



2022-23 Liberty Elementary Phase One: Continuous Improvement

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Liberty Elementary
Lisa Kear
2585 Liberty Rd
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.

Lisa Kear

9/25/22



2022-23 Liberty Elementary Phase One: Executive Summary

2022-23 Phase One: Executive Summary for Schools

Liberty Elementary
Lisa Kear
2585 Liberty Rd
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?

Liberty Elementary is one of the largest elementary schools in Fayette County. We are located in the very popular and highly populated area of 40509. This area is considered "Hamburg" and known to be a desirable side of town in which to live. In addition to a great deal of shopping, restaurants, hospitals, and entertainment, we have very easy access to the main interstate (I75) as well as Man O'War Blvd and New Circle Road.

Liberty Elementary serves a diverse population of students and families. The following is a snapshot of our school demographics: 51.3% White; 22.1% African American; 12.6% Hispanic or Latino; 14% Other Currently we have 44.3% of our students qualifying for Free and/or Reduced Lunch. We have 51.35% of our population are males and 48.65% are female. Our EL population is 18% of total population and Special Ed students make up 13.5% of our total population. Our dedicated staff consists of a leadership team which includes the Principal and Assistant Principal in collaboration with the Special Education facilitator, the RtI coach, the Child Guidance Specialist, a full time Family Resource Center Coordinator and two full-time District Mental Health Specialists. Beyond our leadership team, we have 30 homeroom teachers, six full time exceptional child educators, 2 EL teachers, an 8 member Intervention Team offering Reading Recovery, Math Recovery, RISE and other research-proven programs. We also have 1.5 speech language pathologists, an occupational therapist, and a school psychologist. The following is a snapshot of our school demographics: 55.1% White; 20.3% African American; 11.1% Hispanic or Latino; 13.5% Other Currently we have 38.44% of our students qualifying for Free and/or Reduced Lunch. We have 51.35% of our population are males and 48.65% are female. Liberty Elementary serves a diverse population of students and families.

The demographic make up of our staff is not as diverse as our student population. The demographics of our community fall in line with the demographic of the city of Lexington.

Being a school of this size creates it's own challenges. Being a school where 44.3% of our students qualify for free/reduced lunch but receiving NO Title funding, creates a barrier. The large percentage of students who qualify for F/R lunch is over 300 students. There are some schools in our district that are not even that large and here we have an entire population of students in our building who do not benefit from Title services. This is like having a low SES school inside a non-SES school.

Another challenge we are experiencing is the large number of students with special needs. We have the the highest number of students with Autism in the district. Our students with disabilities make up 13.5% of our population. This is 98 students. To meet the needs of these students we have a robust Special Education staff as well as an MSD unit in house that is at capacity. In addition to the large number of students with Autism, many of them also have a significant cognitive impact.

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.

The purpose of Liberty Elementary in this 21st century is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways.

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.

Liberty Elementary has continued to improve in many ways since we opened in 2008. We have developed two very strong programs in our school. We have a traditional route for students to follow as well as a Spanish Immersion route. Our academic indexes have improved overall with different areas becoming a focus each year.

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.

The improvement plan was created using information from the 21-22 KSA data. Since Liberty is labeled at a TSI school with a discrepancy among our students with disabilities, a deep dive into the individual student data was the necessary and obvious starting point. From there, programs used in the resource rooms were evaluated, IEPs were reviewed looking for consistency between labels and time given in resource room vs inclusion. To create our improvement plan, we also looked at the process used for providing accommodations to these students.

Part of our work to create an improvement plan also looked at individual students and noted those with a significant cognitive delay to those in the MSD classroom who are on an alternate assessment plan.

We also looked at the individual students who have placement in the MSD classroom. We specifically looked at their specific disabilities, and their scores on the alternate assessment.

Additional Information

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

There is no additional information to share at this point.



2022-23 Liberty Elementary Phase Two: The Needs Assessment

2022-23 Phase Two: The Needs Assessment for Schools

Liberty Elementary
Lisa Kear
2585 Liberty Rd
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.

SBDM Council members include parents, Cetewayo Rashid, Marci Kloiber and Katie Harshman. Teacher members include Scott Peterson, Stephanie Hatfield and Sara Palmer. The principal is Lisa Kear, Assistant Principal is Melissa Flannery and the SBDM secretary is Veronica Frisby. Leadership team includes principal, Lisa Kear, AP Melissa Flannery, Child Guidance Specialist Bethany Dewsnap, MTSS Lead Kara Burton, Family Resource Center Coordinator Laura Livesay and DMHS Nicola Muniz and Alaina Bailey. All school data is reviewed by certified staff as assessments are completed. RtI staff review all progress monitoring data monthly. All grade level teams meet weekly to review formative and summative assessments. SBDM is informed and consulted of assessment data (MAP, KPEP and Intervention) as well as behavior data (PBIS) on a regular basis. The leadership team meet and analyze all data as well.

