



2022-23 Phase One: Continuous Improvement Diagnostic for Garrett Morgan

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Garrett Morgan Elementary

Sarah Woodford

1150 Passage Mound Way
Lexington, Kentucky, 40509
United States of America

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.
Sarah C. Woodford



2022-23 Phase One: Executive Summary for Garrett Morgan

2022-23 Phase One: Executive Summary for Schools

Garrett Morgan Elementary

Sarah Woodford

1150 Passage Mound Way
Lexington, Kentucky, 40509
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?

Garrett Morgan Elementary is located at 1150 Passage Mound in Lexington, Kentucky. Although Garrett Morgan is situated in The Home Place neighborhood, it is also within a few miles of thriving local commerce. The location is ideal for proximity to students and families and building relationships with local businesses and churches. In its eighth year since opening in 2016, GME has experienced tremendous growth. With a current student population of 760 and 63 certified teachers, the school has increased by nearly a fourth since its inaugural year. An active PTO ensures that families have an opportunity to be involved and that supports for students remain at the forefront.

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.

Garrett Morgan Elementary will be a positive and safe environment that:

Engages students in rigorous instruction.

Ensures that all students learn and grow.

Celebrates and respects the unique community of learners that we represent.

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.

With lingering impacts from the pandemic, the staff at Garrett Morgan has worked to transition completely to in-person instruction. Student health and safety continues to be a priority for GME. A notable achievement is the commitment to addressing student mental health in the post-pandemic society. Three full-time mental health specialists and one part-time mental health specialist work to serve the social-emotional needs of the students. A commitment to addressing social and emotional health continues to be a commitment for GME in order to growth in academic, behavioral, and mental health of students.

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.

Not applicable



2022-23 Phase Two: The Needs Assessment for Schools_10312022_09:11

2022-23 Phase Two: The Needs Assessment for Schools

Garrett Morgan Elementary

Sarah Woodford

1150 Passage Mound Way
Lexington, Kentucky, 40509
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.

For 2022-23, our school's PLC process includes a review of MAP data and common unit assessment data. Our PLC Handbook (attached) and process ensures that teachers are regularly analyzing, and acting upon any available assessment data. Classroom teachers spent time analyzing reading and math MAP data, looking for trends in content needs as well as the needs of various subgroups of students. In addition, teams of teachers participated in an analysis of our Spring 2022 KSA data. Teachers looked for trends in content and subgroups, and named and claimed individual students upon which to offer increased support. Attached is the KSA data analysis sheet used by teachers.

Our school has an Instructional Leadership Team that meets monthly and documents content covered through a shared agenda. Grade level teams meet on a weekly basis to design and plan instruction based on the Kentucky standards.

ATTACHMENTS

Attachment Name

 KSA Individual Student Analysis Sheet

 PLC Handbook

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?

The goal for Spring 2022 was to increase in the percentage of students scoring Proficient and Distinguish to 62.7% in reading and 66.5% in math. According to the Spring KSA scores, those goals had mixed results. 67% of our students scored Proficient or Distinguished in reading, exceeding our goal. In mathematics, however, 54% of our students scored Proficient or Distinguished. As for the Separate Academic Indicator, the goal for Spring 2022 was 49.5% Proficient and Distinguished in science, 82.9% Proficient and Distinguished in social studies, and 74.5% Proficient and Distinguished in writing. According to the Spring 2022 results, our science scores were 43% Proficient and Distinguished in science, 63% Proficient and Distinguished in social studies, and 56% Proficient and Distinguished in writing. With regards to our African American population, the goal was to have 34.85% of the students in the subgroup scoring Proficient or Distinguished in reading and 40.96% of the subgroup scoring Proficient or Distinguished in math. According to the data, 40% of the students in the African American subgroup scored Proficient or Distinguished in reading and 28% scored Proficient or Distinguished in math.

This indicates that the plan for this year will need to have an increased focus on mathematics for all students with a specific focus upon African American students. Our school also must continue to focus on the content areas measured in the Separate Academic Indicator.

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.
 - Because the KSA is a new assessment, trends from 2 previous years were not available.
 - The subgroup of African American students continues to demonstrate a gap between the performance of this subgroup and the population as a whole.

- The subgroup of African American students fell short of the Spring 2022 goal for Proficient and Distinguished in mathematics by nearly 13%.

