



2022-23 Phase One: Continuous Improvement Diagnostic for Schools_08232022_08:12

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Lansdowne Elementary School

Jennifer Fish

336 Redding Rd

Lexington, Kentucky, 40517

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.
Jennifer Fish



2022-23 Phase One: Executive Summary for Schools_08232022_09:27

2022-23 Phase One: Executive Summary for Schools

Lansdowne Elementary School

Jennifer Fish

336 Redding Rd

Lexington, Kentucky, 40517

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?

We are a large elementary school in urban Lexington, KY serving nearly 600 students from all over the world. Our student population includes individuals speaking over 20 languages from their native countries. 80% of our students come from families of poverty, and about 25% of our students are English Language Learners. We have a highly supportive PTA and have partnerships with many local business and faith-based organizations as well. What makes Lansdowne unique is that all our students, regardless of who they are or where they are from, "fit in" here. The staff at Lansdowne pride themselves on their dedication to our students and expectations for success are held for ALL students. Growth data for the school is the best indication of how well we meet students where they are and grow them from there.

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.

Our school's purpose is to provide a world class education to all students regardless of the risk factors they come to school with. We believe ALL students can achieve academic success. We believe that language barriers can be overcome. We believe that language instruction can be integrated into all content areas to enrich and accelerate learning for all kids not just our ELL students. We believe that although, according to Brigance testing, the majority of our students come to us ill-prepared for school, we can meet them where they are and close many of those gaps in their Kindergarten year. Our decisions, programs and supports are based on what is best for students. We were one of the first schools in the district to start the Minds in Motion program, a multisensory approach to increasing the brain's abilities to focus, track print and be prepared for learning by exercising both fine and gross motor skills through the obstacle course. Initial results have shown promise for all students but mainly those with the most deficits in this area.

This year, our staff is focused on accelerating student reading growth by using the "Press-in" model for guided reading rather than using the "Pull-out" model. Using this model will allow classroom teachers to recapture more instructional time and be available to provide immediate feedback to more students. Our school's professional learning community (PLC) will be implementing weekly grade level data meetings during which teachers will analyze student data and plan intervention toward mastery of that standard or extensions.

This last year our staff has really focused on the TNTP model of instruction. Primarily looking at giving kids access to high quality assignments that meet the rigor of the standards and really exploring what having high expectations for students of poverty looks like in the classroom setting pairs well with our new focus on academic monitoring during instruction. Teachers are learning to walk through the classroom, monitor, give immediate feedback, give directions to fix their work, and provide follow-up.

While we are working through this, we are not abandoning any of the former practices and policies that have shown us the great results we have seen over the past years: LitCamp, SIOP model of instruction, KAGAN etc. We have continued to increase our focus on social emotional learning for our students as the impact of the pandemic become more clear. It is our belief that if we give our students what they need, in a loving supportive environment, and provide support for the "whole" child, they can be successful at the next level and beyond. This year we have started a mindfulness class that each student will attend each week. This will aid in student regulation and focus.

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.

For the past eight years, Lansdowne has shown amazing student growth despite our changing population and the barriers our students face. All students, including those living in poverty, those whose first language is not English, and those with disabilities continue to show growth toward proficiency. We have also met the GOLD standard for PBIS schools for several years. This year especially we will work to overcome the loss of academic opportunity caused by the worldwide pandemic.

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.

N/A



2022-23 Phase Two: The Needs Assessment for Schools_08232022_09:31

2022-23 Phase Two: The Needs Assessment for Schools

Lansdowne Elementary School

Jennifer Fish

336 Redding Rd

Lexington, Kentucky, 40517

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.

