2022-23 Mary Todd Elementary Phase One: Continuous Improvement Diagnostic for Schools_09252022_14:55

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Mary Todd Elementary School
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Lexington, Kentucky, 40505
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Mary Todd Elementary Phase One: Continuous Improvement Diagnostic for Schools_09252022_14:55 - Generated on 01/17/2023

Mary Todd Elementary School

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools
• School Safety Report
• Executive Summary for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31
• Professional Development Plan for Schools (Due May 1)
• Progress Monitoring

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

2022-23 Phase One: Continuous Improvement Diagnostic for Schools - 2022-23 Mary Todd Elementary Phase One: Continuous Improvement Diagnostic for Schools_09252022_14:55 - Generated on 01/17/2023

Mary Todd Elementary School

Please enter your name and date below to certify.
Michael Jones 9/25/2022

2022-23 Mary Todd Elementary Phase One: Executive Summary for Schools_09262022_13:39

2022-23 Phase One: Executive Summary for Schools

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2022-23 Phase One: Executive Summary for Schools - 2022-23 Mary Todd Elementary Phase One: Executive Summary for Schools_09262022_13:39 - Generated on 01/17/2023

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2022-23 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mary Todd Elementary School is located in an older, established neighborhood on the northeast side of Fayette County. Many of the houses in the school community are rentals, and there is a large Section 8 apartment complex within walking distance of the school. Another nearby neighborhood also has two large Section 8 apartment complexes with some of the highest crime rates in the county. Due to several Section 8 housings accommodations in our school district, our student population is transient which provides us with significant challenges.

Educating students at Mary Todd Elementary far exceeds the priorities of the traditional academic model. The majority of our students require social and emotional learning to meet their needs before they can even begin to focus on academic learning. Many of our students are also in need of medical and counseling services, including mental health. We have an onsite medical clinic providing both medical and psychological services. We also have a school social worker in addition to our school counselor to address many of our student needs. We are a Title 1 school with over 75% of our student population that are FRAM eligible.

We house 4 District programs within our building. MSD, HSP, PASS and Pre-School are all programs that operate within our building everyday. HSP and PASS support students that need additional behavioral supports in place to be successful.

We currently have a population of 366 students at Mary Todd. Our demographic breakdown is as follows: 38.3% African American, 401.% Hispanic, 16.6% White, and 4.3% other.

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 mission statement of Mary Todd Elementary School is excellence for all in academics, wellness, and citizenship. Our beliefs are as follows: We believe all children can be successful learners and that learning promotes future success in school and life. We believe this can best be accomplished by: Schools, parents, and students working together to create a positive and safe learning environment. Having high expectations so that all students can reach their potential. Helping students overcome obstacles that prevent them from doing their best. Providing many experiences that broaden our children's horizons. We believe the primary purpose of schools is to create challenging, meaningful, and developmentally

2022-23 Phase One: Executive Summary for Schools - 2022-23 Mary Todd Elementary Phase One: Executive Summary for Schools_09262022_13:39 - Generated on 01/17/2023

Mary Todd Elementary School

appropriate work for every student, every day. We believe that students, families, educators, and the community share in the responsibility for learning results. The mission and belief statements were developed in 2009 through a collaborative

Page 4 of 7

effort. The mission and belief statements are the fundamental core of everything we do regarding programs and expectations for all of our students. Our structures for success are geared towards novice reduction and closing the achievement gap. Our multi-tiered system of supports for students utilizes multiple sources of data and problem solving to allocate small-group targeted resources to improve student achievement for those identified as having gaps in their learning in reading and/or math. Teacher lesson plans follow the plan, do, study, act (PDSA) template to ensure formative data is being used effectively to identify those students in need of reteaching or enrichment. Weekly grade-level and PLC meetings are used to reflect and act upon data and provide differentiated instruction to meet the needs of all our students. We regularly monitor student progress through weekly formative assessments, summative unit assessments, FastBridge for progress monitoring, Imagine Learning (reading), intervention assessment data, MAP, and K-PREP for grades 3-5. School-wide behavior expectations established by the PBIS team include our P.A.W.S. which are monitored through Class Dojo. Our office referrals and suspensions have dramatically decreased within the last three years. Positive student behavior celebrations are held each month. The Bulldog Bash is a time for students to celebrate a month of following our school-wide behavior system at 80% or above. Our staff strives to make personal connections with student families throughout each school year. We have classroom newsletters, a monthly principal newsletter, phone calls home, and parent-teacher conference nights. We also have multiple family events to provide positive school experiences outside the regular school day. Examples include, winter and spring programs tied to the Arts & Humanities Standards, awards day, Title 1 nights, Born Learning, Latino Culture and Black History Month Celebration, Literacy events, grandparent breakfast, etc. We also provide information, including newsletters, in Spanish. Translation services are provided for conference nights, ARC and IEP meetings, and other times when the need arises.

