2022-23 Phase One: Continuous Improvement Diagnostic for Schools_10042022_12:14

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Ashland Elementary School
John Moore
195 N Ashland Ave
Lexington, Kentucky, 40502
United States of America

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Ashland Elementary School

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.

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2022-23 Phase One: Executive Summary for Schools

Ashland Elementary School
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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?

Ashland Elementary School is located near downtown Lexington on North Ashland Avenue. A school with a strong focus on student achievement through stakeholder collaboration, the Ashland community seeks to find ways to ensure that all students thrive and experience success. The downtown location of our school makes walking field trips convenient, and the school partners with local businesses and stakeholders to engage the community. We hosted our Grown-Up Day, Block Party and annual Jog-A-thon during the month of September 2022 where families were able to come together and fellowship. The "Block Party" was a collaboration with Maxwell elementary at Woodland Park that focused on mental health and, "Putting the Blocks Together To Build Support." Another event in the Spring included our collaboration with businesses in the "warehouse district," where we hosted a "Gallery Hop" through multiple businesses that included Art displays, a talent show and other demonstrations in the areas of the ARTs. Walking field trips include the Henry Clay Estate, the Lexington Fayette Urban County Government Center offices, the Lexington Public Library-Main Campus, Christ Church Cathedral, the Living Arts and Science Center, the Lyric Theater, Woodland Park, Kenwick Community Center and more.

With an intentional focus on the ARTS, Ashland identifies students based on interest and skill in the areas of the Visual Arts, Dance/Drama, and Performing Arts. Stakeholders collaborated with our Specials teachers to present two productions at Norsworthy Auditorium where all scholars were able to participate. This production included Music, dance, drama and Art throughout the production and was published on the internet and viewed by family members across the country.

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.

Ashland's mission is ensure a culture that educates, empowers and encourages success (3Es). We build the foundation of this community through meaningful relationships, intentional and engaging learning, clear communication, and a collaborative commitment to coaching students to be valuable contributing members of the global community. Ashland's vision is to be a school where ALL students are critically thinking problem solvers who demonstrate perseverance, independence, responsibility, and strong moral character. While ensuring that students feel safe, loved, and excited about school and learning. Ashland teachers partner with students and families to close achievement gaps. There are school-

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wide structures at Ashland Elementary to encourage students to be responsible for their learning. Expectations are clearly set for students to enter school ready to learn, as outlined in our school handbook. Safety is our number one priority. Students have a dress code and adhere to a schoolwide PBIS behavior system. Students receive character education from our Guidance Counselor and Mental Health Specialist, who also meet with small groups of students to meet their needs. During August of 2022 Ashland opened a BeWell room that focuses on mindfulness and self-regulation.

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.

014-15 KPREP results designated Ashland as a distinguished, progressing, high performing school with a score of 75.4, and in the 94%ile. 2015-16 KPREP results designation Ashland as a proficient school with a score of 69.5. 2016-17 KPREP results showed Ashland students with 91.4 in achievement points, 75.2 in gap points, and 75.3 in growth points.2017-2018 KPREP results demonstrated Ashland students were above the average of both district and state in all academic and separate academic indicators. 2018-2019 KPREP results demonstrate Ashland students score 64.1% P/D in reading and 63.5% P/D in math.A focus area at our school for the next three years is closing the achievement gap. Ashland has developed a plan to address the achievement gap including intentional small group and RtI instruction as well as monthly grade level team meetings with administration and MTSS Coordinator/interventionist to discuss student progress towards goals.

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.

N/A

Additional Information

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

Ashland strives to keep a warm and inviting school climate where students are greeted each day and students receive social skills instruction each morning through a morning meeting. Ashland celebrates its students success with the identified "Eagels Nest", where students are nominated by their instructors for exhibiting the school-wide expectations. Events at Ashland include: Literacy Night, Open House, Fall Festival, Jog-a-thon, Science Fair, Field Day, and PTA sponsored

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Field Day at Woodland Park. Ashland has a Chess Team, Governor's Cup, Origami Club, STLP, and Academic Team. The Ashland Governor's Cup team finished first in the district and 2nd in the . The after school program allows parents the option to pick their students up at a later time while the scholars receive enrichment and other supervised activities.

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2022-23 Phase Two: The Needs Assessment for Schools

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Ashland Elementary School

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.

Data was collected throughout the first quarter of the year with surveys given to all stakeholders. The primary representatives working on developing and analyzing the Needs Assessment was conducted by our certified staff during a faculty meeting. The needs assessment was conducted and received consultation from members of the SBDM who meet monthly. The meeting minutes for both the Instructional Leadership team and the SBDM are documented through recorded and archived agenda items and meeting minutes.

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?