ATTACHMENTS

Attachment Name

 [GME KSA presentation](#)

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.
 - The percentage of students scoring Proficient or Distinguished in reading during the Spring 2022 assessment was 3.5% higher than projected for Spring 2023.
 - The percentage of students scoring Proficient or Distinguished in mathematics was 12.5% lower than the projected goal for 2022 and 18.5% lower than the projected goal for Spring 2023.
 - The subgroup of African American students exceeded the Spring 2022 goal for Proficient and Distinguished in reading by more than 5%.
 - The subgroup of African American students fell short of the Spring 2022 goal for Proficient and Distinguished in mathematics by nearly 13%.
 - According to the Spring 2022 KSA, 14% of the students scored Novice in reading and 18% of the students scored Novice in mathematics.

ATTACHMENTS

Attachment Name

 [KSA GME Presentation](#)

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.

- While 77% of the White students scored Proficient or Distinguished in reading, only 40% of the African American students and 47% of the economically disadvantaged students scored Proficient or Distinguished in that content area. 32% of the African American students scored Novice in reading (and 28% of the economically disadvantaged students scored Novice in reading) as compared to 8% of White students. There is a clear discrepancy between the performance of the students in the majority population and the gap groups in the area of reading.
- While 65% of the White students scored Proficient or Distinguished in mathematics, only 28% of the African American students and 33% of the economically disadvantaged students scored Proficient or Distinguished in that content area. 38% of the African American students scored Novice in reading (and 34% of the economically disadvantaged students scored Novice in reading) as compared to 11% of White students. There is a clear discrepancy between the performance of the students in the majority population and the gap groups in the area of mathematics.

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.

- The percentage of students scoring Proficient or Distinguished in reading during the Spring 2022 assessment was 3.5% higher than projected for Spring 2023.
- Reading instruction is a strength, with 67% of the student population scoring Proficient or Distinguished.
- 69% of the students that took the third grade KSA in Spring 2022 scored Proficient or Distinguished in reading as did 68% of the students that took the fifth grade reading KSA.

-
- 63% of the students taking the social studies assessment in Spring 2022 scored Proficient or Distinguished.
 - The quality and intentionality in reading instruction can be leveraged to address the needs in mathematics or other content areas.

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:

- Complete the [Key Elements Template](#).
- 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.

Our school will focus on KCWP 2, Design and Deliver Instruction.

- Administration will continue daily classroom visits to provide feedback to teachers and to monitor that high-quality instruction that is aligned to the standards is transpiring in each classroom.
- PLC will ensure to take time each week to consider students in the subgroups of African American and Economically Disadvantaged. Administration will ensure increased intentionality to discuss the progress of students in those subgroups.
- Before instruction, an increased effort will be made to plan with grade level teams, specifically in mathematics, to monitor Tier 1 instruction is aligned with standards. In addition, an effort will be made to ensure that high-yield instructional strategies are incorporated into instruction.

- Daily classroom visits will continue. Each classroom teacher will receive a visit at a minimum of once a week and feedback will be provided on the teachers' instructional effectiveness. Attempts will be made to increase visits during mathematics instruction.






ATTACHMENTS

Attachment Name



School Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>GME KSA presentation</u>		• 3
 <u>KSA GME Presentation</u>		• 4
 <u>KSA Individual Student Analysis Sheet</u>		• 1
 <u>PLC Handbook</u>		• 1
 School Key Elements Template		• 7



2022-23 Phase Two: School Assurances for Garrett Morgan

2022-23 Phase Two: School Assurances

Garrett Morgan Elementary

Sarah Woodford

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2022-23 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, 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 under section 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)
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Comprehensive School Improvement Plan 2022-2025

Garrett Morgan Elementary

<p>Comprehensive District Improvement Goals Reading and Math (by Spring 2025)</p> <p>State Assessment</p> <ul style="list-style-type: none"> • Less than 15% Novice in reading • Less than 15% Novice in math • Greater than 60% P/D in reading • Greater than 55% P/D in math • Increase or decrease by 7% if already <15% N or >55/60% P/D • Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025) • State Assessment • Less than 21% Novice in Science • Less than 23% Novice in Social Studies • Greater than 45% P/D in Science • Greater than 60% P/D in Social Studies • Increase or decrease by 7% if already <21/23% N or >45/60% P/D • Less than 10% Novice in Combined Writing • Greater than 60% P/D in Combined Writing • Increase or decrease by 7% if already <10% N or >60% P/D 	<p>MAP (K-8)</p> <ul style="list-style-type: none"> • 100% grow in reading and math • 60% meet growth projection in reading • 55% meet growth projection in math • Increase or decrease by 7% if already <15% N or >55/60% P/D
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State Assessment Results in Reading

- By 2025, Garrett Morgan Elementary will increase Reading proficient and distinguished level to 88% as measured by KSA. Current level is 67%.