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.

Our school clinic is open and fully operational. Healthcare services provided by the clinic include a daily nurse, twice weekly nurse practitioner, a Licensed Clinical Social Worker, and weekly a psychiatrist who can prescribe medication. We have also streamlined our PBIS school-wide expectations to strengthen our Tier 1 behavior system. Our behavior interventionist oversees the Tier 1 behavior issues and concerns. Our school counselor and school social worker collaboratively implement

2022-23 Phase One: Executive Summary for Schools - 2022-23 Mary Todd Elementary Phase One: Executive Summary for Schools_09262022_13:39 - Generated on 01/17/2023

Mary Todd Elementary School

the Second Steps program in all classrooms. All students K-5 now have Chromebooks, and our Library Media Specialist implements the district-required Digital Citizenship learning for all grade levels. There are two Student Technology Coordinators in our building who cans support technology needs of students and teachers. Areas for improvement in the next three years include continuing to raise the level of proficiency in reading and math for all students. As of the 2017-2018 school year, we had a new reading curriculum, Wonders, that will ensure all students have equitable access to the same Tier 1 reading program. For the 18-19 school year we implemented the new math curriculum that was purchased for us by the district. We have tightened the structures in our MTSS program to delineate exactly what learning deficits our students have and target their areas of need. We have an MTSS Coach who works with teachers and students. We have also streamlined our PBIS structures to ensure each classroom will adhere to the same Tier 1 system. This same behavior system was also implemented in special area classes as well. According to our KPREP data from the 18-19 school year, we have effectively

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.

We will analyze data from multiple sources to hone in on student needs to increase achievement for all students. We will continue to follow our MTSS process and protocols to ensure all students receive the supports they need to be successful.

Additional Information

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

Our free and reduced population along with our Hispanic population has steadily increased over the last few years. We have several teams within the school that meet regularly to discuss student needs from several perspectives. Our Academic Leadership Team (ALT) discusses the specific academic needs of our students and any assistance our teachers may need. Our MTSS team meets to discuss the MTSS structures for students receiving intervention services and any needs or adjustments that need to be made. We have Student Progress Meetings (SPM) each month to review progress monitoring data and receive teacher input for each student receiving intervention. Decisions are made about whether to move students between tiers, change the intervention resource, discuss possible referrals, or exit students from the program. Our Student Assistance Team (SAT) meets monthly to discuss any students in need of extra behavioral supports before they enter the Tier 2 behavior support system. Together these teams and meetings are helping us meet the needs of our students. Additionally, our support for our ELL students has increased; with a total of 2.4 ELL teachers.

2022-23 Phase Two: The Needs Assessment for Schools_10282022_13:38

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2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10282022_13:38 - Generated on 01/17/2023

Mary Todd Elementary School

2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Our instructional leadership team. made up of team leads, department leads, SBIS, and administrators, reviewed data from our school for the past 3 years. We looked primarily at behavior data, survey data, MAP, and guided reading levels since we do not have consistent state assessment data from the past 3 years. Mary Todd teachers record assessment data in "living data" wall called the MTE Data Overview. This spreadsheet houses MAP for reading and math from spring of the previous year and fall, winter, spring of the current year. We also record all summative assessments along with benchmark data (Galileo and Guided Reading for beginning of the year, middle of the year, and end of the year). In addition to the data housed in this spreadsheet, the instructional leadership team also analyzed MAP Growth data for the previous school years, noting the potential inflation of MAP data from the 2020-2021 school year where students completed MAP assessments at home with possible support.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10282022_13:38 - Generated on 01/17/2023

Mary Todd Elementary School

The instructional leadership team also met with their individual teams/departments and each group completed the Key Core Work Processes documents, noting what items were evident in all classrooms (green), some classrooms (yellow), and items not currently happening/prioritized (pink). Each team then provided evidence for each of the 6 KCWP areas; the admin team compiled all evidence provided on to a master copy. This copy was then used to identify areas for growth and summarized on the Key Core Work Processes Summary of Evidence, attached below.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

The previous 2 CSIP documents have been based on older, "pre-pandemic" data and were written by the former administrators with former leadership team members. This year's CSIP will be the first improvement plan written with the current administrative team and teacher leaders.

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.