In the fall, the Title 1 Advisory/Curriculum committee as well as school leadership and SBDM committee convene and review the data, brainstorm drafts of the School Diagnostic documents that require stakeholder input as well as the School Improvement Plan. Draft documents are compiled in the eprove platform and shared with team members in late fall/early winter for additional review, input or any necessary revisions. Title 1 Advisory/Curriculum committee includes 1 admin, 1 teacher from every grade level K-5, at least 1 representative from ESL, Intervention team, Special Area team, Special Ed dept. and parent members. This team also currently includes 3 of the teacher members of the SBDM council. the team reviews the 5 Year Data Trend Document that includes MAP data, Ky State Assessment data, Attendance data, School working conditions data, Behavior/Discipline data, Brigrance Data, and English Language Proficiency data. Academic data includes trends by content as well as growth. Results are also broken down by student groups (African American, Free/Reduced, and EL)

The school uses a sophisticated system for periodically reviewing data as a school through our School Problem Solving (MTSS) team. We initially use MAP data to identify students immediate needs when scheduling extension/intervention support. This is the initial data that we use in order to ensure that all students are receiving targeted instruction at their level. We then incorporate the use of formative data during PLC meetings with grade level teams, FAST progress monitoring, Guided Reading data, and AVMR assessments to adjust tier 2/3 interventions. SBDM regularly reviews the 5 year trend data, MAP data 3 times per year as well as intervention data 2 times per year. Advisory/Curriculum committee, PLC committee, SPS committee and SBDM meetings are all documented with 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?

Last year's plan to increase proficiency scores in Reading, Math and Science by focusing on Learning Intentions and Success Criteria did not meet the goal for improvement. We will continue with Teacher Clarity learning to further shore up these practices in addition to modifying Tier 1 instruction as well as Professional Learning around Reading/Writing since Reading will continue to be a area of focus for our Goals

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.

Keeping in mind the impact of the COVID pandemic and virtual testing:

Looking at trend data from Fall 2020- Spring 2021 there was a decrease of 11% in K-2 students meeting or exceeding grade level norms in MAP reading. from Fall 2021 -Spring 2022 there was an 22% increase K-2 students who met or exceeded grade level norms in MAP reading.

Looking at trend data from Fall 2020- Spring 2021 there was an increase of 3 % in 3rd-5th grade students meeting or exceeding grade level norms in MAP reading. From Fall 2021 -Spring 2022 there was an 24% increase 3rd-5th grade students who met or exceeded grade level norms in MAP reading.

Looking at trend data from Fall 2020- Spring 2021 there was a decrease of 19% in K-2 students meeting or exceeding grade level norms in MAP math. from Fall 2021 -Spring 2022 there was an 20% increase K-2 students who met or exceeded grade level norms in MAP math.

Looking at trend data from Fall 2020- Spring 2021 there was an decrease of 6 % in 3rd-5th grade students meeting or exceeding grade level norms in MAP math. From Fall 2021 -Spring 2022 there was a 36% increase 3rd-5th grade students who met or exceeded grade level norms in MAP math.

See the attached 5 yr. trend document for state assessment results trends

ATTACHMENTS

Attachment Name



Lansdowne 5 year trend data

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.

Spring 2022 MAP reading= 66% of primary students scoring on or above grade level, 64% of intermediate students scoring on or above grade level.

Spring 2022 MAP math = 67% of primary student scoring on or above grade level, 68% of intermediate students scoring on or above grade level.

Spring 2022 Ky Summative Assessment Data - can be found on the attached 5 year trend document.

ATTACHMENTS

Attachment Name



Lansdowne 5 year trend data

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.

One priority will continue to be increasing the % of students scoring proficient/ distinguished in reading. Another priority will be to close the Gap between % of P/D in math for all students as compared to African American Students. Third priority will be to increase the % of students scoring P/D in writing.

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.

School culture and climate continues to be a strength for Lansdowne as seen by School Safety and Culture survey data. English Language Learner Achievement is also a strength based on the rating of Green on KSA in this area

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

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

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

Utilizing implementation data, perception data, and current policies and practices:



- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

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

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

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.
See attached school key elements document

Attachment Summary

Attachment Name	Description	Associated Item(s)
 22-23 Key Elements Document		<ul style="list-style-type: none">•
 Lansdowne 5 year trend data		<ul style="list-style-type: none">• 3• 4



2022-23 Phase Two: School Assurances_08232022_09:27

2022-23 Phase Two: School Assurances

Lansdowne Elementary School

Jennifer Fish

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Lexington, null, 40517

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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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Lansdowne Elementary's Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, **Lansdowne Elementary** will increase Reading proficient and distinguished level to **60%** as measured by KSA. Current level is **35** %.