State Assessment Results in Math

- By 2025, Garrett Morgan Elementary will increase Math proficient and distinguished level to 75% as measured by KSA. Current level is 54%.
- By 2025, Garrett Morgan Elementary will decrease Math Novice to less than 15%. Current level is 18% Novice.

State Assessment Results in Science

- By 2025, Garrett Morgan Elementary will increase Science proficient and distinguished level to 64% as measured by KSA. Current level is 43%.

State Assessment Results in Social Studies

- By 2025, Garrett Morgan Elementary will increase Social Studies proficient and distinguished level to 84% as measured by KSA. Current level is 63%.

- By 2025 Garrett Morgan elementary will decrease Social Studies Novice to less than 15%. Current level is 15% Novice.

State Assessment Results in Combined Writing

- By 2025, Garrett Morgan Elementary will increase Combined Writing proficient and distinguished level to 78% as measured by KSA. Current level is 56%.

Achievement Gap Goal

- By 2025, less than 15% of the African American population at Garrett Morgan Elementary will score Novice in Reading. Current level is 32% Novice.
- By 2025, less than 15% of the African American population at Garrett Morgan Elementary will score Novice in Math. Current level is 38% Novice.

English Learner Progress

- By 2025, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 75.6%.

Quality of School Climate and Safety

- By 2025, Garrett Morgan Elementary will increase the quality of school climate and safety index to 99.1 as measured by KSA. Current level is 78.1.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will increase P/D in Reading to 74%.	By 2024, Garrett Morgan Elementary will increase P/D in Reading to 81%.	By 2025, Garrett Morgan Elementary will increase P/D in Reading to 88%.
By 2023, Garrett Morgan Elementary will increase P/D in Math to 61%. By 2023 GME will decrease Novice to less than 17%.	By 2024, Garrett Morgan Elementary will increase P/D in Math to 68%. By 2023 GME will decrease Novice to less than 16%.	By 2025, Garrett Morgan Elementary will increase P/D in Math to 75%. By 2023 GME will decrease Novice to less than 15%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Garrett Morgan Elementary will increase P/D in Science to 51%.</p> <p>By 2023, Garrett Morgan Elementary will increase P/D in Social Studies to 70%. By 2023, Garrett Morgan Elementary will decrease Novice in Social Studies to less than 15%.</p> <p>By 2023, Garrett Morgan Elementary will increase P/D in Combined Writing to 64%.</p>	<p>By 2024, Garrett Morgan Elementary will increase P/D in Science to 58%.</p> <p>By 2024, Garrett Morgan Elementary will increase P/D in Social Studies to 77%. By 2023, Garrett Morgan Elementary will decrease Novice in Social Studies to less than 15%.</p> <p>By 2024, Garrett Morgan Elementary will increase P/D in Combined Writing to 71%.</p>	<p>By 2025, Garrett Morgan Elementary will increase P/D in Science to 64%.</p> <p>By 2025, Garrett Morgan Elementary will increase P/D in Social Studies to 84%. By 2023, Garrett Morgan Elementary will decrease Novice in Social Studies to less than 15%.</p> <p>By 2025, Garrett Morgan Elementary will increase P/D in Combined Writing to 78%.</p>

Achievement Gap Objectives - African American subgroup		
Year 1	Year 2	Year 3
<p>By 2023, Garrett Morgan Elementary will decrease Novice in Reading to 27%.</p> <p>By 2023, Garrett Morgan Elementary will decrease Novice in Math to 31%.</p>	<p>By 2024, Garrett Morgan Elementary will decrease Novice in Reading to 21%.</p> <p>By 2024, Garrett Morgan Elementary will decrease Novice in Math to 23%.</p>	<p>By 2025, Garrett Morgan Elementary will decrease Novice in Reading to less than 15%.</p> <p>By 2025, Garrett Morgan Elementary will decrease Novice in Math to less than 15%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 75.6%.</p>	<p>By 2024, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>	<p>By 2025, Garrett Morgan Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.</p>

School Climate and Safety Objectives		
Year 1	Year 2	Year 3
By 2023, Garrett Morgan Elementary will grow to an index of 85 on the School Climate and Safety measurement. Current level is 78.1.	By 2024, Garrett Morgan Elementary will grow to an index of 92 on the School Climate and Safety measurement.	By 2025, Garrett Morgan Elementary will grow to an index of 99 on the School Climate and Safety measurement.