Academic Trends - As a part of our data analysis, the instructional leadership team evaluated the impact of our small group structure on growth in guided reading levels during the 2021-2022 school year. In the fall of 2021, 43 1st graders were more than one grade level behind. By the spring of 2022 this number had been reduced to 30 students; this is still 50% of our 1st grade students entering 2nd grade more than one grade level behind in reading. In the fall of 2021, 37 of our 2nd grade students were more than one grade level behind. In the spring of 2022, there were still 37 2nd graders more than one grade level behind; this is 56% of our 2nd grade students entering 3rd grade more than one grade behind. In the fall of 2021, 35 3rd grade students were more than one grade level behind in reading. In the spring of 2022, there were still 28 3rd graders more than one grade level behind; this is 44% of our 3rd grade students entering 4th grade more than one grade level behind in reading. In the fall of 2021, 33 of our 4th graders were more than one grade level behind in reading. In the spring of 2022, there were still 28 4th graders more than one grade level behind in reading; this is 57% of our 4th grade students entering 5th grade more than one grade level behind in reading. In the fall of 2021, 48 of our 5th grade students were more than one grade level behind in reading. In the spring of 2022, this number had been reduced to 29, our greatest

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10282022_13:38 - Generated on 01/17/2023

Mary Todd Elementary School

growth in the building; however, this still means we sent 30% of our 5th graders to middle school more than one grade level behind in reading.

Climate and Culture Trends - Survey results and perception data indicated 52% of the school's teachers received adequate professional development; although this is an increase of 2% from our 2020-2021 survey data, this is still an area of concern as we work to provide appropriate support and professional learning opportunities for our teachers. Our largest area of growth was indicated by 49% of staff responding favorably to the question about the adequacy of the school's resources; this in an increase of 11% from our 2020-2021 survey data but is still less than 50% of our staff responding favorably to the question about adequacy of school resources.   In regards to the question related to educators' emotional wellness (efficacy and belonging), only 40% of Mary Todd Staff members responded favorably; this is 11% lower than the overall average of staff working in Kentucky elementary schools. In response to the question related to the overall social and learning climate of our school, only 49% of our staff members responded favorably; this percentage is down 1% from the 2020-2021 school year and is 21% below the Kentucky average of elementary schools, which is 70%.

Behavioral Trends - during the 19-20 school year, 93.42 @ of our students responded positively to tier 1 behavioral interventions and supports. This data is below the district average of 96.35% responding positively to tier 1 behavioral interventions and supports. Our 20-21 data in terms of behavioral data is slightly skewed due to the majority of the year being virtual; for this school year, we were slightly above the district average with 99.78% of our students responding positively to tier1 interventions and supports while the district average was 99.44%.   During the 21-22 school year, our % of students responding positively to tier 1 supports decreased to 92.13% and the district average was 96.35% for students responding positively to tier 1 interventions and supports. Our current school year data indicates a positive trend in terms of students responding positively to our tier 1 interventions and supports. Currently, as of October 2022, 99.19% of our students are responding positively to our tier 1 interventions and supports in comparison to the district average of 98.87. We will continue to monitor this data and focus on our systems and structures in place for supporting positive behavior and intervention supports (PBIS) and social emotional learning (SEL). Such systems and structures include: Be Well in School, Caring Schools Community, weekly classroom guidance, Dojo points, and the use of Restorative Practices.

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

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10282022_13:38 - Generated on 01/17/2023

Mary Todd Elementary School

average of 57%.

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

Overall Academic Index for 2021-2022 KSA was 40.9. This score is representative of an overall score of 44.0 for Reading, 34.6 for Math, 37.0 for Science, 30.0 for Social Studies, 44.0 for Combined Writing, 74.3 for Quality of School Climate and Safety, and 62.6 for English Language Learners' Progress.

21% of our students scored proficient/distinguished in Math in comparison to the state average of 38% for elementary grade students. 29% of our students scored proficient/distinguished in Reading in comparison to the state average of 45% for elementary grade students.

0% of our students scored proficient/distinguished in Science in comparison to the state average of 29% p/d for elementary grade students. 16% of our students scored proficient/distinguished in Social Studies in comparison to the state average of 37% p/d for elementary grade students.

15% of our students scored proficient (0 distinguished scores) in Combined Writing in comparison to the state average of 37% p/d for elementary grade students.

Regarding our gap groups, 14% of our African American students scored proficient (0 distinguished scores) in Math in comparison to the state average of 16% for African American students in elementary. 20% of our African American students scored proficient/distinguished in Reading in comparison to the state average of 24% for African American students in elementary. 18% of our African American students scored proficient (0 distinguished) on Combined Writing in comparison to the state average of 18% p/d for African American students in elementary.

