Comprehensive School Improvement Plan (CSIP) for 2025-26: Squires Elementary School

Needs Assessment: Priorities

For the 25-26 school year, Squires Elementary School will focus on the following priorities:

- Writing (24% scored proficient/distinguished and 16% scored novice based on KSA in writing)
- Social Studies (27% scored proficient/distinguished and 47% scored novice based on KSA in writing)
- PBIS

Needs Assessment: Processes, Practices, or Conditions

KWCP 1: Design and Deploy Standards (FOCUS)
KWCP 2: Design and Deliver Instruction (FOCUS)
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze, Apply Data Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

SBDM Members

Jill Angelucci - Principal
Lisa Pollock - Teacher
Lacey Siconolfi - Teacher
Whitney Townsend - Teacher
Candra Bryant - Parent
Lisa Janecek - Parent

Plan Approved 12/1/25

1: State Assessment Results in Reading and Mathematics

By October 2028, the percentage of students scoring proficient/distinguished will increase from 58% to 73% in math as measured by KSA; By October 2028, the percentage of students scoring proficient/distinguished will increase from 52% to 70% in reading as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, Squires Elementary will increase reading achievement from the 47th percentile to 55th percentile as measured by MAP. By May 2026, Squires Elementary will increase math achievement from the 55th percentile to 65th percentile as measured by MAP.	KCWP 1	Squires Elementary will continue to implement a PLC schedule and master that will be inclusive of Special Education, GT, Intervention, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule Master Schedule	The master schedule for grade level teams will be completed May 28, 2026.	N/A	N/A
	KCWP 3 KCWP 4	Squires Elementary will use a balanced assessment system to analyze individual student data, including MAP, KSA, iReady, and common formative and summative assessments.	PLC Data Collection FCPS ROIS Suite	PLC teams will meet weekly to analyze multiple forms of data as evidenced on a shared data document.	N/A	N/A
	KCWP 2 KCWP 5	Squires Elementary Intervention Teachers, EL Teachers, Special Education Teachers, Classroom Teachers and MTSS Team Members will collaborate regularly to identify instructional and behavior supports to maximize the potential for each student to succeed.	MTSS Minutes MTSS Rosters PLC Student Watchlists	The MTSS Team will meet once a month to review rosters and student progress. The MTSS Lead will meet quarterly with PLC teams to identify measures of success and areas of growth for individual students. PLC Teams will create watchlists of students to ensure progress is being made with each week's data check and a plan is in place for each student on the watchlist.	N/A	N/A
	KCWP 1 KCWP 2	Squires Elementary teachers will implement short answer writing strategies for both math and reading. Schoolwide writing acronyms (RACE and COPS) will be utilized across grade levels and content areas to ensure a common language.	Class Observations PLC Minutes Student Writing Samples	Teachers and school leadership will utilize PLC time to plan short answer writing instruction and opportunities during both whole group and small group learning. Classroom observations by both school leadership and peers will show an increase in writing opportunities and instruction.	N/A	Cost of subs for peer observation

2: Achievement Gap

By October 2028, African American students will decrease novice from 27% to 12% in math and Hispanic students will decrease novice from 32% to 17% in math as measured by KSA; By October 2028, African American students will decrease novice from 31% to 16% in reading and Hispanic students will decrease novice from 36% to 21% in reading as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May of 2026, all students at Squires Elementary will show growth in Reading and Math as measured by Fall to Spring MAP scores.	KCWP 1	Squires Elementary will continue to implement a PLC schedule and master that will be inclusive of Special Education, GT, Intervention, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule Master Schedule	The master schedule for grade level teams will be completed May 28, 2026.	N/A	N/A
	KCWP 3 KCWP 4	Squires Elementary will use a balanced assessment system to analyze individual student data, including MAP, KSA, iReady, and common formative and summative assessments.	PLC Data Collection FCPS ROIS Suite	PLC teams will meet weekly to analyze multiple forms of data as evidenced on a shared data document.	N/A	N/A
	KCWP 2 KCWP 5	Squires Elementary Intervention Teachers, EL Teachers, Special Education Teachers, Classroom Teachers and MTSS Team Members will collaborate regularly to identify instructional and behavior supports to maximize the potential for each student to succeed.	MTSS Minutes MTSS Rosters PLC Student Watchlists	The MTSS Team will meet once a month to review rosters and student progress. The MTSS Lead will meet quarterly with PLC teams to identify measures of success and areas of growth for individual students. PLC Teams will create watchlists of students to ensure progress is being made with each week's data check and a plan is in place for each student on the watchlist.	N/A	N/A
	KCWP 6	Opportunities for student voice and student leadership will be created to allow growth to come from a student-centered approach focused on agency, autonomy, and ownership.	Student Leadership Opportunities Student Voice Opportunities	Opportunities for student voice will occur beginning in January, 2026. A team will be created to identify areas for student leadership and create a plan to be reviewed by March, 2026.	N/A	N/A