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Through the use of previous year's needs assessments, the leadership team identified barriers to learning as the need to update outdated technology. As a school we were able to purchase updated View Sonic boards for each classroom to ensure that teachers could display images and material without distortion. These devices were not installed in our classroom until late in the 2021-22 school year. Throughout the course of the 2022-23 school year we will continue to provide teachers with "Tech Tips" to ensure that they are trained in the devices capabilities.

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.

The number of behavioral referrals was reduced to 3 students last year. Considering many factors, the last two years have not been typical years when considering the 2020-21 school year was mostly virtual, and the 2021-22 school year required social distancing, mask and other protocols that prevented students from interacting

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.

Current Academic State: 84% of incoming Kindergarten students are ready for Kindergarten, up from 64% in the previous year. 65.% of African American students scored below proficiency in KPREP reading down from 67% in previous years. 63% of student scored below proficiency in math down from 72% in previous years. 70% of students in the free and reduced lunch group scored below proficiency in reading

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and 71.9% of students in the free/reduced lunch category scored below proficiency 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.

31% of economically disadvantaged and 35% of African American students scored Proficient or Distinguished in reading compared to 75% of students in non-gap groups. 29.1% of economically disadvantaged and 34.5% of African American students scored Proficient or Distinguished in Math compared to 72.5% of student in non-gap groups.

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.

Ashland Writing 69% proficient/distinguished compared to 43% at the district level and 39% at the state level. This was achieved with a change in format from handwritten to word-processed assessment.

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

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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.

> Design and Deploy Standards (What should students know to be able to do?)Ashland has completed the assurances for the current curriculum and is aligned to the state standards and components that support the instruction and assessment. Ashland follows the district curriculum map and pacing guides while also adopting the district-wide viable curriculum. Current focus will include, monitoring systems to ensure the curriculum is taught at a high level of fidelity and assessments reflect the full scope of content standards.

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2022-23 Phase Two: School Assurances

Ashland Elementary School
John Moore
195 N Ashland Ave
Lexington, null, 40502

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Introduction

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

Federal Programs

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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, 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, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that 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, 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, and 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing 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. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, 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 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

Attachment Summary

Attachment Name	Description	Associated Item(s)

Ashland Elementary's Comprehensive School Improvement Plan (CSIP)

Rationale

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

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievent gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

● 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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way. **Progress Monitoring**: Process used to assess the

implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. **Funding**: Local, state, or federal funds/grants used to

support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By May 2025 increase the combined (reading and math) percentage of Ashland students scoring proficient/distinguished from 83.6% to 90%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025 increase reading proficiency scores from 82.8% to 86%	KCKP 1: Establish a process to ensure curricular alignment reviews are an ongoing action of the PLC planning process.	Develop a practice to ensure student-friendly learning targets are constructed during PLC planning process	Teacher Clarity Walkthroughs PLC Agenda and Notes Teacher lesson plans	Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	$0
	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment measures.	Develop a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap, by using the work of Clarity for Learning and Teacher Clarity Playbook.	Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes Teacher lesson plans	Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	$0
	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	Establish a practice to ensure students understand the success criteria within each learning target. (We are learning about _____. I will know I am successful when I can__)	Teacher lesson plans Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes	Weekly walkthroughs conducted by the administration to determine alignment of learning intentions and success criteria.	$0
Objective 2 By May 2025 increase reading proficiency scores from 84.3% to 87.5%	KCKP 1: Establish a process to ensure curricular alignment reviews are an ongoing action of the PLC planning process.	Develop a practice to ensure student-friendly learning targets are constructed during PLC planning process	Teacher Clarity Walkthroughs PLC Agenda and Notes Teacher lesson plans	Weekly Teacher Clarity Walkthroughs conducted by Administration Development of learning walks with teachers and staff	$0
	KCKP 1: Establish a process to ensure regularly scheduled curriculum meetings to review the alignment between standards and learning targets and assessment measures.	Develop a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap, by using the work of Clarity for Learning and Teacher Clarity Playbook.	Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes Teacher lesson plans	Weekly monitoring of data during grade level PLC's. Data notebooks and data digital walls will help determine the success or areas of growth for students and teachers.	$0

	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	Establish a practice to ensure students understand the success criteria within each learning target. (We are learning about _____. I will know I am successful when I can___)	Teacher lesson plans Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes	Weekly walkthroughs conducted by administration to determine alignment of learning intentions and success criteria.	$0