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?

Our goals from last year included increasing combined Reading and Math scores for all students, increase overall Science scores and increase the number of African American students performing proficient/distinguished in Reading and Math.

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.

When analyzing KPREP data over the past two years (keep in mind, KPREP data from 20-21 is not valid). However, we have seen the following trends: 1.

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.

When analyzing PBIS behavior data from last year to these year, we see the following trends at this time: 1. we have fewer ODRs this school year. Last year at this time 98.80% of students had 0-1 ODRs. This year we have 99.21% of students with 0-1 ODRs. This school year we have implemented a school-wide behavior monitoring system. We were aware that this system would not eliminate some behaviors, we did hope that it would decrease our ODRs. The data shows that it has help to decrease some behaivors. 2. our suspension rates have also decrease. Last year at this time, we had suspended students for a totale of 1.5 days. This year

we have suspended students for an average of .71 days. As we see our behavior write-ups decrease the severity of the behaviors has also decreased, which has led to a decrease in the number of suspensions and the amount of time students are suspended.

Last year, our students took the KSA assessment at the end of the school year. It was the first year of this test, so our data from that assessment is considered our baseline data. After analyzing this data, we see that 50.0% of our students are either proficient or distinguished in reading. However, only 40.1% of students are proficient or distinguished in math. We understand that we have to plan for this discrepancy in reading and math scores. The percentage of students scoring novice in Social Studies was 41.2% and only 14.5% scoring distinguished. This information lets us know that social studies content must be taught in all grade levels, even though it is only assessed in fifth grade. In comparison, our science scores show that only 8.8% scored novice but only 5.6% scored distinguished. Both science and social studies have to be taught and formatively and summatively assessed at each grade level.

ATTACHMENTS

Attachment Name



21-22 August - September PBIS Behavior Data



22-23 August-September PBIS Behavior data



Liberty KSA Scores

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.

Our greatest area of weakness is our students with disabilities. We still have weakness in combined reading and math, science/social studies/writing. Although we have last year's scores for comparison, we are not comparing the impact of COVID and the fact this was the first time students took this test electronically. Also,

the social studies test was over the new social studies standards and there was not a year to collect benchmark data on these new standards and the test.

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.

Our English Learners Progress Indicator was considered High/Green at 64.8

Our Quality of School Climate and Safety Indicator was considered High/Green at 77.8.

We believe by being in the building every day without the threat of isolation or quarantine, social distancing and mandatory masks, we will automatically see an increase in all our scores. We believe the results of our Quality of School Climate and Safety Indicator show we are doing the right things and encouraging students like we should.

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.

We will focus more intentionally on data from formative assessments and the follow through with how this information changed instruction.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|--|--------------------|
|  21-22 August - September PBIS Behavior Data | This data shows last school year's behavior data. | • 4 |
|  22-23 August-September PBIS Behavior data | This document shows our behavior data from the current school year | • 4 |
|  <u>Liberty Key Core Element</u> | Template required in CSIP doc. | • |
|  Liberty KSA Scores | This graphic compares each subject assessed and our scores | • 4 |
|  Liberty School Key Elements | 7. description and evidence of using the School key elements | • |



2022-23 Liberty Elementary Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Liberty Elementary
Lisa Kear
2585 Liberty Rd
Lexington, null, 40509

Table of Contents

| | |
|--|---|
| 2022-23 Phase Two: School Assurances | 3 |
|--|---|

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

We are not a Title 1 School.

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

Although we are not a Title 1 school and we receive ZERO Title funding, we still offer parent informational meetings to discuss curriculum, assessment as well as student achievement.

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

Although we are not a Title 1 School and we receive ZERO Title funding, we still offer sessions where parents can learn more about how to support their student and understand their achievement process.

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

We attempt to send communication home in the language spoken at home.

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) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|

Liberty Elementary's Comprehensive School Improvement Plan 2022-2025

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- 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

MAP (K-8)

- 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

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

State Assessment Results in **Reading**

- By 2025, **Liberty Elementary** will increase Reading proficient and distinguished level to 82% as measured by KSA. Current level is 69%.

