

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
Jennifer F. Spencer



2022-23 Phase One: Executive Summary for
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2022-23 Phase One: Executive Summary for Schools

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

2022-23 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?

Julius Marks Elementary is located in beautiful central Kentucky close to the University of Kentucky. We are growing in size and are currently home to 482 students preschool to grade 5. We serve students that are 56% minority, 18% receive special education services, 14% are English Language Learners, 2% Gifted and Talented. The staff at Julius Marks consists of 3 or 4 teachers per general education grade-level from kindergarten to fifth grade. We have 5 special education teachers that support students with IEP's (individual education programs). We are a Title 1 school, which provides the students of JME with additional support academically with reading and math intervention. We have 3 members on our mental health team that consists of Guidance Counselor, District Mental Health Specialist and social worker. Currently we have a PGES coach to support academic needs of all students. There is an active PTA at Julius Marks that continues to build strong relationships between school and home. We are strong in our PBIS (positive behavior intervention systems) with monthly celebrations for following PAWS expectations. We set school-wide expectations for P- prepared for learning, A- acting responsibly, W- working and playing respectfully, S- solving problem. We offer specials of Library, Art, Music, PE and STEM Lab for all students. We also offer band and orchestra for our 4th and 5th grade students. Our challenge has been academic growth which will continue to be our focus for the upcoming school year. We are carefully looking at systems of student support and offering professional development to our staff in support of our goal of increased student proficiency and novice reduction.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Julius Marks follows the vision and mission of Fayette County School. 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. We also share the same vision and mission at JME, making it a priority to make sure that all students at Julius Marks learn in a safe and loving environment where students will become confident, successful, lifelong learners.

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.

At Julius Marks, we continue to watch student growth through MAP data and Kentucky Summative Assessments. We are proud of our attendance rate at 94.2% daily attendance. We will continue to closely monitor our benchmark assessments to increase proficiency and novice reduction. We also have a team of STLP students to the STEM competition finishing top 20 out of 100 projects submitted.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Not applicable

Additional Information

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

We are proud of our students and the gains we are making. Our students love school and love learning. We continue to build strong family relationships with opportunities to be actively involved in their child's education.



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Schools

Julius Marks Elementary School
Jennifer Spencer
3277 Pepperhill Rd
Lexington, Kentucky, 40502
United States of America

2022-23 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 will be addressed 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 to determine the priorities from 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 are documented.

Classroom teachers along with Leadership Team and SBDM have been informed of the data and has reviewed the current state. Teachers meet weekly in professional learning communities, while the Leadership Team and SDBM meet monthly to discuss updates and current needs at Julius Marks. Julius Marks has an active PTA that also supports needs of students and teachers. In each SBDM meeting, school data is reviewed (attendance, behavior, policies). Three times annually, the SBDM reviews benchmark assessments (MAP, Galileo). In October, or after data is released, Council reviews KSA data. All meetings are documented on the SBDM portal, and on the Julius Marks website.

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?

We will continue to focus on increased proficiency and novice reduction at Julius Marks.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

We are proud to report that in the academic school year 2021-22, there were no out of school suspensions at Julius Marks. We began using the eOS system for behavior referrals. There were 33 ODR (office disciplinary reports) that were made. We maintained Gold status for PBIS from the district. We continue to see growth in our Multi

Current State

4. Plainly state the current condition 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.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Julius Marks will continue to focus on KCWP2: Design and Deliver Instruction. At Julius Marks, currently according to Kentucky Summative, in reading 36.2% of students were proficient or above. 13.8% were distinguished, 22.4% were proficient, 28.0% were apprentice and 35.8% were novice. Kentucky Summative reports that 32% of all students were proficient or above. 10.0% were distinguished, 22% were proficient, 32% were apprentice and 36% were novice. Currently, JME African American students performed at 52% novice, 30% apprentice,

13% proficient and 6% distinguished in reading, 51% novice, 29% apprentice, 14% proficient, and 6% distinguished in math. Multi-lingual students performed at 46% novice, 23% apprentice, 23% proficient, and 8% distinguished in reading, 38% novice, 35% apprentice, 23% proficient and 4% distinguished in math. Students with special needs performed at 61% novice, 27% apprentice, 3% proficient and 9% distinguished in reading, 58% novice, 21% apprentice, 18% proficient, and 3% proficient in math.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Julius Marks will continue to focus on KCWP1: Design and Deploy standards, KCWP2: Design and Deliver Instruction and also KCWP3: Design and Deliver Assessment. We will continue to improve proficiency in Reading and Math and also focus on gap groups with increased proficiency and novice reduction.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized 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.