2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal.): By May 2025 will increase the percentage of all Ashland students scoring proficient/distinguished from 74% to 80%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 **By May 2025 increase all Science proficiency scores from 75.4% to 77.7%.**	KCWP 3: Establish a process to create formative and summative assessments aligned to the standards	Develop a practice to identify which assessment methods are the best match for each learning target.	Weekly PLC Meetings involving science standards and inclusion in core content Teacher Learning Walks and Notes Teacher lesson plans	Weekly monitoring of science standards and the learning intentions being taught. Planning opportunities with Science Lab teacher and grade level teachers.	$0
	KCWP 3: Establish a process to develop a tracking system for monitoring of student achievement progress by learning target and by standard	Establish a condition to increase collaboration in deconstructing standards and developing congruent learning targets	Weekly PLC Meetings involving science standards and inclusion in core content Teacher Learning Walks and Notes Faculty Meeting Agendas Teacher lesson plans	Weekly monitoring of science standards and the learning intentions being taught. Planning opportunities with Science Lab teacher and grade level teachers.	$0
Objective 2 **By May 2025 increase all Social Studies proficiency scores from 78.6% to 85.6%.**	KCWP 3: Establish a process to create formative and summative assessments aligned to the standards	Develop a practice to identify which assessment methods are the best match for each learning target.	Weekly PLC Meetings involving social studies standards and inclusion in core content Teacher Learning Walks and Notes Teacher lesson plans	Weekly monitoring of social studies standards and the learning intentions being taught. Planning opportunities with K-5 teachers, district support staff and administration to ensure current standards being taught	$0

	KCWP 3: Establish a process to develop a tracking system for monitoring of student achievement progress by learning target and by standard	Establish a condition to increase collaboration in deconstructing standards and developing congruent learning targets	Weekly PLC Meetings involving social studies standards and inclusion in core content Teacher Learning Walks and Notes	Weekly monitoring of social studies standards and the learning intentions being taught. Planning opportunities with K-5 teachers, district support staff and administration to ensure current standards being taught	$0
Objective 3 **By May 2025 increase all Writing proficiency scores from 68.1% to 74%.**	KCWP 1: Establish a process to ensure curricular delivery and assessment measures provide for all pertinent information needs for students	Establish a condition to increase collaboration in deconstructing standards and developing congruent learning targets.	Vertical Team Notes for K-2 Writing and 3-5 Writing Formative and Summative Writing Assessments	Weekly unpacking of writing standards during grade level planning to adhere to the expectations of the standards. Evaluation of student assessments and work by teachers and administration	$0
	KCWP 2: Establish a process to ensure vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.	Establish a practice developing assignments and activities reflecting the learning targets students have had the opportunity to learn.	Writing PLC Notes Formative and Summative Writing Assessments Long-range plan for writing curriculum and instruction	Development of long-range plan for Ashland as it aligns to curriculum and instruction along with KAS standards for writing. Development of writing portfolio expectations for each grade level.	$0

3: Achievement Gap for Economically Disadvantaged

Goal 3 (State your achievement gap goal.): By May 2025 will increase the percent of economically disadvantaged students scoring proficiency in: Mathematics from 48.2% to 67.0% and Reading from 47.5% to 67.0%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 **By May 2025,** increase the percent of Economically	KCWP 1: Establish a process to ensure curricular delivery and assessment measures provide for all pertinent information needs for students.	Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Weekly PLC meetings rooted in the development of Teacher Clarity and Clarity for Learning work	Weekly learning walks and walkthroughs by teachers and administration. Informal interviews with students to determine their learning intention and success criteria	$0

Disadvantaged **Mathematics** students scoring proficiency from 48.2% to 57.6%.	KCWP 6: Establish a process to collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students.	Establish a practice to ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	Classroom Mission Statements displayed and reviewed with students	Through weekly learning walks and walkthroughs by administration, conversations and established routines of classroom procedures aligned to the class mission statement will be documented and taken note.	$0
	KCWP 2: Establish a process to develop a clearly defined RtI school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.	Establish a practice to ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during and after)	Regular MTSS meetings with grade level teachers, interventionists and support staff Develop an MTSS plan for identifying students for additional supports	-At least 1 monthly MTSS meeting with Tier 2 support staff, administration and teachers to develop a plan for individual students. -Analyze and track individual student data to identify next steps for students -Establish an ESS position during the school day to provide additional support to students in Tier 2 and Tier 3 instruction.	$0
Objective 2 **By May 2025,** increase the percent of Economically Disadvantaged **Reading** students scoring proficiency from 47.5% to 57.56%	KCWP 1: Establish a process to ensure curricular delivery and assessment measures provide for all pertinent information needs for students.	Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Weekly PLC meetings rooted in the development of Teacher Clarity, Clarity for Learning, and methods to address individualized student needs	Weekly learning walks and walkthroughs by teachers and administration. Informal interviews with students to determine their learning intention and success criteria	$0
	KCWP 6: Establish a process to collectively establish vision and mission statements that reflect core values of the school and support academic achievement for all students.	Establish a practice to ensure the expectations of students are clearly defined, and that group norms have been established within the classroom	Classroom Mission Statements displayed and reviewed with students	Through weekly learning walks and walkthroughs by administration, conversations and established routines of classroom procedures aligned to the class mission statement will be documented and taken note.	$0
	KCWP 2: Establish a process to develop a clearly defined RtI school-wide process with applicable checklists and documentation tools, including such information as service frequency, intervention programs/strategies,	Establish a practice to ensure formative assessment measures are within lesson planning practices for each phase of explicit instruction (before, during and after)	Regular MTSS meetings with grade level teachers, interventionists and support staff Develop an MTSS plan for identifying students for additional supports	-Monthly MTSS meeting with Tier 2 support staff, administration and teachers to develop a plan for individual students. -Analyze and track individual student data to identify next steps for students	$0

	SMART goal measurement, and progress monitoring checks.			-Establish an ESS position during the school day to provide additional support to students in Tier 2 and Tier 3 instruction.	