Indicator	Priority Indicator?
State Assessment Results in science, social studies and writing	Yes
English Learner Progress	Yes
Quality of School Climate and Safety	Yes
Postsecondary Readiness (high schools and districts only)	No
Graduation Rate (high schools and districts only)	No

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

By October 2028, the percentage of students scoring proficient/distinguished will increase from 50% to 65% in science; By October 2026, the percentage of students scoring proficient/distinguished will increase from 27% to 42% in social studies; By October 2026, the percentage of students scoring proficient/distinguished will increase from 24% to 50% in writing.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, Squires Elementary will show a 55% proficiency rate in Science as measured by end of unit assessments. By May 2026, Squires Elementary will show a 40% proficiency rate in Social Studies as measured by end of unit assessments. By May 2026, Squires Elementary will show a 45% proficiency rate in Writing as measured ONDW assessments.	KCWP 1	Squires Elementary will continue to implement a PLC schedule and master that will be inclusive of Special Education, GT, Intervention, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule Master Schedule	The master schedule for grade level teams will be completed May 28, 2026.	N/A	N/A
	KCWP 3 KCWP 4	Squires Elementary will use a balanced assessment system to analyze individual student data, including MAP, KSA, iReady, and common formative and summative assessments.	PLC Data Collection FCPS ROIS Suite	PLC teams will meet weekly to analyze multiple forms of data as evidenced on a shared data document.	N/A	N/A
	KCWP 1 KCWP 2	Squires Elementary teachers will implement short answer writing strategies for science and social studies. Schoolwide writing acronyms (RACE and COPS) will be utilized across grade levels and content areas to ensure a common language.	Class Observations PLC Minutes Student Writing Samples	Teachers and school leadership will utilize PLC time to plan short answer writing instruction and opportunities during both whole group and small group learning. Classroom observations by both school leadership and peers will show an increase in writing opportunities and instruction.	N/A	Cost of subs for peer observation
	KCWP 1 KCWP 2	A common language and updated Writing Policy and Writing Plan will be developed and implemented school-wide to ensure alignment in writing instruction across the building, explicit and focused writing instruction, and regular opportunities for students to engage in all three types of writing: writing to learn, writing to demonstrate learning, and writing for publication.	PLC Minutes Student Writing Samples	A representative team will continue to update the Squires Writing Policy and Plan, create exemplars, share graphic organizers, and assess professional learning needs.	N/A	Staff meetings and PLC time will be used for professional learning related to writing instruction.

4: English Learner Progress

By April 2028, 80% of English Learners will grow by 0.5 on ACCESS.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By April 2026, Squires Elementary will show growth on the English Learner Progress status level as evidenced by 80% of our EL students growing by at least 0.5 in their ACCESS composite score.	KCWP 1	Squires Elementary will continue to implement a PLC schedule and master that will be inclusive of Special Education, GT, Intervention, and English Language Teachers.	PLC Self-Assessment PLC Minutes PLC Schedule Master Schedule	The master schedule for grade level teams will be completed May 28, 2026.	N/A	N/A
	KCWP 3 KCWP 4	Squires Elementary will use a balanced assessment system to analyze individual student data, including MAP, KSA, iReady, and common formative and summative assessments.	PLC Data Collection FCPS ROIS Suite	PLC teams will meet weekly to analyze multiple forms of data as evidenced on a shared data document.	N/A	N/A
	KCWP 2 KCWP 5	Squires Elementary Intervention Teachers, EL Teachers, Special Education Teachers, Classroom Teachers and MTSS Team Members will collaborate regularly to identify instructional and behavior supports to maximize the potential for each student to succeed.	MTSS Minutes MTSS Rosters PLC Student Watchlists	The MTSS Team will meet once a month to review rosters and student progress. The MTSS Lead will meet quarterly with PLC teams to identify measures of success and areas of growth for individual students. PLC Teams will create watchlists of students to ensure progress is being made with each week's data check and a plan is in place for each student on the watchlist.	N/A	N/A