We are continuing to grow academically at Julius Marks. Julius Marks will continue to focus on KCWP 1, 2, and 3. JME increased math proficiency and distinguished from 27% in 2020-21 to 32% P&D in 2021-22. Although there was no growth in reading P&D, we remained constant at 36% during the learning loss of the COVID-19 pandemic. We are very proud of the fact that our writing grew from 32% P&D in 2020-21 to 50% combined writing in 2021-22. In writing, we also reduced the apprentice score from 54% to 38% with the addition of editing and mechanics in the 2021-22 Kentucky Summative.

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](#)

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

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

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 below.

After analyzing the Key Elements of your teaching and learning environment, which 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: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Attached is the Key Element Template for the Key Core Work Processes.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Julius Marks CSIP 2022-2025 Plan	Attached is the long range plan for Julius Marks Elementary with current state and long range goals.	•

Julius Marks Elementary's Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, *Julius Marks Elementary* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 36%.

State Assessment Results in Math

- By 2025, *Julius Marks Elementary* will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 32%.

State Assessment Results in Science

- By 2025, *Julius Marks Elementary* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 23%.

State Assessment Results in Social Studies

- By 2025, *Julius Marks Elementary* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 30%.

State Assessment Results in Combined Writing

- By 2025, *Julius Marks Elementary* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 50%.

English Learner Progress

- By 2025, *Julius Marks Elementary* 100% of kids are .5 or higher on their composite score. Current level is 43.8%.

Quality of School Climate and Safety

- By 2025, *Julius Marks Elementary* will increase the quality of school climate and safety index to 83% as measured by KSA. Current level is 76%.

Reading and Math Objectives-		
Year 1-	Year 2	Year 3
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Reading to 44%	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Reading to 52%	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Reading to 60%
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Math to 40%	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Math to 48%	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Math to 56%

Science, Social Studies, and Combined Writing Objectives		
Year 1 Goal	Year 2	Year 3 -
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Science to 30%.	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Science to 37%.	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Science to 43%.
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Social Studies to 40%.	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Social Studies to 50%.	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Social Studies to 60%.
By 2023, <i>Julius Marks Elementary</i> will increase P/D in Combined Writing to 53%.	By 2024, <i>Julius Marks Elementary</i> will increase P/D in Combined Writing to %. 56	By 2025, <i>Julius Marks Elementary</i> will increase P/D in Combined Writing to %. 59

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Julius Marks Elementary</i> will decrease Novice in Reading to 30%.	By 2024, <i>Julius Marks Elementary</i> will decrease Novice in Reading to 25%.	By 2025, <i>Julius Marks Elementary</i> will decrease Novice in Reading to 20%.
By 2023, <i>Julius Marks Elementary</i> will decrease Novice in Math to 31%.	By 2024, <i>Julius Marks Elementary</i> will decrease Novice in Math to 26%.	By 2025, <i>Julius Marks Elementary</i> will decrease Novice in Math to 21%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Julius Marks Elementary</i> will increase English Learner Progress index to 50.8% as measured by KSA. Current level is 43.8%.	By 2024, <i>Julius Marks Elementary</i> will increase English Learner Progress index to 57.8% as measured by KSA.	By 2025, <i>Julius Marks Elementary</i> will increase English Learner Progress index to 64.8% as measured by KSA.

<i>Additional Goal- Optional</i>		
Year 1	Year 2	Year 3

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

Assessment - Teachers will focus on data collection and analysis to inform instructional decisions.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Through professional learning communities, teachers and admin will ensure that Tier 1 assessments meet the intent of the standards in the areas of Reading and Math (K-5) and Science (4), Social Studies and Combined Writing (5)	PLCs Walkthroughs Observations MTSS fidelity checks	n/a

		Bimonthly MTSS meetings will occur to ensure that Tier 2 instructional needs are being addressed through CBA assessment data in the areas of Reading, Math and Writing	and meetings	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	District common assessments will be designed to be given at regular intervals (end of quarter, end of nine-weeks) and align to standards in content and level of thinking. For year 1, these will be given 2x/year for grades 3-5 will be given at the end of each unit for the core subjects of math, reading, science and social studies. The common unit assessment will include items that mirror formats on state assessment as appropriate. School created unit assessments will be designed and implemented, aligned to the standards in content and level of thinking. K-2 is working on creating one for each unit per the district frameworks in the areas of reading and math.	ELA and Math common unit assessments (3-5) Science and Social Studies common unit assessments (4-5) School created unit assessments (K-5) FCPS RIOS	District Assessment Adam School Assessments Galileo
<u>Progress Monitoring</u>				

PLCs will use PDSA effectively to improve student learning and outcomes.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Develop, implement and monitor the district PLC framework, protocols, and non-negotiables (tights)	PLC observations ITL Sessions and Feedback	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	PLCs are using the learning intentions and success criteria from the curriculums framework to plan instruction and assessments	PLC Observations Classroom Observations PLC Evidence	n/a

<u>Progress Monitoring</u>				

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				
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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				
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Year 3 Focus Areas

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Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				