Regarding our second gap group, students with a Disability/IEP, 13% of our students scored proficient/distinguished in Reading in comparison to the state average of 26% p/d for students with Disability/IEP in elementary. 11% of our students with Disability/IEP scored proficient (0 distinguished) in Math in comparison to the state average of 20% p/d for students with Disability/IEP in elementary. 11% of our students with Disability/IEP scored proficient (0 distinguished) in combined writing in comparison to the state average of 16% p/d for students with Disability/IEP in elementary.

 Based on our Fall Guided Reading Benchmark data, 29/52 1st grade students (56%) are reading more than one grade level behind. 35/58 of our 2nd grade students (60%) are reading more than one grade level behind. 45/70 3rd grade students (64%) are reading more than one grade level behind. 26/57 4th grade students

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10282022_13:38 - Generated on 01/17/2023

Mary Todd Elementary School

(45%) are reading more than one grade level behind. 25/49 5th grade students (51%) are reading more than one grade level behind.

With regards to Reading MAP, 53.4% of our students met or exceeded their projected RIT on the Fall Assessment; our median conditional growth percentile fell in the 50th percentile.   56% of our African American students met or exceeded their projected RIT on the Fall Reading Assessment. With regards to Math MAP, 54.9% of our student met or exceeded their projected RIT on the Fall Assessment; our median conditional growth percentile fell in the 55th percentile. 56% of our African American students met or exceeded their projected RIT on the Fall Math Assessment.

Non-Academic Current State:

 During the 19-20 school year, schools went to virtual learning on March 13, 2020. From August to March, there were 616 teacher absences reported. During the 20-21 school year, most of our year was spent in virtual learning; there were 223 teacher absences. During the 21-22 school year, our first full traditional year since the 18-19 school year, there were 752 teachers absences. Thus far, for the 22-23 school year, between the start of school and October 31st, there have been 158 teacher absences; this is a significant decrease for the start of the year in comparison to the same time period from previous years, aside from the start of the 20-21 school year. (19-20 = 202 teacher absences Aug-Oct, **20-21 = 25 teacher absences Aug-Oct, and 21-22 = 185 teacher absences Aug-Oct).

Survey results and perception data indicated 52% of the school's teachers received adequate professional development; this is an increase of 2% from our 2020-2021 survey data. Our largest area of growth was indicated by 49% of staff responding favorably to the question about the adequacy of the school's resources; this in an increase of 11% from our 2020-2021 survey data. 75% of our staff responded favorably to the question about faculty and staff relationships with school leaders; this was our highest ranked question and represents a 5% increase from the 2020-2021 survey 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.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10282022_13:38 - Generated on 01/17/2023

Mary Todd Elementary School

According to the 2021-2022 KSA, 64% of our African American students scored in the Novice range for Math in comparison to our overall Novice rate of 56% for Math. 56% of our African American students scored in the Novice range for Reading in comparison to our overall Novice rate of 49% for Reading.

72% of our students with Disability-IEP scored in the Novice range for Math in comparison to our overall Novice rate of 56% for Math. 67% of our students with Disability-IEP scored in the Novice range for Reading in comparison to our overall Novice rate of 56% for Reading.

Based on the Fall Math MAP, only 14 students in grades 3-5 scored in the Distinguished range (8%) and only 24 students scored in the Proficient range (14%).

Based on the Fall Reading MAP, only 14 students in grades 3-5 scored in the Distinguished range (8%) and only 29 students scored in the proficient range (16%).

Also of great concern is the rate of Novice scores for our 2nd grade students. According to the Fall MAP, 70% of the students in the 2nd grade scored in the Novice range on the fall reading assessment and 60% of the students in the 2nd grade scored in the Novice range on the fall math assessment .

5th grade math is also an area of concern with 87% of 5th grade students scoring in the Novice range, according to the Fall Math MAP Assessment

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.

Although only 21% of our students entered Kindergarten Brigance ready, this is an 8% increase from our 2020-2021 Brigance.

According to our Fall 2021 - Fall 2022 MAP Growth data, 60.7% of our 3rd grade students met or exceeded their projected RIT for Math and the medial conditional growth percentile fell in the 70th percentile indicating significant progress; data suggesting our current systems and structures in 3rd grade are closing gaps.

According to our Fall 2021 - Fall 2022 MAP Growth data, 72.2% of our 5th grade students met or exceeded their projected RIT for Reading and the median conditional growth percentile fell in the 70th percentile, indicating significant progress; data suggests our current systems and structures in 5th grade are closing gaps.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10282022_13:38 - Generated on 01/17/2023

Mary Todd Elementary School

Evaluate the Teaching and Learning Environment

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

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

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

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

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

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.
Attached is the Key Elements Template.

