



## 2022-23 Phase One: Continuous Improvement Diagnostic for Schools (Sandersville)

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

**Sandersville Elementary**  
**Matt Marsh**  
3025 Sandersville Rd  
Lexington, Kentucky, 40515  
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.  
Matt Marsh



## 2022-23 Phase One: Executive Summary for Schools\_09262022\_09:40

2022-23 Phase One: Executive Summary for Schools

**Sandersville Elementary**  
**Matt Marsh**  
3025 Sandersville Rd  
Lexington, Kentucky, 40515  
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?

Sandersville has 730 pre-K through 5th grade students. The school sits in the middle of Masterson Station in Lexington, KY. Demographic information includes 42% White, 30% Black, 14% Hispanic, 6% Asian. Sandersville has an increase in its EL population in recent years.

### 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.

Sandersville Elementary is dedicated to the academic, emotional and social success of every student while promoting a physically healthy lifestyle. The school believes that arts education is a fundamental part of a well-rounded school experience. Every student has a chance to perform in a music showcase and have their artwork displayed on a regular basis. The school believes strongly in providing extra-curricular opportunities to focus on individual students' needs and offers programs and clubs such as Sharks on Stage, FCPS Elementary League Basketball, Dance/Cheerleading Team, Battle of the Books Team, Track Team, Cross Country Team, Sharkcast Podcast Club, and a Students Helping Students Team. Finally, the school achieves its purpose by implementing a strong PBIS structure and promoting the guidelines for success which include being Self-Sufficient, Hard Working, A+ Attitude, Responsible, Kind, and Successful (SHARKS).

### 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.

Under the most recent accountability model, Sandersville was labeled a four star school. The staff and students earned High indicators in the areas of proficiency, desperate academic indicators, and growth. Before the most recent model, Sandersville had been rated a Distinguished school for three consecutive years. Recently, the STEM lab teacher was named the Kentucky Science Teacher of the Year for elementary schools. Our increasing EL population has received high levels of growth on the annual ACCESS test.

### Additional Information

**CSI/TSI (including ATSI) Schools Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

### Additional Information

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

N/A



## 2022-23 Phase Two: Sandersville Needs Assessment Final

2022-23 Phase Two: The Needs Assessment for Schools

**Sandersville Elementary**  
**Matt Marsh**  
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Lexington, Kentucky, 40515  
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.

The protocol for the Sandersville Needs Assessment includes review of assessment data by the leadership team, the Instructional Committee, and the SBDM. Data was reviewed at September and October meetings by all of these groups. Meeting minutes are shared on the Sandersville drive and emailed to the school staff after each meeting. SBDM Minutes are also posted online.

### **ATTACHMENTS**

#### **Attachment Name**

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22-23 Sandersville Needs Assessment

Review of Previous Plan



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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?

### Sandersville CSIP

Goal 1 (Proficiency Goal): Increase proficiency in combined Reading and Math from 67% in 2018-2019 to 83.5% by 2023-2024 as measured by state-required academic assessments.

- Objective 1- Increase proficiency in Reading from 69.1% to 71.6% by 2021-2022 as measured by state assessments
  - 22 Spring Update- Current Reading data shows that 60% of students are performing above the goal
- Objective 2- Increase proficiency in combined Math from 63.0% to 68.0% by 2021-2022 as measured by state assessments
  - 22 Spring Update- Current Math data shows that 45% of students are performing above the goal

Goal 2 (Separate Academic Indicator Goal): Increase proficiency in separate academic indicators from 56% in 2018-2019 to 78% by 2023-2024 as measured by state-required academic assessments.

- Objective 1- Increase proficiency in Science from 39.0% to 59.5% by 2020-2021 as measured by state assessments
- Objective 2- Increase proficiency in separate Social Studies from 72.5% to 80.5% by 2020-2021 as measured by state assessments
- Objective 3- Increase proficiency in Writing from 63.7% to 78.6% by 2020-2021 as measured by state assessments

Goal 3 (Gap Goal): Increase proficiency in combined Reading and Math for students that qualify for Free and Reduced Lunch from 58% in 2018-2019 to 79% by 2023-2024 as measured by state-required academic assessments.

- Objective 1- Increase proficiency Reading for students that qualify for Free and Reduced Lunch from 58% to 79% by 2023-2024 as measured by state-required academic assessments
  - 22 Spring Update- Current Reading data shows that 51% of students are performing above the goal
- Objective 2- Increase proficiency Math for students that qualify for Free and Reduced Lunch from 55% to 79% by 2023-2024 as measured by state-required academic assessments
  - 22 Spring Update- Current Reading data shows that 31% of students are performing above the goal

Goal 4 (Growth): By 2023-2024, increase the overall growth from 67.4 to 69.0 (Very High Growth) and maintain that level on an annual basis.

