

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. Our first priority will be our EL students. Our progress status has had a slight decline in the last 2 years with a negative change of 1.1.
2. Our second priority will be our students with disabilities. In the last 2 years, we have had a decrease in P/D in reading from 35% to 33% but an increase in novice from 35% to 37%.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

Review, Revise and Analyze Data: Cassidy's staff consistently communicate and implement a sustainable system for reviewing, analyzing, and applying data results through our PLC process. Teams have implemented a uniform way to elicit and interpret data. Our current goal is to act on meaningful evidence of student learning to determine priorities for student growth and achievement.

Design and Deliver Assessment Literacy: Our school in conjunction with our district has a comprehensive assessment system. Throughout units of instruction, students are given assessments for the four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative. These four assessment purposes provide a variety of evidence to support educational decision-making. The evidence is collected and triangulated to determine instructional decisions moving forward for individual student needs.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	92.5	5.1
State Assessment Results in science, social studies and writing	88.5	1.8
English Learner Progress	64	-1.1
Quality of School Climate and Safety	79.7	0.5
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): State Assessment Results in Reading
 By 2025, Cassidy School will increase Reading proficient and distinguished level to 75% as measured by KSA. Based on the 2023-2024 KSA data 74% of our students were proficient in reading.

State Assessment Results in Math
 By 2025, Cassidy School will increase Math proficient and distinguished level to 76% as measured by KSA. Based on the 2023-2024 KSA data, 75% of our students were proficient in math.

Cassidy Elementary reading and math status will increase status to 94.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <ul style="list-style-type: none"> By 2025, Cassidy will increase reading proficient and distinguished levels for African American students from 33% to 48% By 2025, Cassidy will increase reading proficient and distinguished levels for English Learners from 46% to 61% By 2025, Cassidy will increase reading proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53% 	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments.	PLC Meeting Agenda/Minutes/Docs Classroom Walkthrough PLC data collection tool	Progress will be monitored weekly and reviewed with staff monthly	n/a
	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence Classroom Walkthrough	Progress will be monitored weekly and reviewed with staff monthly	n/a
	KCWP 3	Ensure that assessments are designed to best evaluate student learning	PLC Evidence PLC Agenda PLC data tool Unit Assessments	Progress will be monitored weekly and reviewed with staff monthly	n/a
Objective 2 <ul style="list-style-type: none"> By 2025, Cassidy will increase math proficient and distinguished levels 	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in	District common assessments District rubrics	Progress will be monitored weekly and reviewed with staff monthly	n/a

Goal 1 (State your reading and math goal.): State Assessment Results in Reading
 By 2025, Cassidy School will increase Reading proficient and distinguished level to 75% as measured by KSA. Based on the 2023-2024 KSA data 74% of our students were proficient in reading.

State Assessment Results in Math
 By 2025, Cassidy School will increase Math proficient and distinguished level to 76% as measured by KSA. Based on the 2023-2024 KSA data, 75% of our students were proficient in math.

Cassidy Elementary reading and math status will increase status to 94.5.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
for African American students from 30% to 45% ● By 2025, Cassidy will increase math proficient and distinguished levels for English Learners from 46% to 61% ● By 2025, Cassidy will increase math proficient and distinguished levels for Economically Disadvantaged Students from 38% to 53%		the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate.			
		Collect and use student data from common and formative assessments to inform classroom instruction and task selection. Data from assessments will be collected and organized on our PLC data collection tool. Our school PLC Google folder will house reports.	FCPS ROIS PLC documentation PLC data collection	Progress will be monitored weekly and reviewed with staff monthly	n/a

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

Goal 2 (State your science, social studies, and writing goal.):

State Assessment Results in Science

By 2025, Cassidy School will increase Science proficient and distinguished level to 51% as measured by KSA. Based on the 2023-2024 KSA data, 49% of our students were proficient in science.

State Assessment Results in Social Studies

By 2025, Cassidy School will increase Social Studies proficient and distinguished level to 73% as measured by KSA. Based on the 2023-2024 KSA data, 72% of our students were proficient in social studies.

State Assessment Results in Combined Writing

By 2025, Cassidy School will increase Combined Writing proficient and distinguished level to 82% as measured by KSA. Based on the 2023-2024 KSA data, 81% of our students were proficient in writing.