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

Year 1 Focus Areas

1. Math Proficiency in Tier 1				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 1: By 2023, Garrett Morgan Elementary will increase P/D in Math to 61%. By 2023 GME will decrease Novice to less than 17%.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. Use of the district Unit Framework to ensure the teaching is paced with accuracy. AVMR training for staff 	<ul style="list-style-type: none"> Summative assessments - data aggregated by standard TNTP math assignment analysis tool to ensure the rigor of the tasks AVMR data 	\$9,000 for AVMR materials - ESSER
<u>Progress Monitoring</u>				
December 8, 2022				

2. Reading Proficiency in Tier 1				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 2: By 2023, Garrett Morgan Elementary will increase proficiency in Reading to 70%.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Staff continued work on deconstruction of reading and writing standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. Use of the district Unit Framework to ensure the teaching is paced with accuracy. Increased use of authentic texts in the hands of students 	<ul style="list-style-type: none"> Summative assessments - data aggregated by standard TNTP reading assignment analysis tool to ensure the rigor of the tasks Evidence of Total Participation Techniques in lesson plans and class 	\$10,000 for the purchase of authentic texts - ESSER

			<ul style="list-style-type: none"> observation Evidence of authentic texts in lesson plans and class observations 	
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>December 8, 2022</p>				

3. Math Tier 1 for Achievement Gap Group				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Objective 3:</p> <p>By 2023, Garrett Morgan Elementary will decrease Novice in Math to 31% for the gap group of African American students.</p>	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. Use of the district Unit Framework to ensure the teaching is paced with accuracy. AVMR training for staff Staff focus on use of Total Participation Techniques from professional learning to increase participation of all students 	<ul style="list-style-type: none"> Summative assessments - data aggregated by standard TNTP math assignment analysis tool to ensure the rigor of the tasks AVMR data Evidence of Total Participation Techniques in lesson plans and class observations 	\$2,000 for Total Participation Techniques books - ESSER
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>December 8, 2022</p>				

4. Science Tier 1 Instruction

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 4: By 2023, Garrett Morgan Elementary will increase P/D in Science to 51%.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none">• Staff will participate in monthly focus groups to increase understanding of the science standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria.• Use of the district Unit Framework to ensure the teaching is paced with accuracy.• Bi-annual support/professional learning from district science specialist	<ul style="list-style-type: none">• Summative assessments - data aggregated by standard• Student writing samples in science and STEM class demonstrating conceptual understanding• Evidence of learning of district science specialist through class observations and less plan review	\$0
<div>December 8, 2022</div> <div>Progress Monitoring</div>				

Year 2 Focus Areas

1. Math Proficiency in Tier 1				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 1: By 2024, Garrett Morgan Elementary will increase P/D in Math to 68%. By 2023 GME will decrease Novice to less than 16%.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. Use of the district Unit Framework to ensure the teaching is paced with accuracy. Use of AVMR strategies in whole and small group instruction 	<ul style="list-style-type: none"> Summative assessments - data aggregated by standard TNTP math assignment analysis tool to ensure the rigor of the tasks AVMR data 	\$0
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Intermittent planning with teams to monitor alignment of learning intention, activities, and the standards PLC time to conduct TNTP math assignment analysis Regular formative assessment to monitor instruction during and after learning Plan for opportunities for all students to engage in the content Use of AVMR strategies in whole and small group instruction 	<ul style="list-style-type: none"> Summative assessments - data aggregated by standard TNTP math assignment analysis tool to ensure the rigor of the tasks Evidence of Total Participation techniques and strategies in lesson plans and classroom observations AVMR data Spring 2024 KSA data Winter and Spring MAP math data 	\$0
<u>Progress Monitoring</u>				