Based on our current procedures for assessing the 6 Key Core Work Processes, Mary Todd's priority are include KCWP #1 and #5

ATTACHMENTS

Attachment Name

📄 Mary Todd Key Core Work Processes Summary of Evidence

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_10282022_13:38 -

Generated on 01/17/2023

Mary Todd Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
Mary Todd Key Core Work Processes Summary of Evidence		• 7

2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37

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2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

Table of Contents

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

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**

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

○ No

○ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**

○ No

○ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**

○ No

○ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**

○ No

○ N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

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

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

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

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

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

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

○ 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,

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

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

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

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

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

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

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

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

2022-23 Phase Two: School Assurances - 2022-23 Mary Todd Elementary Phase Two: School Assurances_10282022_13:37 - Generated on 05/12/2023

Mary Todd Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

Mary Todd Elementary School Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, Mary Todd Elementary will increase Reading proficient and distinguished level to 50% as measured by KSA. Current level is 29%.

State Assessment Results in Math

- By 2025,Mary Todd Elementary will increase Math proficient and distinguished level to 42% as measured by KSA. Current level is 21%.

State Assessment Results in Science

- By 2025, Mary Todd Elementary will increase Science proficient and distinguished level to 21% as measured by KSA. Current level is 0%.

State Assessment Results in Social Studies

- By 2025, Mary Todd Elementary will increase Social Studies proficient and distinguished level to 37% as measured by KSA. Current level is 16%.

State Assessment Results in Combined Writing

- By 2025, Mary Todd Elementary will increase Combined Writing proficient and distinguished level to 36% as measured by KSA. Current level is 15%.

English Learner Progress

- By 2025, Mary Todd 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,Mary Todd Elementary will increase the quality of school climate and safety index to % as measured by KSA. Current level is 74.3%.

Graduation Rate

- By 2025, Mary Todd Elementary will increase the graduation rate to % as measured by the combined 4-year and 5-year rate. Current rate is %.

Post-Secondary Readiness

- By 2025, Mary Todd Elementary will increase the percentage of students who are post secondary ready to %. 2019 level was %.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Mary Todd Elementary will increase P/D in Reading to 36%. By 2023,Mary Todd Elementary will increase P/D in Math to 28%.	By 2024, Mary Todd Elementary will increase P/D in Reading to 43%. By 2024,Mary Todd Elementary will increase P/D in Math to 35%.	By 2025, Mary Todd Elementary will increase P/D in Reading to 50%. By 2025, *Mary Todd Elementary* will increase P/D in Math to 42%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Mary Todd Elementary will increase P/D in Science to 7%. By 2023, Mary Todd Elementary will increase P/D in Social Studies to23%. By 2023, Mary Todd Elementary will increase P/D in Combined Writing to 22%.	By 2024, *Mary Todd Elementary* will increase P/D in Science to 14%. By 2024, Mary Todd Elementary will increase P/D in Social Studies to 30 %. By 2024, Mary Todd Elementary will increase P/D in Combined Writing to 29%.	By 2025, Mary Todd Elementary will increase P/D in Science to 21%. By 2025, Mary Todd Elementary will increase P/D in Social Studies to 37%. By 2025, Mary Todd Elementary will increase P/D in Combined Writing to 36%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Mary Todd Elementary will decrease Novice in Reading to 42%. By 2023, Mary Todd Elementary will decrease Novice in Math to 49%.	By 2024, Mary Todd Elementary will decrease Novice in Reading to 35%. By 2024, Mary Todd Elementary will decrease Novice in Math to 42%.	By 2025, Mary Todd Elementary will decrease Novice in Reading to 28%. By 2025, Mary Todd Elementary will decrease Novice in Math to 35%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Mary Todd Elementary will increase English Learner Progress index to 66.7 % as measured by KSA. Current level is 62.6 %.	By 2024, Mary Todd Elementary will increase English Learner Progress index to 70.9% as measured by KSA. Current level is 62.6 %.	By 2025, Mary Todd Elementary will increase English Learner Progress index to 75% as measured by KSA. Current level is 62.6 %.

Post-Secondary Readiness Objectives (High School only)		
Year 1	Year 2	Year 3
By 2023, Mary Todd Elementary Post-Secondary readiness will be %.	By 2024, Mary Todd Elementary Post-Secondary readiness will be %.	By 2025, Mary Todd Elementary Post-Secondary readiness will be %.

Graduation Rate Objectives (High School only)		
Year 1	Year 2	Year 3
By 2023, *Mary Todd Elementary* Graduation Rate will be %.	By 2024, *Mary Todd Elementary* Graduation Rate will be %.	By 2025, *Mary Todd Elementary* Graduation Rate will be %.