5: Quality of School Climate and Safety

By October 2026, Squires Elementary will increase the quality of school climate and safety status from 75.2 to 82.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2025, Squires Elementary will increase the quality of school climate and safety status from 77.4 to 82.	KCWP 4	Squires Elementary will track survey data throughout the year about students' sense of belonging and their feelings toward culture and climate and safety and plan for next steps.	QSCS Survey Results	Guidance lessons in January, 2026 and February, 2026 will include opportunities for students to share anonymously and take another survey. Results will be shared with the leadership team and school staff. A plan will be put in place by March 1, 2026.	N/A	N/A
	KCWP 6	Family Engagement activities will be planned and executed to increase parent involvement and knowledge about how to support student learning.	Family Engagement Agendas Family Engagement Survey	PTA, Title 1, and school leadership will continue to collaborate on Family Engagement. A summary of the The Family Engagement Survey will be shared by January 31, 2026 and next steps will be identified.	N/A	N/A
	KCWP 5	A plan of support will be created for individual students whose social-emotional needs showed up on DESSA or have been identified in other ways. The plan may include small group or individual lessons, Tier 2 or Tier 3 SEL supports, support from outside agencies, etc.	DESSA Student Assistance Team (SAT) Minutes	The Student Assistance Team will meet bi-weekly to look at individual students currently receiving services and any new students identified for services.	N/A	N/a
	KCWP 6	Opportunities for student voice and student leadership will be created to allow growth to come from a student-centered approach focused on agency, autonomy, and ownership.	Student Leadership Opportunities Student Voice Opportunities	Opportunities for student voice will occur beginning in January, 2026. A team will be created to identify areas for student leadership and create a plan to be reviewed by March, 2026.	N/A	N/A
	KCWP 6	The School Culture and Climate will continue to plan fun and engaging events for staff and students aimed at creating a strong sense of belonging amongst our school community.	Events Planned Parent Square Announcements Student Participation	The committee will meet regularly to plan events. Our living calendar will showcase these events, and school administration will ensure there are regularly scheduled events that line up with our culture calendar.	N/A	N/A

6: Family Engagement

By May 2028, Squires Elementary will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, Squires Elementary will see an increase in all areas of the Family Engagement Survey from the fall.	KCWP 4 KCWP 6	Family Engagement activities will be planned and executed based on the Family Engagement Survey to increase parent involvement and knowledge about how to support student learning.	Family Engagement Agendas Family Engagement Survey	PTA, Title 1, and school leadership will continue to collaborate on Family Engagement. A summary of the The Family Engagement Survey will be shared by January 31, 2026 and next steps will be identified.	N/A	N/A
	KCWP 6	A monthly Family Newsletter will go out to families detailing events, instructional activities, district initiatives, and opportunities for students. Feedback will be sought on the content and delivery of this newsletter.	Monthly Family Newsletter	Monthly newsletters will continue to be delivered to families via email, IC, text message, and ClassDojo. A survey will be conducted to identify areas of growth for communication.	N/A	N/A

7: Working Conditions

By May 2028, Squires Elementary will demonstrate evidence of strengthening working conditions amongst all staff and employees.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	Professional Learning
By May 2026, Squires Elementary will see an increase in all areas of the Staff Working Conditions Survey from the fall.	KCWP 4	The Impact Survey will be analyzed to create an improvement plan by January 31, 2026. This plan will be shared and communicated with SBDM and school staff.	Impact Survey Results Working Conditions Plan	School leadership and other stakeholders, including the wellness committee, will continue to monitor the success of the working conditions plan using both qualitative and quantitative data points.	N/A	N/A

2025-2026 Squires Elementary Executive Summary

2025-2026 Phase One: Executive Summary for Schools

Squires Elementary School
Jill Angelucci
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase One: Executive Summary for Schools 3

2025-2026 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?

Squires Elementary School is a neighborhood school in Lexington, KY, dedicated to helping students reach their maximum potential as learners and citizens. Our staff is united in our passion for children, teaching, and learning. We believe children are unlimited in what they can do and learn when appropriate supports are in place and expectations are held high and made clear. As we work towards student achievement we have set goals for each content area. It is Squires' objective that as a result of our educational program, students will hold high standards for themselves and gain a sense of internal accountability, enabling them to become valuable contributors to society and responsible community members.

Our enrollment is 435 students, representing a diverse and unique group of students. Our demographics by race are as follows: 49% White (Non-Hispanic), 21% Hispanic or Latino, 17% African American, 12% Two or More Races, <1% Native Hawaiian or Pacific Islander, and <1% Asian. 19% of our students are considered English Learners, with the following languages being represented at our school: Arabic, Chinese, Danish, English, French, Lingala, Pashto, Portuguese, Spanish, Swahili. Our school is grounded in our shared values of belonging and inclusivity. We celebrate the diversity of our students and staff, recognizing it as a strength that shapes our identity and enriches our learning community as we grow and learn from one another.

School Stakeholders

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

Squires Elementary School is proud to be a part of Fayette County Public Schools. Our district Board of Education sets policy and ensures alignment with state and federal requirements, while SBDM Committee and leadership teams provide oversight, accountability, and direction to support decision-making, strategic planning, and continuous improvement efforts. All of our stakeholder groups have an opportunity to be involved in our improvement planning process.

School's Purpose

Provide the school's purpose statement and supplementary 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.

At Squires, our mission is to create a collaborative community that ensures all students achieve at high levels and are prepared to excel in a global society. In order to accomplish our mission, we have 5 belief statements that we follow: children deserve a positive and safe environment in which to learn, all members of the school family deserve to be treated with respect and dignity, every school family member should be offered the opportunity to participate in the education of our children, teachers should offer quality instructional practices to all students, the school should be of assistance to families in the acquisition of community resources which address academic, social, emotional, and physical needs. Our mission, vision, and core values represent who we are and are continually reviewed as a school community that includes staff, students, families, and community members. We are currently going through a revision process to ensure that we are best aligned with our mission, vision, and core values.