State Assessment Results in **Math**

- By 2025, **Liberty Elementary** will increase Math proficient and distinguished level to 72% as measured by KSA. Current level is 59%.

State Assessment Results in **Science**

- By 2025, **Liberty Elementary** will increase Science proficient and distinguished level to 76% as measured by KSA. Current level is 62%.

State Assessment Results in **Social Studies**

- By 2025, **Liberty Elementary** will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 53%.

State Assessment Results in **Combined Writing**

- By 2025, **Liberty Elementary** will increase Combined Writing proficient and distinguished level to 81% as measured by KSA. Current level is 68%.

Achievement Gap

- By 2025, *Liberty Elementary* will decrease Novice in **Reading and Math** to >15%; Science to >21%; Social Studies to >23%; Combined Writing to >10% as measured by KSA.

English Learner Progress

- By 2025, *Liberty 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

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

| |
|--|
| |
| |

| Reading and Math Objectives | | |
|--|--|--|
| Year 1 | Year 2 | Year 3 |
| By 2023, <i>Liberty Elementary</i> will increase P/D in Reading to 71%. | By 2024, <i>Liberty Elementary</i> will increase P/D in Reading to 75%. | By 2025, <i>Liberty Elementary</i> will increase P/D in Reading to 82%. |
| By 2023, <i>Liberty Elementary</i> will increase P/D in Math to 61%. | By 2024, <i>Liberty Elementary</i> will increase P/D in Math to 65%. | By 2025, <i>Liberty Elementary</i> will increase P/D in Math to 72%. |

| Science, Social Studies, and Combined Writing Objectives | | |
|---|---|---|
| Year 1 | Year 2 | Year 3 |
| By 2023, <i>Liberty Elementary</i> will increase P/D in Science to 64%. | By 2024, <i>Liberty Elementary</i> will increase P/D in Science to 67%. | By 2025, <i>Liberty Elementary</i> will increase P/D in Science to 76%. |
| By 2023, <i>Liberty Elementary</i> will increase P/D in Social Studies to 55%. | By 2024, <i>Liberty Elementary</i> will increase P/D in Social Studies to 57%. | By 2025, <i>Liberty Elementary</i> will increase P/D in Social Studies to 60%. |
| By 2023, <i>Liberty Elementary</i> will increase P/D in Combined Writing to 70%. | By 2024, <i>Liberty Elementary</i> will increase P/D in Combined Writing to 74%. | By 2025, <i>Liberty Elementary</i> will increase P/D in Combined Writing to 81%. |

| Achievement Gap Objectives | | |
|---|---|---|
| Year 1 | Year 2 | Year 3 |
| By 2023, <i>Liberty Elementary</i> will increase the overall combined score in reading and math among students with disabilities from 29.8% to 32%. | By 2024, <i>Liberty Elementary</i> will increase the overall combined score in reading and math among students with disabilities from 32% to 36%. | By 2025, <i>Liberty Elementary</i> will increase the overall combined score in reading and math among students with disabilities from 36% to 43%. |

| English Learner Progress Objectives | | |
|---|---|---|
| Year 1 | Year 2 | Year 3 |
| By 2023, <i>Liberty Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 64%. | By 2024, <i>Liberty Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. | By 2025, <i>Liberty Elementary</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. |

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

Year 1 Focus Areas

| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
|------------------|--|--|--|----------------------------|
| Reading and Math | <ol style="list-style-type: none"> Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. | <ol style="list-style-type: none"> Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders | <p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments Winter 2022 MAP Data (School level, grade level, sub-groups)</p> | *No additl. funding needed |

| | | | | |
|-------------------------|--|--|--|------------------------------------|
| Science, SS, Writing | <p>1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> | <p>1. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery</p> <p>2. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments.</p> <p>3. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders</p> | <p>Winter 2022 MAP Data (School level, grade level, sub-groups</p> <p>Spring 2023 MAP Data (School level, grade level, sub-groups</p> <p>22-23 KSA Data</p> <p>Common Assessments (both formative, summative and common district assessments</p> | *No Addtl. Funding needed |
|-------------------------|--|--|--|------------------------------------|

| | | | | |
|-----------------|---|---|---|--|
| | | | | |
| Achievement Gap | <ol style="list-style-type: none"> 1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. | <ul style="list-style-type: none"> ● Staff Learning/PD ● Teacher Clarity ● Standards Check Off for Math and Reading-checking for coverage as well as Mastery ● Staff PD Special Education 101 (Kim Cooper and Tanya Sturgill) ● Specific PD for accommodators in Jan. 2023 -provided by Sped Staff and BACs ● Resources ● School wide intentional look at Data of each standard measured in Formative ● and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with Special Ed Resource teachers and gen ed teachers for differentiation support. ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Intentional assignment of Co-teaching minutes vs Resource Room minutes to ensure students are exposed to grade level content ● Assignments of accommodators in Jan. to build relationship with student. ● Good Faith Effort ● Goal Setting | <p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p> | |