Additional Goal- Optional		
Year 1	Year 2	Year 3

Year 1 Focus Areas

Improving Tier 1 Instruction to Lead to Student Mastery				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Emphasize the connection between learning intentions and success criteria from the curriculum framework to plan instruction and formative assessments as the foundation of the PLC process. Use of Exemplars created using learning intentions and success criteria to monitor and support student learning.	Classroom Observations PLC Evidence Lesson Plan Exemplar Student Work specific to exemplars.	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 2	Collect and use student learning data from common unit assessments to inform classroom instruction and student support decisions.	Lesson Plans Data Analysis Protocols Student Academic Data Monitoring	
Progress Monitoring				
January, 2023 March, 2023: June, 2023:				

Novice Reduction

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap	KCWP 5	Student support /MTSS teams will collaborate to identify and align curriculum and instructional supports for "achievement gap" students (currently- ELL, special education, African American and Hispanic students). Provide professional learning opportunities on co-teaching to support all students but specifically students with IEPs or EL students.	Support team meeting documents and Products MTSS Documents District Personnel	n/a

Progress Monitoring

January, 2023
March, 2023:
June, 2023:

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KWCP 6	Engage families in supporting their students' academic growth and sense of belonging in the school community.	Family participation/attendance at events, Surveys	

			PTA	

Progress Monitoring

January, 2023
March, 2023:
June, 2023:

Year 2 Focus Areas

Improving Tier 1 Instruction to Lead to Student Mastery				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progres	KCWP 1	Continue to work with teachers in PLC to deconstruct standards to create meaningful and effective learning intentions and success criteria that drive student mastery of standards.	Classroom Observations PLC Evidence Lesson Plans	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 2	Continue to work with teachers in monitoring student learning to identify and align curriculum and instructional supports to reduce the achievement gap.	Exemplars, PLC documentation, Student Work Samples. Formative and Summative Assessment Data	n/a

Progress Monitoring

January, 2024:
March, 2024:
June, 2024:

Novice Reduction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Achievement Gap	KCWP 5	Collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for students. Continue to monitor co-teaching strategies and student outcomes to refine classroom protocols to improve student outcomes especially those that have been identified as a priority.	Student Support minutes and documents, Student Data Tracker, Student Work Products	
Achievement Gap, Student Progress	KCWP 4	Measure student outcomes through student academic data on school and district assessments to ensure the reduction of achievement gaps.	Student Support minutes and documents, Student Data Tracker, Student Work Products	

Progress Monitoring

January, 2024:
March, 2024:
June, 2024:

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies,	KCWP 6	Increase the number of extra curricular opportunities for students by identifying staff, family or community members to offer	Community Partnerships	Title 1 FRYSC

Combined Writing, English Learner Progress, Achievement Gap		enrichment opportunities for students and or families.	Student Feedback	PTA

Progress Monitoring

January, 2024:
March, 2024:
June, 2024:

Year 3 Focus Areas

Improved Tier 1 Instructional Practices to improve student learning.				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Reading, Math, Science, Social Studies, Combined Writing, English	KCWP 1	Continue to focus on highly effective teaching and engagement strategies in all tiers of instruction to ensure that students have access to rigorous instruction that leads to	PLC minutes Student Data Tracker	Title 1 Title 2

Learner Progress		mastery.	Student Work Formative and Summative Assessment Data	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 2	Continue to collect and refine analysis of student learning data from common unit assessments, formative and summative classroom data and other measures to inform classroom instruction and curriculum decisions.	PLC minutes Student Data Tracker Student Work Formative and Summative Assessment Data	n/a
Progress Monitoring January, 2025 March, 2025: June, 2025:				

Novice Reduction				
Goal Alignment	**Strategy**	**Activities**	**Measure/Monitoring**	**Funding Source**
Achievement Gap, English Learner Progress	KCWP 5	Continue to monitor student progress in all tiers of instruction to ensure that all students are progressing in mastery of standards. Continue to provide support and learning opportunities to ensure that co-teaching strategies are implemented and impactful as measured by student performance on multiple academic assessments.	MTSS minutes, PLC documentation, student artifacts, assessment outcomes	n/a

Progress Monitoring

January, 2025
March, 2025:
June, 2025:

Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Achievement Gap	KCWP 6	Create more opportunities to engage families in meaningful dialogue to support student academic growth.	Family Engagement Opportunities Surveys PTA	FRYSC Title 1 PTA

Progress Monitoring

January, 2025
March, 2025:
June, 2025:

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05122023_15:47

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

Mary Todd Elementary School
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2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023

Mary Todd Elementary School

Table of Contents

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023

Mary Todd Elementary School

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

Annual Professional Development Plan:

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

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

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

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

   1. What is the school's mission?
   Preparing leaders for excellence in academics, wellness, and citizenship

   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

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023

Mary Todd Elementary School

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.