Cassidy Elementary will increase the Science, Social Studies, and Writing status to 92.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <ul style="list-style-type: none"> By 2025, Cassidy will increase science proficient and distinguished levels for Economically Disadvantaged Students from 12% to 30% 	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments.	PLC Meeting Agenda/Minutes/Docs Classroom Walkthrough PLC data collection tool		n/a

Goal 2 (State your science, social studies, and writing goal.):
 State Assessment Results in Science
 By 2025, Cassidy School will increase Science proficient and distinguished level to 51% as measured by KSA. Based on the 2023-2024 KSA data, 49% of our students were proficient in science.

State Assessment Results in Social Studies
 By 2025, Cassidy School will increase Social Studies proficient and distinguished level to 73% as measured by KSA. Based on the 2023-2024 KSA data, 72% of our students were proficient in social studies.

State Assessment Results in Combined Writing
 By 2025, Cassidy School will increase Combined Writing proficient and distinguished level to 82% as measured by KSA. Based on the 2023-2024 KSA data, 81% of our students were proficient in writing.

Cassidy Elementary will increase the Science, Social Studies, and Writing status to 92.3.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 <ul style="list-style-type: none"> By 2025, Cassidy will increase social studies proficient and distinguished levels for Economically Disadvantaged Students from 30% to 45% By 2025, Cassidy will increase writing proficient and distinguished levels for Economically Disadvantaged Students from 51% to 65% 	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence Classroom Walkthrough		n/a

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 <ul style="list-style-type: none"> By 2025, Cassidy will decrease reading novice levels for African American students from 22% to 15% By 2025, Cassidy will decrease reading novice levels for English Learners from 26% to 20% By 2025, Cassidy will decrease reading novice levels for Economically Disadvantaged Students from 23% to 20% 	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate	District common assessments District rubrics		n/a
	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular adjustments when students fail to meet mastery	PLC Evidence PLC Agenda PLC data tool		n/a
Objective 2 <ul style="list-style-type: none"> By 2025, Cassidy will decrease math novice levels for African American students from 19% to 10% By 2025, Cassidy will decrease math novice levels for English 	KCWP 3	Common unit assessments will be given at regular intervals and align to the standards in content and level of thinking. These will be given in the core subjects in grades 3-5. The assessment will include items that mirror formats on the state assessment as appropriate	District common assessments District rubrics		n/a
	KCWP 2	Ensure professional development in the area of best practice/high yield instructional strategies to aid in circular	PLC Evidence PLC Agenda PLC data tool		n/a

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Learners from 30% to 25% <ul style="list-style-type: none"> By 2025, Cassidy will decrease math novice levels for Economically Disadvantaged Students from 22% to 15% 		adjustments when students fail to meet mastery			
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):
 By 2025, Cassidy School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 51%.

Cassidy Elementary will increase the English Learner Progress status to 66.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, Cassidy School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 64%.	KCWP 4	Incorporate explicit data review, analysis, and application components into all PLC meetings	PLC Data Protocols School formative and summative data PLC meetings		
Objective 2					

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.):
 By 2025, Cassidy School will increase the quality of school climate and safety index to 83 as measured by KSA. Based on the 2023-2024 KSA results, our status is 79.7
 Cassidy Elementary will increase the Quality of School Climate and Safety status to 82.2.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2025, Cassidy School will increase the quality of school climate and safety index to 83 as measured by KSA. Based on the 2023-2024 KSA results, our status is 79.7	KCWP 2	Begin training staff on diversity, equity, inclusion, and belonging to develop a common language that will be utilized in the curriculum development process	Faculty Meeting Agendas Classroom Walkthrough		n/a
Objective 2					

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p>Components of Turnaround Leadership Development and Support:</p> <p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? Response:</p>
<p>Identification of Critical Resources Inequities:</p> <p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. Response:</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p> <p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. Response:</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response:</p>

CSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the Continuous Improvement Platform (CIP).