- 64.4 % of students met or exceeded their projected Math RIT score

- 65.5% of students met or exceeded their projected Reading RIT score

## 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.
  - Use the KSA Link to state the change in scores from 2020-2021 to 2021-2022 for each subject, overall
    - Reading went Up from 50% P/D to 63%
      - 3rd Grade - Up from 49% P/D to 61%
      - 4th Grade - Up from 59% P/D to 66%
      - 5th Grade - Up from 57% P/D to 64%
    - Math went down Up from 39% P/D to 58%
      - 3rd Grade - Up from 42% P/D to 55%
      - 4th Grade - Up from 40% P/D to 62%
      - 5th Grade - Up from 33% P/D to 60%
    - Social Studies (5th grade only)- 53% P/D
    - Writing OD (5th grade only) went from 57% P/D to 58%
    - Science (4th grade only) went down from 33% P/D to 41%
    - Strengths: Increases in all areas.
    - Areas of growth/next steps: 16% Novice in Reading and 19% Novice in Math
- Use the MAP Report to state the change in scores at the 50th percentile and higher from Fall 2021-2022 to Fall 2022-2023.
  - **Reading**
    - Kindergarten: 69.15% / 48%
    - 1st: 67.56% / 60%

- 2nd: 47.02%/ 64.9%
- 3rd: 59.79%/53%
- 4th: 73.26% 2022- 65%
- 5th: 60%; 2022-70%

- **Math**

- Kindergarten: 65.74%/ 58%
- 1st: 65.72% / 64%
- 2nd: 48.72%/67.5%
- 3rd: 52.63%/48%
- 4th: 59.8% 2022- 53%
- 5th: (%); 2022-67%

### 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.

MAP Reading (51st Percentile and higher):

Kindergarten Overall: 48%

- Black or African American- 58%
- Hispanic- 0%
- White- 56%

### 1st Overall : 60%

- Black or African American: 56%
- Hispanic: 30%
- White: 79%

### 2nd Overall: 64.9%

- Black or African American: 60.98%
- Hispanic: 66.7%
- White: 68.18%

### 3rd: 53%

- Black or African American 38%
- Hispanic 38%
- White 65%

### 4th: 55%

- Black or African American- 48%
- Hispanic- 39%
- White- 79%

### 5th: 70%

- Black or African American- 61%
- Hispanic- 44%
- White-88%

### MAP Math (51st Percentile or Higher)

#### Kindergarten Overall: 58%

- Black or African American: 51%
- Hispanic: 17%
- White: 68%

### 1st Overall: 64%

- Black or African American: 53%
- Hispanic: 45%
- White: 78%

### 2nd: Overall: 67.5%

- Black or African American: 65.85%
- Hispanic: 50%
- White: 75%

### 3rd: 48%

- Black or African American 30%
- Hispanic 29%
- White 63%

### 4th: 45%

- Black or African American- 42%
- Hispanic- 26%
- White- 67%

### 5th: 67%

- Black or African American- 61%
- Hispanic- 63%
- White- 74%

## Reading Proficient and Distinguished Percent

Overall: 63%

African American: 58%

Hispanic: 38%

White: 72%

Trends and Takeaways from the data:

- Hispanic population has the lowest percentage proficient/distinguished in reading.
- Almost 30% of all students scored in the distinguished category.

Math Proficient and Distinguished Percent

Overall: 59%

African American: 48%

Hispanic: 38%

White: 66%

Trends and Takeaways from the data:

- Hispanic population is the lowest out of the others
- White is above 50%, African American is almost to 50% proficient/distinguished
- 25-30% of Hispanics and African American are Apprentice
- What is the Hispanic population out of our ELL students?
- 38% of ELL are Apprentice
- 64% Non-English learners were proficient/distinguished

Social Studies/Writing/Science (Inquiry Based) Proficient and Distinguished Percent

Science (4th):

Overall: 41%

African American n/a

Hispanic n/a

## White 51%

### Social Studies (5th)

Overall: 52%

African American 45%

Hispanic n/a

White 53%

### Writing (5th):

Overall: 58%

African American 55%

Hispanic n/a

White 53%

### Trends and Takeaways from the data:

Writing proficient percentages were similar for all sub-groups and girls performed higher than the boys in writing.

### 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.

Reading: Hispanic population has the lowest percentage proficient/distinguished in reading and math. 38% of the population scored proficient and distinguished in reading and math.

### 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.

Reading: Almost 30% of all students scored in the distinguished category.