Improving Tier 1 Instruction to Lead to Student Mastery in Reading, Math, Science, Social Studies, and Writing.

Novice Reduction for Student Groups including Students with Disabilities and English Learners

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

These priorities will improve our overall Tier 1 instruction and drive student learning and achievement to address our concerns with KSA proficiency rates in both Math and Reading along with helping to reduce the number of students testing in the novice category .

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.

Standards Based Instruction to Improve Tier 1 instruction.

Short-Term Changes: Teachers and administrators will participate in common professional learning activities related to school and district goals as a way to strengthen tier 1 instructional practices, data collection, evaluation, and analysis, and the overall PLC process. Teachers and administrators will work to develop systems for evaluating Tier 1 instruction by engaging in backwards planning from all summative assessments, monitoring formative assessments, making instructional changes based on data, and the creation of exemplars for all assessments and independent student practice/work.

Long-Term Changes: Teachers and administrators will consistently apply these instructional practices, data collection, evaluation and analysis to the PLC process to continually improve the academic outcomes for our students.   Data recorded in the formative assessment tracker and the data overview will reflect consistent and lasting increased outcomes for students in the identified areas (reading, math, writing, science, social studies, writing).

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

Student Outcomes:

- By 2024, Mary Todd Elementary will increase Reading proficient and distinguished level to 50% as m

- By 2024, Mary Todd Elementary will increase Math proficient and distinguished level to 42% as meas

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional
Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023
Mary Todd Elementary School

- State Assessment Results in Science by 2024, Mary Todd Elementary will increase Science proficien

- State Assessment Results in Social Studies by 2024, Mary Todd Elementary will increase Social Stu

- State Assessment Results in Combined Writing by 2024, Mary Todd Elementary will increase Combir

-

- By 2024, Mary Todd Elementary will grow 100% of EL students by at least .5 in their composite score

Educator Beliefs:

- Educators believe in equity of access and opportunity.

- Educators believe the fundamental purpose of school is to ensure that all students learn at high level

- Educators believe they must work collaboratively and take collective responsibility for the success of

- Educators in a PLC believe in focusing on results-evidence of student learning.

- Educators believe a team can make better decisions, solve more complex problems, and do more to

Educator Practices:

- All certified teachers participate in a collaborative team.

- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for a

- Collaborative teams focus on improving the learning for all students.

- Collaborative teams will use district and school assessments as evidence of student learning.

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan

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?

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023

Mary Todd Elementary School

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

What data will be considered and gathered?

- **Formative assessments**

- **Independent practice work (compared to teacher created exemplars)**

- **Summative assessments (compared to and evaluated against teacher created exemplars**

- **Summative Analysis/Reflection documents**

- **MAP**

- **KSA**

- **ACCESS**

- **Guided Reading Levels**

- **CBA data (tier 2)**

- **CBM data (tier 3)**

Who is responsible for gathering data?

- **Teachers**

- **MTSS Lead**

- **SPED Teachers**

- **EL Teachers**

- **School Leadership Team**

How frequently will it be analyzed?

- **Formative assessment data will be analyzed as it is collected (i.e. daily, twice weekly)**

- **Data will be analyzed weekly in intervention PLCs and grade level PLCs**

- **Summative assessment data will be analyzed during scheduled PLCs corresponding to the completion of summati**

- **MAP data will be disaggregated by grade level teams during PLCs 3 times per year after each testing window**

- **Guided reading benchmark data will be evaluated 3 times per year (BOY, MOY, EOY)**

- **Guided reading level formal running records will be analyzed monthly**

- **Tier 2/tier 3 data will be evaluated monthly at MTSS meetings/MTSS PLCs**

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023

Mary Todd Elementary School

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

- **The number of students scoring in the "novice" range on all assessments will decrease**

- **The number of students demonstrating mastery of standards will increase with the goal being 80% of students mas**

- **Teachers will consistently be using data in discussion about making needed changes to instructional practices in**

- **PLC notes will reflect data conversations between teachers resulting in teachers collaborating during collegial plan**

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

Teachers, paraeducators, and administrators.

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.)

- ThinkingMaps - Foundations (MTE Full Staff implementation and PD was done in 2022-2023 school y

- ThinkingMaps- Setting the Stage (new learning for the 2023-2024 school year)

- Visual Learning - Opportunities to Respond

- SIOP/Culturally Responsive Teaching for Multilingual Learners

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.