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2024-2025 Phase One: Cassidy Executive Summary for
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2024-2025 Phase One: Executive Summary for Schools

Cassidy Elementary School
Jill Hill

1125 Tates Creek Rd
Lexington, Kentucky, 40502
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?

Cassidy Elementary School is located in Chevy Chase neighborhood. It was built in 1935 by the federal Works Progress Administration on land that once belonged to renowned Kentucky statesman Henry Clay. Additions to the building were built in 1956 and 1987 with the latest renovations completed in 2010. Cassidy embodies the true feel of a neighborhood school. Many families grew up attending Cassidy and now have their children and grandchildren enrolled here. Our student population continues to grow. We presently serve 655 students in grades K-5. Our population includes 72% White, 4% Asian, 7% Hispanic, 10% African-American, and 6% 2 or more races. 27% of our students qualify for free and reduced lunch, 9% are English Language Learners, 9% are students with special needs, and 22.6% qualify for gifted/talented services. Our parents, PTA, and community members volunteer countless hours each year to support the work of our teachers and staff. With their support, Cassidy's tradition of excellence in education continues to shine. Our state test results continue to show high levels of academic student achievement each year. Our challenges include being a non title 1 school serving a large student population with lots of diversity of needs.

School Stakeholders

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

Our central stakeholder group is our school site-based council. Council members are nominated and elected by the larger parent population to be representative of the collective group. Our council meets monthly and is updated on the most recent schoolwide performance data. Our school improvement plan goals and progress monitoring are shared monthly. Student and family survey data is shared with the council to ensure the school body is represented in decision making.

School's Purpose

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

The mission for our school is "All students will leave Cassidy as proficient learners on a path to graduate from high school prepared for college and careers, ready to excel in a global society." This mission becomes reality through the daily motto of

"Work Hard, Be Kind". Every staff member, student, and most guests who enter our building can recite this motto. Every decision we make focuses on what is right for our students. From our PTA to our School Based Decision Making Council, we ensure decisions honor our high expectations for students while challenging them to reach their fullest potential. Our vision is to provide a safe, loving climate where exciting, relevant learning takes place for all students. We want to prepare students to excel in a global society. The staff is empowered to create and maintain an environment of high expectations for all students. We provide the knowledge and critical thinking skills necessary for making effective decisions to be successful. We believe all children can learn and deserve an equitable education; that education should be designed to meet the unique needs of each child; our school community provides opportunities for students to be successful, maximizing academic achievement and building social character to ensure success for the future. Cassidy students have many opportunities to participate in performance and project based events. We organize 20 or more community service projects each year, some of which support programs such as UK Children's Hospital, United Way, God's Pantry, and Toys for Tots. Students at all grades can participate in the state PTA Reflections contest and school science fair. Fifth graders host Colonial Days and an Entrepreneur Fair. We have many children who participate in academic teams, our district run program and the Governor's Cup competitions. Students may also choose to participate in Battle of the Books teams and have brought home top honors the past several years. Extra curricular activities available to Cassidy students include: Spanish Club, chorus, academic teams, STLP Student Technology Leadership Program, Colt Ambassadors, Yearbook, Science Club, Art Club, Children's Theatre, Tennis Club, Slot Car Racing, Yoga, Chess Club, Girls on the Run, and Safety Patrol. Some of our traditions include hosting an annual Variety Show and an Alumni Night where we name a Hall of Honor recipient.

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.

Cassidy has long been known for a tradition of excellence in education. During the 2023-2024 school year Cassidy was recognized by the United States Department of Education as a National Blue Ribbon School in the area of high achievement. Our program provides high quality instructional programs for children in grades kindergarten through fifth along with in-depth reading, writing, science, social studies, problem solving and critical thinking instruction incorporated across all areas of the curriculum. Students are scheduled for music, guidance, media, physical education, science lab, and Spanish. Our media center provides a realistic approach to learning through the use of technology. Research, reading, and writing are incorporated into units of study as students use the variety of technology, resources available through the media center and into the classrooms. Every classroom is equipped with the newest technology. In addition we have one to one Chromebooks grades K-5, with several mobile labs including laptops and Ipads.