State Assessment Results in Math

- By 2025, **Lansdowne Elementary** will increase Math proficient and distinguished level to **55%** as measured by KSA. Current level is **35**%.

State Assessment Results in Science

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

State Assessment Results in Social Studies

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

State Assessment Results in Combined Writing

- By 2025, **Lansdowne Elementary** will increase Combined Writing proficient and distinguished level to **60%** as measured by KSA. Current level is **11**%.

English Learner Progress

- By 2025, **Lansdowne Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is **55**%.

Quality of School Climate and Safety

- By 2025, **Lansdowne Elementary** will increase the quality of school climate and safety index to 97.9% as measured by KSA. Current level is **75.4**%.

Achievement Gap

- By 2025 Lansdowne Elementary will decrease the percentage of students with Disabilities scoring novice in Reading from 74% to 9%.
- By 2025 Lansdowne Elementary will decrease the percentage of students with Disabilities scoring novice in Math from 82% to 11%

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Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Lansdowne Elementary will increase P/D in Reading to 43%.	By 2024,Lansdowne Elementary will increase P/D in Reading to 51%.	By 2025, Lansdowne Elementary will increase P/D in Reading to 60%.
By 2023,Lansdowne Elementary will increase P/D in Math to 42%.	By 2024,Lansdowne Elementary will increase P/D in Math to 49 %.	By 2025, Lansdowne Elementary will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Lansdowne Elementary will increase P/D in Science to 30%.	By 2024, Lansdowne Elementary will increase P/D in Science to 37%.	By 2025, Lansdowne Elementary will increase P/D in Science to 45%.
By 2023, Lansdowne Elementary will increase P/D in Social Studies to 40%.	By 2024, Lansdowne Elementary will increase P/D in Social Studies to 50%.	By 2025, Lansdowne Elementary will increase P/D in Social Studies to 60%.
By 2023, Lansdowne Elementary will increase P/D in Combined Writing to 27 %.	By 2024,Lansdowne Elementary will increase P/D in Combined Writing to 43%.	By 2025, Lansdowne Elementary will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023,Lansdowne Elementary will reduce % of students with IEPs scoring in the novice range in Reading from 74%. To 37%	By 2024,Lansdowne Elementary will reduce % of students with IEPs scoring in the novice range in Reading from 37% to 18%.	By 2025,Lansdowne Elementary will reduce % of students with IEPs scoring in the novice range in Reading from 18% to 9%.
By 2023, Lansdowne Elementary will reduce %	By 2024, Lansdowne Elementary will reduce % of	By 2025, Lansdowne Elementary will reduce % of

of students with IEPs scoring in the novice range in math from 82%. To 41%	students with IEPs scoring in the novice range in Math from 41% to 21%.	students with IEPs scoring in the novice range in Math from 21% to 11%.
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English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Lansdowne Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 55%.	By 2024, Lansdowne Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Lansdowne Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety		
Year 1	Year 2	Year 3
By 2023, Lansdowne Elementary will increase the Quality of School Climate and Safety Index to 82.9%	By 2024, Lansdowne Elementary will increase the Quality of School Climate and Safety Index to 90.4%	By 2025, Lansdowne Elementary will increase the Quality of School Climate and Safety Index to 97.9%

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

Year 1 Focus Areas

PLC				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP2	Process - Ensure instructional effectiveness by conducting item analysis	PLC Observations	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP3	Process - Formal and informal processes to gather student learning data; academic monitoring during instruction, identification of enrichment or reteach, formative weekly assessments, unit assessments.	PLC Observations Grade Level Data Sheets Grade Level Assessments	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP4	Process - Develop and use a tracking system for monitoring student progress by learning intentions/standards. System for tracking standard attainment weekly (start with ELA standards).	Grade Level Data Sheets	
<u>Progress Monitoring</u>				