| | | | | |
|--------------------------|--|--|---|--------------------------|
| | | | | |
| English Learner Progress | <ol style="list-style-type: none"> 1. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success. 2. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. 3. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction | <ul style="list-style-type: none"> ● Staff Learning/PD ● EL PD w/ Best Practices shared ● Resources ● School wide intentional look at Data of each standard measured in Formative and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with G/T Resource Teacher for enrichment. ● Intentional Planning and collaboration with gen ed teachers for support. ● Intentional collaboration with Intervention staff ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Small group Reading and Math blocks identified in Master Schedule for each grade level. ● MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders ● Push-In Model to reach as many students as possible and protect Tier 1 time and exposure to grade level content and same-aged peers.. | <p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p> | No addtl, funding needed |
| | | | | |

Year 2 Focus Areas

| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
|------------------|--|---|--|----------------------------|
| Reading and Math | <p>4. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> | <p>4. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery</p> | <p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> | *No additl. funding needed |
| | <p>5. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> | <p>5. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments.</p> | <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> | |
| | <p>6. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> | <p>6. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders</p> | <p>2022-2023 KSA Data Common Assessments Winter 2022 MAP Data (School level, grade level, sub-groups)</p> | |

| | | | | |
|-------------------------|--|--|--|------------------------------------|
| Science, SS, Writing | <p>4. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>5. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>6. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> | <p>4. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery</p> <p>5. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments.</p> <p>6. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders</p> | <p>Winter 2022 MAP Data (School level, grade level, sub-groups</p> <p>Spring 2023 MAP Data (School level, grade level, sub-groups</p> <p>22-23 KSA Data</p> <p>Common Assessments (both formative, summative and common district assessments</p> | *No Addtl. Funding needed |
|-------------------------|--|--|--|------------------------------------|

| | | | | |
|-----------------|--|---|---|--|
| | | | | |
| Achievement Gap | <p>4. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>5. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>6. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> | <ul style="list-style-type: none"> ● Staff Learning/PD ● Teacher Clarity ● Standards Check Off for Math and Reading-checking for coverage as well as Mastery ● Staff PD Special Education 101 (Kim Cooper and Tanya Sturgill) ● Specific PD for accommodators in Jan. 2023 -provided by Sped Staff and BACs ● Resources ● School wide intentional look at Data of each standard measured in Formative ● and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with Special Ed Resource teachers and gen ed teachers for differentiation support. ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Intentional assignment of Co-teaching minutes vs Resource Room minutes to ensure students are exposed to grade level content ● Assignments of accommodators in Jan. to build relationship with student. ● Good Faith Effort ● Goal Setting | <p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p> | |

| | | | | |
|--------------------------|---|--|---|--------------------------|
| | | | | |
| English Learner Progress | <p>4. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>5. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>6. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p> | <ul style="list-style-type: none"> ● Staff Learning/PD ● EL PD w/ Best Practices shared ● Resources ● School wide intentional look at Data of each standard measured in Formative and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with G/T Resource Teacher for enrichment. ● Intentional Planning and collaboration with gen ed teachers for support. ● Intentional collaboration with Intervention staff ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Small group Reading and Math blocks identified in Master Schedule for each grade level. ● MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders ● Push-In Model to reach as many students as possible and protect Tier 1 time and exposure to grade level content and same-aged peers.. | <p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p> | No addtl, funding needed |
| | | | | |

Year 3 Focus Areas

| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
|------------------|--|---|--|----------------------------|
| Reading and Math | <p>7. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> | <p>7. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery</p> | <p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> | *No additl. funding needed |
| | <p>8. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> | <p>8. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments.</p> | <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> | |
| | <p>9. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> | <p>9. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders</p> | <p>2022-2023 KSA Data</p> <p>Common Assessments Winter 2022 MAP Data (School level, grade level, sub-groups)</p> | |