4: Growth

Goal 4 (State your growth goal.): By May 2025, Ashland will increase the growth indicator score from 55.4% to 61.0%.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1 By May 2025, increase Ashland school students' reading growth indicator score from 53.1% to 55.9%.	KCWP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	Establish a practice to ensure students understand the success criteria within each learning target. (We are learning about _____. I will know I am successful when I can__)	Teacher lesson plans Teacher Clarity Walkthroughs Grade Level PLC Agenda and Notes	Weekly walkthroughs conducted by the administration to determine alignment of learning intentions and success criteria.	$0
	KCWP 2: Establish a process to ensure item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed; and if so, what are those adjustments.	Establish a practice to use formative and summative evidence to inform what comes next for individual students and groups of students.	Planning PLC's agenda and notes Data Analysis of formative and summative assessments	Teachers and administration will meet weekly to unpack the grade level standards, determine learning progressions, learning intentions, success criteria and appropriate forms of assessment. Determination of next steps will be developed based on the common assessments and assignments for the grade level and individual students	$0
	KCWP 2: Establish a process to ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	Establish a practice to plan for and implement active student engagement strategies	Professional development provided to include the use of high yield engagement strategies. Teacher lesson plans	Weekly monitoring of lesson plans including the standards, learning intentions, success criteria and high yield strategies.	$0
Objective 2 By May 2025, increase Ashland school	KCKP 2: Establish a process to ensure congruence is present between standards, learning targets and assessment measures.	Establish a practice to ensure students understand the success criteria within each learning target. (We are learning about _____. I will know I am successful when I can__)	Teacher lesson plans Teacher Clarity Walkthroughs Grade Level PLC	Weekly walkthroughs conducted by the administration to determine alignment of learning intentions and success criteria.	$0

students' math growth indicator scores from 57.6% to 60.4%.			Agenda and Notes		
	KCWP 2: Establish a process to ensure item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed; and if so, what are those adjustments.	Establish a practice to use formative and summative evidence to inform what comes next for individual students and groups of students.	Planning PLC's agenda and notes Data Analysis of formative and summative assessments	Teachers and administration will meet weekly to unpack the grade level standards, determine learning progressions, learning intentions, success criteria and appropriate forms of assessment. Determination of next steps will be developed based on the common assessments and assignments for the grade level and individual students	$0
	KCWP 2: Establish a process to ensure monitoring measures are in place to support holistic planning for	Establish a practice to plan for and implement active student engagement strategies	Professional development provided to include the use of high	Weekly monitoring of lesson plans including the standards, learning intentions, success criteria and high yield strategies.	$0

	high fidelity instructional delivery of the standards.		yield engagement strategies. Lesson plans		

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Ashland Elementary School
John Moore
195 N Ashland Ave
Lexington, null, 40502

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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 <u>KRS 158.6451</u> and the local needs assessment. The basis of the professional development plan aligns to <u>704 KAR 3:035,</u> which states the following:

Annual Professional Development Plan:

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

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

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

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

     1. What is the school's mission?
Ashland's Mission Statement: Our mission is to ensure a culture that educates, empowers and encourages success (3Es).

     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.

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

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

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

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

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

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?
ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
We utilized formative and summative data along with KPREP and the Measure of Acedemic Progress (MAP Universal Screener).

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**
The indicators of success will be present when students are able to do the

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)
The specific target areas of professional developmement are our classroom teachers and special education teachers.

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

Resources that are needed will require that we

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

The ongoing support that would be needed to cont

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

Writing workshops, Engagement (Kagan), Project based assessment

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

Teachers will develop strategies in the areas of assessment and instructional clarity in relation to standards. The information recevied wil be shared with colleagues and progress will be discussed monthly in PLC's and/or faculty meetings.

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

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

Faculty meetings and PLC agendas will reflect progress towards goals in high quality instruction and assessment planning. Teachers will gather data to be discussed and

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analyzed as a team. The team will self-reflect monthly in the area of teacher clarity, assessment clarity, and room for improvement as measured by rubric.

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

Student achievement and outcomes will be amongst the many indicators of success.

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

Elementary Mathematics and Writing teachers

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

f

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)