Notable Achievements

Describe the school's notable achievements in the last three years.

Over the past three years, our school's enrollment has remained steady, reflecting the stability of the surrounding neighborhood and the strong support of our families and community. This consistency highlights the trust and partnership that exist between our school and the community we serve, contributing to a positive and sustainable learning environment. We are particularly proud of the opportunities we provide to students and continue to increase opportunity and access to a variety of both extra-curricular and curricular activities. As a 2024-2026 PTA School of Excellence, we continually seeks to foster educational collaboration between home and school to provide each student with the support necessary to succeed.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

Our continuous improvement process is guided by ongoing analysis of student data, stakeholder feedback, and reflective evaluation of school practices. This year, our major improvement initiatives focus on enhancing student writing and strengthening our school-wide positive behavior system. The writing initiative aims to increase students' proficiency and confidence across all grade levels through targeted instruction and consistent progress monitoring. The positive behavior system emphasizes reinforcing safe, engaged, and successful behaviors, fostering a supportive and inclusive school climate. Both initiatives are designed to meet the academic and social-emotional needs of our students while reflecting the values of our community, including collaboration, respect, and the celebration of individual growth and achievement.

Additional Information

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

Squires prides itself in support of families and students' interest beyond the classroom. We currently have a site-run after school childcare program (CASTLE). We also offer extracurricular activities including programs such as intramural basketball, cross country, cheerleading, eSports, Squires Singers, STLP, STEM Club, Academic Team, Band, Orchestra, and Extended School Services. Squires Elementary School remains committed to excellence and to creating a supportive, engaging, and inclusive school community where every learner can succeed.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: The Needs Assessment for Schools_10062025_09:48

2025-2026 Phase Two: The Needs Assessment for Schools

Squires Elementary School
Jill Angelucci
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools 3

2025-2026 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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- • names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- • a timeline of the process
- • the specific data reviewed and analyzed
- • how and where the meetings were documented.

The process used for reviewing, analyzing, and applying data results is an ongoing process throughout the year. PLCs (Professional Learning Communities) that include grade level team members, special education teachers, and administrators (both the principal and assistant principal) analyze data weekly. Types of data include formative assessments, summative assessments, MAP data, KSA data, etc. Student data is captured in our Google drive and is compared with previous results. Individuals at risk have been put on a watch list. Those students are monitored and plans are made to meet their individual needs and close the gap. Our intervention team meets in PLC's with teachers where conversations and data analysis occurs for students in Tier 2 and 3 between classroom teachers, the intervention teachers, and

administrators. SBDM monitors data. Our SBDM committees also meet monthly and much of the committee work is to consider needs based on data and next steps for our school. Our MTSS team meets monthly to discuss students who are most at risk. Next steps, needs for change in intervention, and whether the child needs to be considered for a special education referral are all part of the planning in those meetings. That MTSS team consists of intervention teachers, the Achievement and Compliance Coach for Special Education, the school psychologist, the child guidance specialist, the FRYSC, Social Worker, EL teachers, and administrators.

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 will your results inform this year's plan?

While most of our plan was followed with fidelity, we still failed to meet some of our goals. We will continue to implement most of our strategies and activities, because our data shows that we are moving in the right direction. We feel that these research-based strategies and activities are valuable and need additional time to show impact. We will focus our work this year on a school-wide writing plan and improving our PBIS

Trends

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

Example of Trends

• Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.

• Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Significant areas of improvement based on KSA:

- African American and Hispanic students continue to underperform compared to all students in math and reading.
- EL students continue to underperform compared to all students in math and reading.
- Students identified as disability with IEP continue to be our lowest performing subgroup.

Social Studies and writing will continue to be a school-wide focus this school year.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:
• Kentucky Summative Assessments
• Benchmark assessments
• Formative assessments
• Graduation rate
• Progress in achieving English language proficiency
• Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:
• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
• Fifty-four percent (54%) 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.

- 52% of students scored proficient/distinguished in reading as measured by KSA.
- 58% of students scored proficient/distinguished in math as measured by KSA.
- 50% of students scored proficient/distinguished in science as measured by KSA.
- 27% of students scored proficient/distinguished in social studies as measured by KSA.
- 24% of students scored proficient/distinguished in writing as measured by KSA.