| | | | | |
|-------------------------|--|--|--|------------------------------------|
| Science, SS, Writing | <p>7. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>8. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>9. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> | <p>7. Staff Learning/PD Continue PD plan with K-5 Jan Plan and Guided Reading Groups Teacher ClarityS Standards Check Off for Math and Reading-checking for coverage as well as Mastery</p> <p>8. Resources School wide intentional look at Data of each standard measured in Formative and Summative Assessments.</p> <p>9. Systems & Structures Intentional Planning and collaboration with G/T Resource Teacher for enrichment. Intentional Planning and collaboration with Special Ed Resource teachers for differentiation support. Intentional collaboration with Intervention staff PLCs implementing Plan,Do,Study, Act Model Intentional Planning using Dufours Big 4 Questions Small group Reading and Math blocks identified in Master Schedule for each grade level. MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders</p> | <p>Winter 2022 MAP Data (School level, grade level, sub-groups</p> <p>Spring 2023 MAP Data (School level, grade level, sub-groups</p> <p>22-23 KSA Data</p> <p>Common Assessments (both formative, summative and common district assessments</p> | *No Addtl. Funding needed |
|-------------------------|--|--|--|------------------------------------|

| | | | | |
|-----------------|--|---|---|--|
| | | | | |
| Achievement Gap | <p>7. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>8. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>9. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> | <ul style="list-style-type: none"> ● Staff Learning/PD ● Teacher Clarity ● Standards Check Off for Math and Reading-checking for coverage as well as Mastery ● Staff PD Special Education 101 (Kim Cooper and Tanya Sturgill) ● Specific PD for accommodators in Jan. 2023 -provided by Sped Staff and BACs ● Resources ● School wide intentional look at Data of each standard measured in Formative ● and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with Special Ed Resource teachers and gen ed teachers for differentiation support. ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Intentional assignment of Co-teaching minutes vs Resource Room minutes to ensure students are exposed to grade level content ● Assignments of accommodators in Jan. to build relationship with student. ● Good Faith Effort ● Goal Setting | <p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p> | |

| | | | | |
|--------------------------|---|--|---|--------------------------|
| | | | | |
| English Learner Progress | <p>7. Key Core Work Process 4- Schools and districts must have a repeatable/uniform system for knowing the data. School leaders must ensure a uniform way of examining and interpreting all of the data that is in their schools in order to determine priorities for school success.</p> <p>8. Key Core Work Process 2- Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>9. Key Core Work Process 2- All schools and districts are to ensure their instructional program is intentional and of the highest quality. Tier I is the highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction</p> | <ul style="list-style-type: none"> ● Staff Learning/PD ● EL PD w/ Best Practices shared ● Resources ● School wide intentional look at Data of each standard measured in Formative and Summative Assessments. ● Systems & Structures ● Intentional Planning and collaboration with G/T Resource Teacher for enrichment. ● Intentional Planning and collaboration with gen ed teachers for support. ● Intentional collaboration with Intervention staff ● PLCs implementing Plan,Do,Study, Act Model ● Intentional Planning using Dufours Big 4 Questions ● Small group Reading and Math blocks identified in Master Schedule for each grade level. ● MTSS to meet the needs of students at each tier w/ data-based decisions,research based practices and regular communication with all stakeholders ● Push-In Model to reach as many students as possible and protect Tier 1 time and exposure to grade level content and same-aged peers.. | <p>Winter 2022 MAP Data (School level, grade level, subpopulations)</p> <p>Spring 2023 MAP Data (School level, grade level, subpopulations)</p> <p>2022-2023 KSA Data</p> <p>Common Assessments</p> | No addtl, funding needed |
| | | | | |

Progress Monitoring

January, 2023 March, 2023: June, 2023

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)



2022-23 Liberty Elementary Phase Four: Professional Development Plan for 23-24 School Year

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

Liberty Elementary
Lisa Kear
2585 Liberty Rd
Lexington, null, 40509

Table of Contents

| | |
|--|---|
| 2022-23 Phase Four: Professional Development Plan for Schools for School Year 202... | 3 |
| Attachment Summary | 7 |

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?

Our mission is to be a top-performing school that puts students' needs first, creates a positive atmosphere of collaboration and transparency, and ensure all students develop critical thinking and problem-solving skills.

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.

Reading and Math scores

Students with disabilities

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

They are directly related to my CSIP

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.

see attachment

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

see attachment

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.)

see attachment

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.

see attachment

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

see attachment

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.)

see attachment

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.

See attachment

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.

See attachment

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

See attachment

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.)

See attachment

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.

see attachment

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

see attachment

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.)

see attachment


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.

see attachment

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.

see attachment

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|----------------------------|--------------------|
|  <u>Liberty PL Plan</u> | Liberty Elementary PL Plan | . |