing diagnostic assessment should be used to regularly monitor progress.

School leadership teams use universal screening data to monitor the implementation and effectiveness of Tier 1 instruction. If data indicate that less than 80% of students are meeting benchmarks for academic proficiency, behavior expectations or social-emotional skills, MTSS leadership teams examine the difference between the actual and the desired performance to identify areas in need of improvement at the systems level.

Upon completion of the universal screener for academic and social, examine data at the student level to determine where additional screenings are needed, using the [Data Informed Decision Flowchart](#). For students scoring below the cut point, additional diagnostic assessments are given to identify the specific area(s) of focus, providing a triangulation of data to meet student needs and accelerate learning. For students scoring above 80% on specific skills, opportunities for enrichment and/or extensions shall be provided by the classroom teacher and/or gifted and talented resource teacher.

Continuous Classroom Improvement

Leadership and Planning- The teacher has established and clearly communicated specific directions for the classroom and individual students.

Level 1:

- The teacher actively supports and models the approach to continuous improvement.
- Classroom goals are aligned to school goals and standards and address areas of the greatest need.
- Short-term learning targets are displayed and/or clearly communicated.



- Expectations for all students to demonstrate proficiency are evident.

Data Systems- The teacher and students use data to monitor and report classroom and individual student progress.

Level 1:

- Progress monitoring charts for class goals are displayed and current when appropriate.
- Progress monitoring charts for class goals showing anonymous individual student data are displayed when appropriate.

Workforce Focus- Students are actively engaged and recognized for contributions toward progress.

Level 1:

- Students are engaged in clarifying the classroom short-term learning targets and strategies.
- Students frequently participate in the classroom plus/delta process and implement solutions.

Operations Focus- The teachers and students regularly and frequently use a classroom continuous improvement process.

Level 1:

- The Plan-Do-Study-Act Cycle (PDSA) is the basis for the classroom continuous improvement process.
- The steps of the PDSA Cycle for the learning targets are evident to students.
- The frequency and time allotted for the improvement cycle (PDSA) is appropriate for the age of the students and the learning target.

Results- Classroom and student progress is documented.

Level 1:

- Progress toward classroom goal achievement is evident and displayed and/or clearly communicated.
- The class is making progress toward developing classroom learning system indicators.



Focus Area 2 Targeted Audience

The targeted audience is all certified staff members, principal, assistant principal, and instructional coach.

Focus Area 2 Resources

Staff: chiefs, directors, specialists, principals, assistant principal, teachers, SBIS

Funding: Title I, Title II

Technology: Navigator, Continuous Classroom Improvement Hub, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: *Continuous Classroom Improvement: First Steps in Using a Systems Approach to Improve Learning Results*, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

Professional Learning Support from Vendors: N/A

Focus Area 2 Ongoing Supports for Implementation

Yates Elementary will receive support from the district office for ongoing support.

Optional Extension