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:
• Educator and school staff retention rates
• High-quality professional learning opportunities
• Chronic absenteeism
• School climate
• Behavior
• Staff and student access to mental healthcare
• Family and community involvement

Example of Current Climate and Culture Narratives:

• Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
• Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

- 98% of Squires students reported in a survey that "My school is a caring place."
- 96% of Squires students reported in a survey that "All my teachers make me feel welcome in their class."
- 95% of Squires students reported in a survey that "If I have a problem, there is an adult from school that I can talk to."
- Staff attendance for the 24-25 school year was 91.4% overall. Staff retention rate for the 24-25 school year was 98.3%.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:
• We have active partnerships with twelve community organizations and businesses.
• Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

- Current 4th grade student improved in both reading and math from the previous school year as measured by KSA, 3% and 8% respectively.
- 74% of our current 4th grades scored proficient or distinguished in math as measured by KSA.
- Staff attendance for the 24-25 school year was 91.4% overall. Staff retention rate for the 24-25 school year was 98.3%.
- 98% of Squires students reported in a survey that "My school is a caring place."

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:
• We will coordinate efforts with our community partners to meet the behavior needs of more students.
• We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

- Our school writing committee will continue to work on our writing plan, including ensuring an authentic progression of skills across grade levels and increasing opportunities to write.
- We will use PLCs to re-assess our watch list of students and check-in on their progress weekly.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

We are going to be looking at ensuring a vertical alignment of standards, specifically in the area of writing.

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ○ No
- ● **Yes**

COMMENTS

We are going to be looking at instructional strategies, specifically in the area of writing.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

- ● **No**
- ○ Yes

COMMENTS

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)

2025-2026 Phase Two: School Assurances_10222025_22:04

2025-2026 Phase Two: School Assurances

Squires Elementary School
Jill Angelucci
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

©Cognia, Inc.

Table of Contents

2025-2026 Phase Two: School Assurances 3

2025-2026 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 (Every Student Succeeds Act) (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 (Code of Federal Regulations) 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 ESSA 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 A 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 provides assurances to the local educational agency (district) that the school will—
(i) help provide an accelerated, high-quality curriculum;
(ii) minimize the removal of children from the regular classroom during regular school hours for instruction provided under Title I;
(iii) serve 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)

2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026_04152025_11:13

2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026

Squires Elementary School
Jill Angelucci
3337 Squire Oak Dr
Lexington, Kentucky, 40515
United States of America

©Cognia, Inc.

Table of Contents

2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2... 3

Attachment Summary 12

2024-2025 Phase Four: Professional Development Plan for Schools for School Year 2025-2026

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.

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. 704 KAR 3:035 establishes the annual professional development plan.

Per 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 further provides, “Each school and local district professional development plan shall contain the following five (5) 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.”

1. **Professional Development Plan**

What is the school’s mission?

The mission of Squires Elementary School is to create a collaborative community that ensures all students achieve at high levels prepared to excel in a global society.

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. What are the **top two areas requiring professional development?**

Focus Area 1 Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

Focus Area 2 PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan-Do-Study-Act)

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

The identified focus areas are aligned with the Squires CSIP goals including Reading, Math, Science, Social Studies, combined Writing, Achievement Gap, and English Learner Progress.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Short-Term Changes:

Knowledge: Squires teachers and school administrators will build capacity of teachers in the following areas....

- Strategies for Tier 1 differentiation through the FCPS Acceleration Model
- Use of IXL as a program to personalize and accelerate learning for students
- Implementation of high-quality, grade-level instruction and assignments aligned to the KAS for readin
- Implementation of a plc process where educators work collaboratively in cycles of collective inquiry a
- Continue development of culturally responsive teaching strategies/practices for multilingual learners
- Use of the IFP to impact student engagement and student achievement (Ashley Faulkner will be used
- Acquisition of strategies to support our new Highly Structured Program
- Writing instruction strategies in a daily classroom setting that will include piece writing, writing in resp
- Kagan strategies for engagement
- Use of Caring Schools Community program for Tier 1 Social Emotional Learning

Long-Term Changes:

- Personalized and differentiated learning for students is consistently provided for all students.
- Best instructional practices in core subjects areas is provided for all students.
- Teachers consistently provide SEL instruction and Kagan strategies to ensure all students are ready t

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

- By 2026, Squires Elem. will increase reading proficient and distinguished level to 80% as measured b
- By 2026, Squires Elem. will increase Math proficient and distinguished level to 80% as measured by
- By 2026, Squires Elem. will increase Science proficient and distinguished level to 65% as measured
- By 2026, Squires Elementary will increase Social Studies proficient and distinguished level to 52% as
- By 2026, Squires Elementary will increase Combined Writing proficient and distinguished level to 53%
- By 2026, Squires Elementary will increase the quality of school climate and safety index to 98.5% as
- By 2026, 100% of EL students will grow by at least .5 in their composite score.
- By May 2026, Squires Elementary will decrease Reading Novice African American students to less th
- By May 2026, Squires Elementary will decrease math Novice in African American Students to less tha
- By May 2026, Squires Elementary will decrease Science Novice in African American Learners to less
- By May 2026, Squires Elementary will decrease Social Studies Novice in African American Learners
- By May 2026, Squires Elementary will decrease Writing Novice in African American Learners to less

Educator Beliefs:

- Squires Elementary Educators believe all students can achieve at high levels when provided high lev

Educator Practices:

- Squires Elementary Educators work collaboratively and take collective responsibility for the success o

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

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)
iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered?