2. Reading Proficiency in Tier 1

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Objective 2:</p> <p>By 2024, Garrett Morgan Elementary will increase P/D in Reading to 81%.</p>	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Staff continued work on deconstruction of reading and writing standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. Use of the district Unit Framework to ensure the teaching is paced with accuracy. Increased use of authentic texts in the hands of students 	<ul style="list-style-type: none"> Summative assessments - data aggregated by standard TNTP reading assignment analysis tool to ensure the rigor of the tasks Evidence of Total Participation Techniques in lesson plans and class observation Evidence of authentic texts in lesson plans and class observations 	\$5000 for purchase of authentic, culturally responsive texts - MUNIS funds
	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies and authentic texts PLC time to conduct TNTP literacy assignment analysis Regular formative assessment to monitor instruction during and after learning Plan for opportunities for all students to engage in all parts of the content Targeted Tier 1 and Tier 2 groups for students 	<ul style="list-style-type: none"> Administration observations - students demonstrate through speech or writing understanding of the learning intentions Summative assessments - data aggregated by standard TNTP reading assignment analysis tool to ensure the rigor of the tasks Evidence of Total Participation Techniques in 	\$0

			lesson plans and class observation <ul style="list-style-type: none"> • Evidence of authentic texts in lesson plans and class observations • Spring 2024 KSA data • Winter and Spring MAP reading data 	
<u>Progress Monitoring</u>				

3. Math Tier 1 for Achievement Gap Group				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 3: By 2024, Garrett Morgan Elementary will decrease Novice in Math to 23% for the gap group of African American students.	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Staff focus on deconstruction of mathematics standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. • Use of the district Unit Framework to ensure the teaching is paced with accuracy. • AVMR training for staff • Staff focus on use of Total Participation Techniques from professional learning to increase participation of all students 	<ul style="list-style-type: none"> • Summative assessments - data aggregated by standard • TNTP math assignment analysis tool to ensure the rigor of the tasks • Formative assessment data • AVMR data • Evidence of Total Participation Techniques in lesson plans and class observations 	\$0

	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies to meet the needs of the gap group • PLC time to conduct TNTP math assignment analysis • Regular formative assessment to monitor instruction during and after learning • Plan for opportunities for all students to engage in all parts of the content • Targeted Tier 1 and Tier 2 groups for gap students • Use of AVMR strategies in whole and small group instruction 	<ul style="list-style-type: none"> • Summative assessments - data aggregated by standard • TNTP math assignment analysis tool to ensure the rigor of the tasks • Formative assessment data from Tier 1 and Tier 2 learning • Evidence of Total Participation techniques and strategies in lesson plans and classroom observations • AVMR data • Spring 2024 KSA data • Winter and Spring MAP math data 	\$0
<u>Progress Monitoring</u>				

4. Science Tier 1 Instruction				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 4: By 2024, Garrett Morgan Elementary will increase P/D in Science to 58%.	KCWP 2: Design and Deploy Standards	<ul style="list-style-type: none"> • Staff will participate in monthly focus groups to increase understanding of the science standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria. • Creation and revision of learning intentions and success criteria to ensure they are clear and concise for students • Use of the district Unit Framework to ensure the teaching is paced with 	<ul style="list-style-type: none"> • Review of posted learning intentions and success criteria that is clear and concise for students • Summative assessments - data aggregated by standard • Student writing samples in 	\$0

		accuracy. <ul style="list-style-type: none"> • Bi-annual support/professional learning from district science specialist 	science and STEM class demonstrating conceptual understanding <ul style="list-style-type: none"> • Evidence of learning of district science specialist through class observations and less plan review 	
Progress Monitoring				

5. Growth				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 5: By 2024, Garrett Morgan Elementary will increase students' math growth indicator score to _____.		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	\$0
Progress Monitoring				

Year 3 Focus Areas

1. Math Proficiency in Tier 1				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Objective 1:</p> <p>By 2025, Garrett Morgan Elementary will increase P/D in Math to 75%. By 2023 GME will decrease Novice to less than 15%.</p>	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Continued intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies to meet the needs of the gap group PLC time to conduct TNTP math assignment analysis Regular formative assessment to monitor instruction during and after learning Plan for opportunities for all students to engage in all parts of the content Targeted Tier 1 and Tier 2 groups for students as needed Use of AVMR strategies in whole and small group instruction Regular walkthroughs by administration to interview students to ensure all have an understanding of the learning Mid-year and summative conferences (and additional conferences as needed) with teachers with a focus on math data to measure teacher's instructional effectiveness based on student data 	<ul style="list-style-type: none"> Summative assessments - data aggregated by standard TNTP math assignment analysis tool to ensure the rigor of the tasks AVMR data Administration observations - students demonstrate through speech or writing understanding of the learning intentions Mid-year and summative conference notes and form Spring 2025 KSA data Winter and Spring MAP math data 	\$0
Progress Monitoring				