Instructional Delivery				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap	KCWP2	Practice - Students have an opportunity to unpack standards (teachers will review the learning intention, define academic vocabulary, using picture representation cards with students prior to and during instruction)	Classroom Observations Grade Level Plans	
Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap	KCWP2	Practice - Teachers will review with students visible success criteria within each learning intention that students can reference throughout instruction.	Classroom Observations Grade Level Plans	
Reading, Math,	KCWP2	Practice - Plan and implement active student	Classroom	

Social Studies, Science, Combined Writing, EL progress, Achievement Gap		engagement strategies (intentional planning of engagement activities by grade level teams; new teachers will attend student engagement January 2, 2023)	Observations Grade Level Plans	
Achievement Gap	KCWP5	Practice - Provide behavior specific praise and reinforcement. Implement and commit to scheduled monitoring efforts in accordance with continuous improvement needs.	Observations Student Behavior Plans and Charts	
Achievement Gap	KCWP5	Practice - Identify curricular modification needs and front load concepts where high levels of prerequisite skills are identified.	Special Education Teacher Lesson Plans Observations	
Achievement Gap	KCWP5	Practice - Incorporate knowledge of best practice and high yield strategies to match individual student needs and increase achievement.	Special Education Teacher Lesson Plans Observations	
Achievement Gap	KCWP4	Practice - Create opportunities for students to receive and offer feedback during learning; opportunities for students to set learning goals and self assess.	Special Education Teacher Lesson Plans Observations	
<u>Progress Monitoring</u>				

Allocation of Resources				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap	KCWP5	Condition - Allocate human resources and modify master schedule to better meet the needs of students with IEPs leads to: <ul style="list-style-type: none"> - Teaching smaller interactive groups - Teaching in multiple ways - Providing feedback - Teaching self regulation and self monitoring 	Master schedule	District Staffing Allocation (additional teacher)

Progress Monitoring

Quality of School Climate and Safety

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP6	Practice - Ensure expectations of students are clearly defined and group norms have been established in the classroom and school <ul style="list-style-type: none"> - Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school - Daily review of manner of the week 	Beginning of school plans Midyear plans Morning announcements	
Quality of School Climate and Safety	KCWP6	Process - Ensure implementation of character education practices <ul style="list-style-type: none"> - Daily review of manner of the week - Monthly character trait recognitions - Weekly instruction in mindfulness of traits such as compassion and empathy - Monthly PBIS celebrations/recognitions - Small group instruction with Second Steps (Tier 2) 	EOS System Monthly behavior reports	
Quality of School Climate and Safety	KCWP6	Process - Ensure effective implementation of anti-bullying policies and procedures	Beginning of school year plans Use of EOS system PLP Monthly behavior reports	
Quality of School Climate and Safety	KCWP6	Process - Ensure that classrooms operate within the school's guidelines of cultural responsiveness <ul style="list-style-type: none"> - Morning announcements with recognition of achievements within diverse cultures 	Morning Announcements Library Catalog	

		- Intentional purchase of Diverse school library books and resources		
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Year 2 Focus Areas

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

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

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

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

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

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



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_08232022_08:13

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

Lansdowne Elementary School
Jennifer Fish
336 Redding Rd
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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?

To provide the foundation for students to become critical and creative thinkers, effective communicators, independent learners, and responsible citizens.

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.

complete detailed answers can be found on attached documents

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

complete detailed answers can be found on attached documents

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.

complete detailed answers can be found on attached documents

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

complete detailed answers can be found on attached documents

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.)

complete detailed answers can be found on attached documents

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.

complete detailed answers can be found on attached documents

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

complete detailed answers can be found on attached documents

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.)
complete detailed answers can be found on attached documents

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.

complete detailed answers can be found on attached documents

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.

complete detailed answers can be found on attached documents

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

complete detailed answers can be found on attached documents

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.)

complete detailed answers can be found on attached documents

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.

complete detailed answers can be found on attached documents

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

complete detailed answers can be found on attached documents

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.)

complete detailed answers can be found on attached documents



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.

complete detailed answers can be found on attached documents

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)
 23-24 Lansdowne PD plan		.
 23-24 Lansdowne PD plan - detail with answers		.