- Formative Assessment Data
- Summative Assessment Data
- MAP
- ACCESS
- KSA
- District common assessments
- F & P reading levels

Who is responsible for gathering data?

- Classroom Teachers
- GT Teacher
- Intervention Teachers
- Administrators

How frequently will it be analyzed?

- Weekly PLCs will be the designated time to analyze data. The specific data will be analyzed as it is g
- Teachers will analyze formative assessment data daily to help drive future instruction.
- Monthly SBDM
- Monthly MTSS meeting

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

- All students make one year (or more) of growth on MAP
- Students score proficient or distinguished on KSA
- Students reading levels are on grade level
- IEP goals are met

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

- The targeted audience is all teachers including classroom, intervention, EL, GT, special education, s

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?
i. What funding source(s) will be utilized to support this professional development?
ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.
iii. What supplies and resources will be needed to implement this professional development?

- GT Teacher as a resource for accelerating learning
- Title One funds for staffing and resources
- Resource materials such as: Simple Solutions, IXL program, FCPS Curriculum Frameworks, Reading

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

- FCPS professional learning provided for administrators in DLM, cadre, and AP meetings
- Professional learning for teachers that is both provided by school and district formally, and embedded
- Weekly PLCs

4. For the **second identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

The identified focus areas are aligned with the Squires CSIP goals including Reading, Math, Science, Social Studies, combined Writing, Achievement Gap, and English Learner Progress.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Short-Term Changes:

- Teachers and school administrators develop an understanding of the PLC Process as an ongoing pro
- Teachers and school administrators develop an understanding of the Four Critical PLC Questions.
- Teachers and school administrators will develop an understanding of the Professional Learning Comm

Long-Term Changes:

- Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a P
- Teachers and school administrators will use the four critical PLC questions to guide the PLC when it c
- Teachers and school administrators will use the Professional Learning Communities at Work Continu
- Educators believe in working collaboratively and taking collective responsibility for the success of eac
- Teachers and school administrators will use the PLC+ Framework to plan and implement student lear

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

Student Outcomes:

- By 2025, Squires Elem. will increase reading proficient and distinguished level to 80% as measured b
- By 2025, Squires Elem. will increase Math proficient and distinguished level to 81% as measured by
- By 2025, Squires Elem. will increase Science proficient and distinguished level to 65% as measured
- By 2025, Squires Elementary will increase Social Studies proficient and distinguished level to 52% as
- By 2025, Squires Elementary will increase Combined Writing proficient and distinguished level to 53%
- By 2025, Squires Elementary will increase the quality of school climate and safety index to 98.5% as
- By 2025, 100% of EL students will grow by at least .5 in their composite score.
- By May 2025, Squires Elementary will decrease Reading Novice African American students to less th
- By May 2025, Squires Elementary will decrease math Novice in African American Students to less tha
- By May 2025, Squires Elementary will decrease Science Novice in African American Learners to less

- By May 2025, Squires Elementary will decrease Social Studies Novice in African American Learners
- By May 2025, Squires Elementary will decrease Writing Novice in African American Learners to less

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high level
- Educators believe they must work collaboratively and take collective responsibility for the success of
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to

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 a
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a
- Collaborative teams create long-term and short-term SMART Goals and action plans based on stude
- Collaborative teams report progress made toward their goals to the building administrator(s) at least
- Collaborative teams focus on the Three PLC Big Ideas and use the Four PLC Questions to guide the
- Collaborative teams will move through the PLC Continuum and self-assess their effectiveness and pr
- 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 with access to their meeting agendas and m

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

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

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

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

What data will be considered and gathered?

- Student achievement data, as measured by MAP, Text Levels, common formative and summative ass
- PLC agendas and minutes

- Instructional walkthrough data

Who is responsible for gathering data?

- Teachers
- Administrators

How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing
- Common formative and summative assessments - as part of every unit
- KSA - Fall 2023
- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

- PLCs Will Clarify What Students Must Learn
- PLCs will Monitor Each Student's Learning
- PLCs will Turn Data Into Information
- PLCs Will Provide Students with Systematic Interventions and Extensions
- PLCs Will Develop Interventions
- PLCs Will Develop Extensions

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

All School Leaders and Classroom Teachers

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

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional

development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Squires PLC Shared Drive, FCPS PLC Framework, PLC +: Better Decisions and Greater Impact by Design, The PLC + Playbook: A Hands-On Guide to Collectively Improving STudent Learning

Funds: Title I

Human Resources: GT Teacher, EL Teachers, Intervention Teachers, District Based Instructional Coach, School Chief, OAS personnel