2. Reading Proficiency in Tier 1

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Objective 2:</p> <p>By 2025, Garrett Morgan Elementary will increase P/D in Reading to 88%.</p>	<p>KCWP 2: Design and Deliver Instruction</p>	<ul style="list-style-type: none"> Continued intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies and authentic texts PLC time to conduct TNTP literacy assignment analysis Regular formative assessment to monitor instruction during and after learning Plan for opportunities for all students to engage in all parts of the content Targeted Tier 1 and Tier 2 groups for students Professional learning around High Yield Instructional strategies and using learned strategies as part of Total Participation Techniques 	<ul style="list-style-type: none"> Team planning notes/lesson plans Administration observations - students demonstrate through speech or writing understanding of the learning intentions Summative assessments - data aggregated by standard TNTP reading assignment analysis tool to ensure the rigor of the tasks Evidence of Total Participation Techniques in lesson plans and class observation Evidence of High Yield Instructional Strategies in lesson plans and observations Evidence of authentic texts in lesson plans and class observations Spring 2025 KSA data Winter and Spring 	<p>\$5000 for purchase of authentic, culturally responsive texts - MUNIS funds</p>

			MAP reading data	
Progress Monitoring				

3. Math Tier 1 Instruction for the Achievement Gap Group				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<p>Objective 3:</p> <p>By 2024, Garrett Morgan Elementary will decrease Novice in Math to 23%.</p>	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Continued intermittent planning with teams to monitor alignment of learning intention, activities, and the standards - specifically include culturally responsive teaching strategies to meet the needs of the gap group PLC time to conduct TNTP math assignment analysis Regular formative assessment to monitor instruction during and after learning Plan for opportunities for all students to engage in all parts of the content Targeted Tier 1 and Tier 2 groups for gap students Use of AVMR strategies in whole and small group instruction Regular walkthroughs by administration to interview students to ensure all have an understanding of the learning Mid-year and summative conferences (and additional conferences as needed) with teachers with a focus on math data to measure teacher's instructional effectiveness based on student data 	<ul style="list-style-type: none"> Summative assessments - data aggregated by standard TNTP math assignment analysis tool to ensure the rigor of the tasks Formative assessment data from Tier 1 and Tier 2 learning Evidence of Total Participation techniques and strategies in lesson plans and classroom observations AVMR data Administration observations - students demonstrate through speech or writing understanding of the learning intentions Mid-year and summative conference notes and form Spring 2025 KSA data Winter and Spring MAP math data 	\$0
Progress Monitoring				

4. Science Tier 1 Instruction

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Objective 4: By 2025, Garrett Morgan Elementary will increase P/D in Science to 64%.	KCWP 2: Design and Deploy Standards	<ul style="list-style-type: none">• Staff will participate in monthly focus groups to increase understanding of the science standards using the Clarity for Learning process of determining concepts and skills, a learning progress, learning intentions, and success criteria.• Revision of learning intentions and success criteria to ensure they are clear and concise for students• Intentional work to establish cross-curricular connections to reinforce learning• Use of the district Unit Framework to ensure the teaching is paced with accuracy.• Bi-annual support/professional learning from district science specialist• Bi-annual work for vertical alignment	<ul style="list-style-type: none">• Review of posted learning intentions and success criteria that is clear and concise for students• Summative assessments - data aggregated by standard• Student writing samples in science and STEM class demonstrating conceptual understanding• Evidence of learning of district science specialist through class observations and less plan review	\$0
Progress Monitoring				



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05012023_13:10

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Garrett Morgan Elementary
Sarah Woodford
1150 Passage Mound Way
Lexington, null, 40509

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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

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.

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

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

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

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.

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

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.)

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.

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

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.)

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.

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.

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

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.)

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.



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

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.

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations</u>		.
 <u>FCPS Professional Learning Plan 2023-2024: Garrett Morgan</u>		.