Math: 66% of white students and 48% of African American students are scoring proficient or distinguished.

Writing proficient percentages were similar for all sub-groups and girls performed higher than the boys in writing.

#### 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.



The instructional team and the school leadership team have identified vertical planning, culturally responsive teaching and learning, and student goal setting for assessments as critical next steps.



## 2022-23 Phase Two: Sandersville School Assurances

2022-23 Phase Two: School Assurances

**Sandersville Elementary**

**Matt Marsh**

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## 2022-23 Phase Two: School Assurances

### Introduction

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

#### Federal Programs

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

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

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

☒ Yes

☐ No

☐ N/A

#### **COMMENTS**

#### Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their

children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

11. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ **Yes**

☐ No



☐ N/A

**COMMENTS**

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

21. If the school is implementing a schoolwide program, the school developed,

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

**Title I Targeted Assistance School Programs**

23. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

25. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

26. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

27. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

28. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

29. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

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

☐ Yes

☐ No

☒ N/A

**COMMENTS**

### Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☐ Yes

☐ No

☒ N/A

**COMMENTS**

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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## **Sandersville Elementary's Comprehensive School Improvement Plan 2022-2025**

### State Assessment Results in Reading

- By 2025, Sandersville will increase Reading proficient and distinguished level to 70% as measured by KSA. Current level is 63%.

### State Assessment Results in Math

- By 2025, Sandersville will increase Math proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

### State Assessment Results in Science

- By 2025, Sandersville will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 41%.

### State Assessment Results in Social Studies

- By 2025, Sandersville 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, Sandersville will increase Combined Writing proficient and distinguished level to 65% as measured by KSA. Current level is 58%.

### English Learner Progress

- By 2025, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.

### Quality of School Climate and Safety

- By 2025, Sandersville will increase the quality of school climate and safety index to 87 as measured by KSA. Current level is 80.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Sandersville will increase P/D in Reading to 65%.	By 2024, Sandersville will increase P/D in Reading to 67%.	By 2025, Sandersville will increase P/D in Reading to 70%.
By 2023, Sandersville will increase P/D in Math to 60%.	By 2024, Sandersville will increase P/D in Math to 62%.	By 2025, Sandersville will increase P/D in Math to 65%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Sandersville will increase P/D in Science to 44%.	By 2024, Sandersville will increase P/D in Science to 44%.	By 2025, Sandersville will increase P/D in Science to 50%.
By 2023, Sandersville will increase P/D in Social Studies to 55%.	By 2024, Sandersville will increase P/D in Social Studies to 57%.	By 2025, Sandersville will increase P/D in Social Studies to 60%.
By 2023, Sandersville will increase P/D in Combined Writing to 60%.	By 2024, Sandersville will increase P/D in Combined Writing to 62%.	By 2025, Sandersville will increase P/D in Combined Writing to 65%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Sandersville will increase Hispanic Proficiency in Reading to 42%.	By 2024, Sandersville will increase Hispanic Proficiency in Reading to 46%.	By 2025, Sandersville will increase Hispanic Proficiency in Reading to 50%.
By 2023, Sandersville will increase Hispanic Proficiency in Math to 42%.	By 2024, Sandersville will increase Hispanic Proficiency in Math to 46%.	By 2025, Sandersville will increase Hispanic Proficiency in Math to 50%.



English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Sandersville will grow 100% of EL students by at least .5 in their ACCESS composite score. Current level is 73%.	By 2024, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.	By 2025, Sandersville will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 73%.

[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"> <li>1. <b>Key Core Work Process 4-</b> 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.</li> <li>2. <b>Key Core Work Process 2-</b> Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</li> <li>3. <b>Key Core Work Process 2-</b> 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Staff Learning</b> <ul style="list-style-type: none"> <li>Small group math PD</li> <li>CLRT Professional Development</li> <li>Teacher Clarity</li> <li>Inquiry Based Learning Professional Development</li> <li>CLRT and the Brain Book study and share out</li> </ul> </li> <li>2. <b>Resources</b> <ul style="list-style-type: none"> <li>Literacy Footprints Bookroom</li> <li>School wide math problem solving method</li> </ul> </li> <li>3. <b>Systems and Structures</b> <ul style="list-style-type: none"> <li>Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment.</li> <li>PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions</li> <li>Collaboration time with teachers and interventionist</li> <li>Standards based grading</li> <li>Small group reading and math blocks in master schedule for each grade</li> <li>MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders.</li> </ul> </li> </ol>	<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>	<p>*Title 1 funds for book study and Literacy Footprints</p>