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

- FCPS professional learning provided for administrators in DLM, cadre, and AP meetings
- Professional learning for teachers that is both provided by school and district formally, and embedded
- Weekly PLCs

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below**.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
PL Plan		•

FCPS Professional Learning Plan 2025-2026

ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS

2024-2025 Phase 4

FCPS District Professional Learning Plan

High-Quality Professional Learning

School Name: Squires Elementary School

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 Squires Elementary School is to create a collaborative community that ensures all students achieve at high levels prepared to excel in a global society.
Focus Area 1 Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.
Focus Area 2 PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan-Do-Study-Act)
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: Squires focus on accelerating learning for all learners and using the PLC process of Plan-Do-Study-Actaligns directly align with FCPS CDIP and Strategic Plan Priority Areas of:

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

Student achievement and a Highly Effective and Culturally Responsive Workforce will be addressed through professional learning and the PLC process as we are focused on implementing high quality, grade-level, standards based instruction and meeting individual learners at their current performance level and providing instruction that is customized for individuals.

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 are aligned with the FCPS CDIP goals including Reading, Math, Science, Social Studies, combined Writing, Achievement Gap, and English Learner Progress.

Professional Learning Development Tools

FCPS Professional Learning Website	FCPS Professional Learning Timeline 2025-2026 At-A-Glance
FCPS Logic Model	FCPS Monitoring and Evaluation Framework
Core Elements of a Professional Learning Plan	

Focus Area 1

Accelerated Learning: All schools will develop and implement standard-based instruction to accelerate learning.

Focus Area 1 Objectives **Short-Term Changes:**

Knowledge: Squires teachers and school administrators will build capacity of teachers in the following areas….

- Strategies for Tier 1 differentiation through the FCPS Acceleration Model
- Use of IXL as a program to personalize and accelerate learning for students
- Implementation of high-quality, grade-level instruction and assignments aligned to the KAS for reading and writing using any new resources or programs
- Implementation of a plc process where educators work collaboratively in cycles of collective inquiry and action research to achieve better results for students.
- Continue development of culturally responsive teaching strategies/practices for multilingual learners
- Use of the IFP to impact student engagement and student achievement (Ashley Faulkner will be used as a resource.)
- Acquisition of strategies to support our new Highly Structured Program

- Writing instruction strategies in a daily classroom setting that will include piece writing, writing in response to reading, management of writing, and writing alignment for grade levels
- Kagan strategies for engagement
- Use of Caring Schools Community program for Tier 1 Social Emotional Learning

Long-Term Changes:

- Personalized and differentiated learning for students is consistently provided for all students.
- Best instructional practices in core subjects areas is provided for all students.
- Teachers consistently provide SEL instruction and Kagan strategies to ensure all students are ready to learn.

Focus Area 1 Intended Results

- By 2026, Squires Elem. will increase reading proficient and distinguished level to 80% as measured by KSA.
- By 2026, Squires Elem. will increase Math proficient and distinguished level to 80% as measured by KSA.
- By 2026, Squires Elem. will increase Science proficient and distinguished level to 65% as measured by KSA.
- By 2026, Squires Elementary will increase Social Studies proficient and distinguished level to 52% as measured by KSA. .
- By 2026, Squires Elementary will increase Combined Writing proficient and distinguished level to 53% as measured by KSA..
- By 2026, Squires Elementary will increase the quality of school climate and safety index to 98.5% as measured by KSA.
- By 2026, 100% of EL students will grow by at least .5 in their composite score.
- By May 2026, Squires Elementary will decrease Reading Novice African American students to less than 15%, English learners to less than 15%, and Students with Disabilities to less than 15%
- By May 2026, Squires Elementary will decrease math Novice in African American Students to less than 15%, English learners to less than 15% and Students with disabilities to less than 15%
- By May 2026, Squires Elementary will decrease Science Novice in African American Learners to less than 5%, English learners to less than 5%, and Students with Disabilities to less than 5%
- By May 2026, Squires Elementary will decrease Social Studies Novice in African American Learners to less than 15%, English learners to less than 15%, and Students with Disabilities to less than 15%
- By May 2026, Squires Elementary will decrease Writing Novice in African American Learners to less than 5%, English learners to less than 5%, and Students with Disabilities to less than 5%

Educator Beliefs:

- Squires Elementary Educators believe all students can achieve at high levels when provided high level instruction using research based best practices

Educator Practices:

- Squires Elementary Educators work collaboratively and take collective responsibility for the success of each student ensuring all students learn at high levels.

Focus Area 1 Monitoring

What data will be considered and gathered?

- Formative Assessment Data
- Summative Assessment Data
- MAP
- ACCESS
- KSA
- District common assessments
- F & P reading levels

Who is responsible for gathering data?

- Classroom Teachers
- GT Teacher
- Intervention Teachers
- Administrators

How frequently will it be analyzed?