- **District Special Ed resource specialists to provide professional learning (Thinking Maps…Sett**

- **Thinking Maps Learning Community online resource subscription**

- **District English Learner resource specialists to provide SIOP professional learning to whole s**

- **School Based Instructional Specialist to support the work of common planning within each gr**

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023

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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.

Short-Term Changes: Teachers and administrators will participate in common professional learning activities related to school and district goals as a way to strengthen tier 1 instructional practices, data collection, evaluation, and analysis, and the overall PLC process. Teachers and administrators will work to develop systems for evaluating Tier 1 instruction by engaging in backwards planning from all summative assessments, monitoring formative assessments, making instructional changes based on data, and the creation of exemplars for all assessments and independent student practice/work.

Long-Term Changes: Teachers and administrators will consistently apply these instructional practices, data collection, evaluation and analysis to the PLC process to continually improve the academic outcomes for our students.   Data recorded in the formative assessment tracker and the data overview will reflect consistent and lasting increased outcomes for students in the identified areas (reading, math, writing, science, social studies, writing).

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

- By 2024, Mary Todd Elementary will increase Reading proficient and distinguished level to 50% as m

- By 2024, Mary Todd Elementary will increase Math proficient and distinguished level to 42% as meas

- State Assessment Results in Science by 2024, Mary Todd Elementary will increase Science proficier

- State Assessment Results in Social Studies by 2024, Mary Todd Elementary will increase Social Stu

- State Assessment Results in Combined Writing by 2024, Mary Todd Elementary will increase Combir

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- By 2024, Mary Todd Elementary will grow 100% of EL students by at least .5 in their composite score

Educator Beliefs:

- Educators believe in equity of access and opportunity.

- Educators believe the fundamental purpose of school is to ensure that all students learn at high level

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Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023

Mary Todd Elementary School

- Educators believe they must work collaboratively and take collective responsibility for the success of

- Educators in a PLC believe in focusing on results-evidence of student learning.

- Educators believe a team can make better decisions, solve more complex problems, and do more to

Educator Practices:

- All certified teachers participate in a collaborative team.

- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for a

- Collaborative teams focus on improving the learning for all students.

- Collaborative teams will use district and school assessments as evidence of student learning.

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan

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.)
What data will be considered and gathered?

- **Formative assessments**

- **Independent practice work (compared to teacher created exemplars)**

- **Summative assessments (compared to and evaluated against teacher created exemplars**

- **Summative Analysis/Reflection documents**

- **MAP**

- **KSA**

- **ACCESS**

- **Guided Reading Levels**

- **CBA data (tier 2)**

- **CBM data (tier 3)**

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023

Mary Todd Elementary School

Who is responsible for gathering data?

- **Teachers**

- **MTSS Lead**

- **SPED Teachers**

- **EL Teachers**

- **School Leadership Team**

How frequently will it be analyzed?

- **Formative assessment data will be analyzed as it is collected (i.e. daily, twice weekly)**

- **Data will be analyzed weekly in intervention PLCs and grade level PLCs**

- **Summative assessment data will be analyzed during scheduled PLCs corresponding to the completion of summati**

- **MAP data will be disaggregated by grade level teams during PLCs 3 times per year after each testing window**

- **Guided reading benchmark data will be evaluated 3 times per year (BOY, MOY, EOY)**

- **Guided reading level formal running records will be analyzed monthly**

- **Tier 2/tier 3 data will be evaluated monthly at MTSS meetings/MTSS PLCs**

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.**

- **The number of students scoring in the "novice" range on all assessments will decrease**

- **The number of students demonstrating mastery of standards will increase with the goal being 80% of students mas**

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

Teachers, paraeducators, and administrators.

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.)

- ThinkingMaps - Foundations (MTE Full Staff implementation and PD was done in 2022-2023 school y

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Mary Todd Elementary School

- ThinkingMaps- Setting the Stage (new learning for the 2023-2024 school year)

- Visual Learning - Opportunities to Respond

- SIOP/Culturally Responsive Teaching for Multilingual Learners

- Continued book study relating to Co-Teaching using the book, Co-Teaching for English Language Lea

- Continued book study relating to strategies using the books by Jennifer Serravello, The Reading Stra

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.

- **District Special Ed resource specialists to provide professional learning (Thinking Maps…Sett**

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- **District English Learner resource specialists to provide SIOP professional learning to whole s**

- **School Based Instructional Specialist to support the work of common planning within each gr**

- **Continuing support from Special Ed resource specialist and EL resource specialists on co-tea**

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.

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05122023_15:47 - Generated on 05/12/2023

Mary Todd Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 23-24 PL Plan		•