Additional Information

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

n/a

Attachment Summary

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

Cassidy Elementary School
Jill Hill

1125 Tates Creek Rd
Lexington, Kentucky, 40502
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.

Cassidy's teachers review data as grade-level teams each week during their grade-level meetings. Teachers review unit assessments with the administration at the end of each unit assessment. MAP data is shared with the SBDM Council at the end of each assessment window (fall, winter, spring). KPREP data is shared with SBDM council during the month of public release. Our SBDM council meets once a month and data related to the CIP is shared when appropriate. Our school support team includes our intervention team, MTSS lead, G/T teacher, guidance counselor, mental health specialist, principal, and assistant principal. The support team meets every 4 weeks to discuss student needs both academic and behavior as part of our MTSS process. The support team meets with each grade level every 4 weeks to discuss specific student concerns. During these meetings, the team makes an instructional or behavior plan of interventions as well as a plan to track student performance data. Data from support team meetings and MTSS meetings are documented in the school support team Google Folder. MTSS documentation is collected in each grade

level folder. SBDM meeting minutes are collected and saved in the school SBDM google folder as well as the SBDM portal.

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?

Overall the implementation of the goals, objectives, and strategies from last year's plans are successful. We are continuing to focus on the use of all assessment types to inform our instruction. Our district has adopted a new reading and math curriculum. Our teachers are using these two new resources to help guide their instruction while also ensuring our students are being exposed to and mastering grade level standards.

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.

From 2022 to 2024, our school saw a 7% increase in P/D in reading and an 8% increase in P/D in math.

In science, our school saw an increase of 15% scoring P/D and a 21% increase in social studies.

From 2022 to 2024 our school saw an increase in P/D by 10%.

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.

Based on the 2023-2024 KSA data our students are scoring in the ranges below. This is aligned to our spring MAP data as well.

23% of our students in the achievement gap scored novice in reading on the KSA

52% of our student in the achievement gap scored proficient or distinguished on the KSA in reading

22% of our students in the achievement gap scored novice in math on the KSA

47% of our students in the achievement gap scored proficient or distinguished on the KSA in math

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.

1. Our first priority will be our EL students. Our progress status has had a slight decline in the last 2 years with a negative change of 1.1.

2. Our second priority will be our students with disabilities. In the last 2 years, we have had a decrease in P/D in reading from 35% to 33% but an increase in novice from 35% to 37%.

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.

Our reading and math indicator increased to 92.5 which is a 5.1 increase. Our combined science, social studies, and writing indicator increase by 1.8 points to a rating of 90.3.

Another strength is our writing growth to 81% of students scoring in the proficient/distinguished category.

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

 Key Elements

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


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

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

Cassidy's staff consistently communicate and implement a sustainable system for reviewing, analyzing, and applying data results through our PLC process. Teams have implemented a uniform way to elicit and interpret data. Our current goal is to act on meaningful evidence of student learning to determine priorities for student growth and achievement.

Our school in conjunction with our district has a comprehensive assessment system. Throughout units of instruction, students are given assessments for the four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative. These four assessment purposes provide a variety of evidence to support educational decision-making. The evidence is collected and triangulated to determine instructional decisions moving forward for individual student needs.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements	2024 Cassidy Key Elements	• 7



2024-2025 Phase Two: Cassidy School Assurances_08202024_10:02

2024-2025 Phase Two: School Assurances

Cassidy Elementary School
Jill Hill

1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

● N/A

COMMENTS

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

Yes

No

● N/A

COMMENTS

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

Yes

No

● N/A

COMMENTS

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

Yes

No

● N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Four: Cassidy Professional Development Plan for
Schools for School Year 2024-2025_04162024_05:13

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

Cassidy Elementary School
Jill Hill
1125 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

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

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

Annual Professional Development Plan:

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

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

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

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

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

1. What is the school's mission?

All students will leave Cassidy as proficient learners on a path to graduate from High school, prepared for college and careers, ready to excel in a global society.

ATTACHMENTS

Attachment Name



Cassidy Professional Learning Plan 24-25

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

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

see attachment

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

see attachment

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

see attachment

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

see attachment

see attachment

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

- i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
see attachment

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

Please describe in detail.

see attachment

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

see attachment

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

see attachment

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

see attachment

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

see attachment

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

see attachment

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

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

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

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

see attachment

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

Please describe in detail.

see attachment

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

see attachment

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

see atta

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly


professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

see attachment

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

see attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Cassidy Professional Learning Plan 24-25	Focus Areas for Professional Learning	• 1