- Weekly PLCs will be the designated time to analyze data. The specific data will be analyzed as it is given. For example, MAP data will be analyzed three times yearly after each administration of the test. Unit Summative and District Common Assessments will be analyzed as they are scheduled in the curriculum framework.
- Teachers will analyze formative assessment data daily to help drive future instruction.
- Monthly SBDM
- Monthly MTSS meeting

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

- All students make one year (or more) of growth on MAP
- Students score proficient or distinguished on KSA
- Students reading levels are on grade level
- IEP goals are met

Focus Area 1 Targeted Audience

- The targeted audience is all teachers including classroom, intervention, EL, GT, special education, special area

Focus Area 1 Resources

- GT Teacher as a resource for accelerating learning
- Title One funds for staffing and resources
- Resource materials such as: Simple Solutions, IXL program, FCPS Curriculum Frameworks, Reading materials that are on level for students.

Focus Area 1 Ongoing Supports for Implementation

- FCPS professional learning provided for administrators in DLM, cadre, and AP meetings
- Professional learning for teachers that is both provided by school and district formally, and embedded in PLCs and faculty meetings
- Weekly PLCs

Focus Area 2

PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 2 Objectives

Short-Term Changes:

- 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.
- Teachers and school administrators develop an understanding of the Four Critical PLC Questions.
- Teachers and school administrators will develop an understanding of the Professional Learning Communities at Work Continuum.

Long-Term Changes:

- Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.
- Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.
- Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.

- Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.
- Teachers and school administrators will use the PLC+ Framework to plan and implement student learning as well as their own professional learning leveraging collective efficacy.

Focus Area 2 Intended Results

Student Outcomes:

- By 2025, Squires Elem. will increase reading proficient and distinguished level to 80% as measured by KSA. Current level is 59%.
- By 2025, Squires Elem. will increase Math proficient and distinguished level to 81% as measured by KSA. Current level is 60%.
- By 2025, Squires Elem. will increase Science proficient and distinguished level to 65% as measured by KSA. Current level is 50%.
- By 2025, Squires Elementary will increase Social Studies proficient and distinguished level to 52% as measured by KSA. Current level is 45%.
- By 2025, Squires Elementary will increase Combined Writing proficient and distinguished level to 53% as measured by KSA. Current level is 63%.
- By 2025, Squires Elementary will increase the quality of school climate and safety index to 98.5% as measured by KSA. Current level is 93.5%.
- By 2025, 100% of EL students will grow by at least .5 in their composite score.
- By May 2025, Squires Elementary will decrease Reading Novice African American students to less than 15%, English learners to less than 15%, and Students with Disabilities to less than 15%
- By May 2025, Squires Elementary will decrease math Novice in African American Students to less than 15%, English learners to less than 15% and Students with disabilities to less than 15%
- By May 2025, Squires Elementary will decrease Science Novice in African American Learners to less than 5%, English learners to less than 5%, and Students with Disabilities to less than 5%
- By May 2025, Squires Elementary will decrease Social Studies Novice in African American Learners to less than 15%, English learners to less than 15%, and Students with Disabilities to less than 15%
- By May 2025, Squires Elementary will decrease Writing Novice in African American Learners to less than 5%, English learners to less than 5%, and Students with Disabilities to less than 5%

Educator Beliefs:

- 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 results-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 for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams focus 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 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 with access to their meeting agendas and minutes.

Focus Area 2 Monitoring

What data will be considered and gathered?

- Student achievement data, as measured by MAP, Text Levels, common formative and summative assessments, and KSA.
- PLC agendas and minutes
- Instructional walkthrough data

Who is responsible for gathering data?

- Teachers
- Administrators

How frequently will it be analyzed?

- MAP - 3 times a year
- Text Levels - ongoing
- Common formative and summative assessments - as part of every unit

- KSA - Fall 2023
- PLC Agenda and Minutes - weekly
- Instructional Walkthrough - Monthly with Chief

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

- PLCs Will Clarify What Students Must Learn
- PLCs will Monitor Each Student's Learning
- PLCs will Turn Data Into Information
- PLCs Will Provide Students with Systematic Interventions and Extensions
- PLCs Will Develop Interventions
- PLCs Will Develop Extensions

Focus Area 2 Targeted Audience

All School Leaders and Classroom Teachers

Focus Area 2 Resources

Squires PLC Shared Drive, FCPS PLC Framework, PLC +: *Better Decisions and Greater Impact by Design, The PLC + Playbook: A Hands-On Guide to Collectively Improving STudent Learning*

Funds: Title I

Human Resources: GT Teacher, EL Teachers, Intervention Teachers, District Based Instructional Coach, School Chief, OAS personnel

Focus Area 2 Ongoing Supports for Implementation

- FCPS professional learning provided for administrators in DLM, cadre, and AP meetings
- Professional learning for teachers that is both provided by school and district formally, and embedded in PLCs and faculty meetings
- Weekly PLCs

Optional Extension