Science, SS, Writing	<ol style="list-style-type: none"> <li><b>1. Key Core Work Process 4-</b> 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.</li> <li><b>2. Key Core Work Process 2-</b> Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</li> <li><b>3. Key Core Work Process 2-</b> 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.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Staff Learning</b> <ul style="list-style-type: none"> <li>● CLRT Professional Development</li> <li>● Teacher Clarity</li> <li>● Inquiry Based Learning Professional Development.</li> <li>● CLRT and the Brain Book study and share out.</li> </ul> </li> <li><b>2. Resources</b> <ul style="list-style-type: none"> <li>● Literacy Footprints Bookroom</li> </ul> </li> <li><b>3. Systems and Structures</b> <ul style="list-style-type: none"> <li>● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment.</li> <li>● PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions</li> <li>● Collaboration time with teachers and interventionist</li> <li>● Standards based grading</li> <li>● Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment</li> <li>● MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders.</li> </ul> </li> </ol>	<p>2022-2023 KSA Data</p> <p>Common Assessments</p>	<p>*Title 1 funds for book study and Literacy Footprints</p>
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<p>Achievement Gap</p>	<ol style="list-style-type: none"> <li><b>1. Key Core Work Process 4-</b> 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.</li> <li><b>2. Key Core Work Process 2-</b> Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</li> <li><b>3. Key Core Work Process 2-</b> 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.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Staff Learning</b> <ul style="list-style-type: none"> <li>• Small group math PD</li> <li>• CLRT Professional Development.</li> <li>• Teacher Clarity</li> <li>• Inquiry Based Learning Professional Development.</li> <li>• CLRT and the Brain Book study and share out</li> <li>• Autism 101 Professional Development (District)</li> <li>• EL PD with Best Practices shared</li> </ul> </li> <li><b>2. Resources</b> <ul style="list-style-type: none"> <li>• Literacy Footprints Bookroom</li> <li>• School wide math problem solving method</li> </ul> </li> <li><b>3. Systems and Structures</b> <ul style="list-style-type: none"> <li>• Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment.</li> <li>• PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions</li> <li>• Collaboration time with teachers and interventionist</li> <li>• Standards based grading</li> <li>• Small group reading and math blocks in master schedule for each grade</li> <li>• Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment</li> <li>• Tier 2 time for each grade level in the master schedule</li> <li>• MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders.</li> <li>• Push in Model to reach as many students as possible and protect Tier 1 time</li> </ul> </li> </ol>	<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>	<p>*Title 1 funds for book study and Literacy Footprints</p>
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English Learner Progress	<p>1. <b>Key Core Work Process 4-</b> 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. <b>Key Core Work Process 2-</b> Implementation of evidence based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction.</p> <p>3. <b>Key Core Work Process 2-</b> 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. <b>Staff Learning</b></p> <ul style="list-style-type: none"> <li>• Small group math PD</li> <li>• CLRT Professional Development.</li> <li>• Teacher Clarity</li> <li>• Inquiry Based Learning Professional Development.</li> <li>• CLRT and the Brain Book study and share out</li> <li>• EL PD with Best Practices shared</li> </ul> <p>2. <b>Resources</b></p> <ul style="list-style-type: none"> <li>• Literacy Footprints Bookroom</li> <li>• School wide math problem solving method</li> </ul> <p>3. <b>Systems and Structures</b></p> <ul style="list-style-type: none"> <li>• Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment.</li> <li>• PLCs implementing Plan, Do, Study, Act Model Planning through Dufours Big 4 Questions</li> <li>• Collaboration time with teachers and interventionist</li> <li>• Standards based grading</li> <li>• Small group reading and math blocks in master schedule for each grade</li> <li>• Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment</li> <li>• Tier 2 time for each grade level in the master schedule</li> <li>• MTSS to meet the needs of students at each tier through data based decision making, research based practices, and communication to all stakeholders.</li> <li>• Push in Model to reach as many students as possible and protect Tier 1 time.</li> </ul>	<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>	*Title 1 funds for book study and Literacy Footprints
<b>Progress Monitoring</b>				

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**Year 2 Focus Areas**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Progress Monitoring				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Progress Monitoring				

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

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

### ***Year 3 Focus Areas***

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<b><u>Progress Monitoring</u></b>				

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

**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 Phase Four: Professional Development Plan for Schools for School Year 2023-2024\_04242023\_11:58

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

**Sandersville Elementary**  
**Matt Marsh**  
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## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.)

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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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.**

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.)

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.)

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.**

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.)

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

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.

All information is available in the linked Google Document: [https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs\\_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing](https://docs.google.com/document/d/1vscO4RPwdCrmaMjtZkQs_5yAmVvX8oKgTHmMD5RKZM/edit?usp=sharing)

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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