



2022-23 Phase One: Continuous Improvement

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Southern Elementary School
Leigh Ann McLaughlin
340 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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

Please enter your name and date below to certify.

Leigh Ann McLaughlin



2022-23 Phase One: Executive Summary

2022-23 Phase One: Executive Summary for Schools

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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?

Southern Elementary is a suburban school with 491 students. The school turns 52 years old this year and many generations have come and gone through its doors. It is a neighborhood school that serves 70% low income student population. For the last 3 years Southern has been a low performing school with somewhat of a transient population. We have outstanding family involvement as evidenced by the numbers of families that come to our monthly Title I Family Nights. The Southern PTA is incredibly supportive of our schools initiatives and provides funding when available. Southern is a Title I school which allows our students to be instructed by additional high quality teachers in reading

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 of Southern Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. To meet this goal, we will provide excellent student opportunities, excellent staff, excellent schools, excellent supports, and excellent relationships.

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.

Achievement: notable transition from in person learning to distance learning, PBIS progress and 98% of students in Tier I for behavior. Gold status in district PBIS designation Areas improvement: Tier I instruction in reading and math; reducing novice in reading and math

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.

Share KSA data with staff and families, invite staff to participate with the Planning and Improvement SBDM Committee as the CSIP is developed and refined. To address low performance we have refined practices to identify low performing students and create multi tiered intervention plans to improve achievement.

Additional Information

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

NA



2022-23 Phase Two: The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

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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 needs assessment process had participants made up of parents, teachers, SBDM council, instructional leadership team. Parents are given a survey 2 x year; teachers meet at least weekly in PLC meetings; SBDM council meets 1 x month; instructional leadership team meets at least once a month. These teams meet regularly to review and analyze current school data (attendance, behavior, achievement) and work to utilize data to impact attendance, behavior, and achievement.

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?

There was some success with the CSIP goals and objectives last year. As we battled constant COVID testing and quarantining classrooms, some of the activities were not completed due to COVID logistics. We will use many of the same activities we identified last year for this year's plan.

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.

Through committed and dedicated staff, families, and the local community, we've seen a significant increase in positive behavior at school. With consistent and tight expectations from grade level to grade level and room to room, our students can actively learn in a safe and non-disruptive classroom which maximizes the teacher's time on instruction. We continue to target student growth goals as a significant indicator of student success throughout the year. Our safety net supports and intervention services are showing a positive impact on student learning.

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 Data Winter 2020: 55% of all students were high achievement / high growth and 20% of all students were low achieving/low growth. One of the groups we continue to focus on is students who are African American. Out of 149 AA students, 50% of students scored in the high achieving, low growth or high achieving high growth which matches the overall school data. 17% of AA students had low achievement and low growth compared to the school wide data. We've seen substantial progress in terms of growth from our AA group but there are still 50-75

students who need significant support from teaching staff to ensure those children make one year's worth of growth. MAP Math Data Winter 2019: 50% of all students were high achievement/high growth. With a continued focus on the group of students who are African American, out of 150 students, 46% of students scored in the high achievement/low growth or high achievement/high growth. 13% of AA students fell in the low achievement/low growth quadrant. The highlight of this MAP data is the significant growth within AA students. Teacher attendance through December 2019 was 95%. Student attendance through December 2019 was 94%. The number of behavior referrals significantly decreased from August 2019 to March 2020 and there was less than 3% of students in Tier 3 behavioral interventions.

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.

18% of all students were low achievement/low growth on 2020 winter MAP math.

20% of all students were low achievement/low growth on 2020 winter MAP reading.

17% of AA students were low achievement/low growth on 2020 winter MAP reading.

13% of AA students were low achievement/low growth on 2020 winter MAP 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.

100% of teachers have received training in the district reading program and math program as of Summer 2020. 100% of teachers have received training on the KAS revisions and how those revisions impact our every day instruction. 100% of teachers have received training on Teacher Clarity and Success Criteria.

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 Key Elements is uploaded at the bottom of eProve

ATTACHMENTS

Attachment Name



Southern Elem School Key Elements



2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

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Lexington, null, 40517

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2022-23 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

program—

A. timely information about programs under Title I;

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

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

NA

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

NA

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

NA

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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Southern Elementary's Comprehensive School Improvement Plan 2022-2025

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

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

MAP (K-8)

- 100% grow in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

State Assessment Results in Reading

- By 2025, **Southern Elementary** will increase Reading proficient and distinguished level to 61% as measured by KSA. Current level is 28%.

State Assessment Results in Math

- By 2025, **Southern Elementary** will increase Math proficient and distinguished level to 56% as measured by KSA. Current level is 37%.

State Assessment Results in Science

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

State Assessment Results in Social Studies

- By 2025, **Southern Elementary** will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 39%.

State Assessment Results in Combined Writing

- By 2025, **Southern Elementary** will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 50%.

English Learner Progress

- By 2025, **Southern Elementary** will grow 100% of EL students by at least 1.5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, **Southern Elementary** will increase the quality of school climate and safety index to 82% as measured by KSA. Current level is 75.7%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Southern Elementary will increase P/D in Reading to 39%.	By 2024, Southern Elementary will increase P/D in Reading to 50%.	By 2025, Southern Elementary will increase P/D in Reading to 61%.
By 2023, Southern Elementary will increase P/D in Math to 43%.	By 2024, Southern Elementary will increase P/D in Math to 50%.	By 2025, Southern Elementary will increase P/D in Math to 56%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Southern Elementary will increase P/D in Science to 55%.	By 2024, Southern Elementary will increase P/D in Science to 58%.	By 2025, Southern Elementary will increase P/D in Science to 61%.
By 2023, Southern Elementary will increase P/D in Social Studies to 46%.	By 2024, Southern Elementary will increase P/D in Social Studies to 54%.	By 2025, Southern Elementary will increase P/D in Social Studies to 61%.
By 2023, Southern Elementary will increase P/D in Combined Writing to 53%.	By 2024, Southern Elementary will increase P/D in Combined Writing to 56%.	By 2025, Southern Elementary will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, Southern Elementary will decrease novice in Reading to 31%.	By 2024, Southern Elementary will decrease novice in Reading to 23%.	By 2025, Southern Elementary will decrease novice in Reading to 14%.
By 2023, Southern Elementary will decrease novice in Math to 36%.	By 2024, Southern Elementary will decrease novice in Math to 25%.	By 2025, Southern Elementary will decrease novice in Math to 14%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Southern Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 51%.	By 2024, Southern Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, Southern Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

[Special Considerations for Targeted School and Improvement \(TSI\)](#) - Southern Elementary

PLC

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP2	Plan, Do, Study, Act Framework with data analysis of weekly formative assessments	PLC Observations	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP3	Process - Formal and informal processes to gather student learning data; academic monitoring during instruction, identification of enrichment or reteach, formative weekly assessments, unit assessments.	PLC Observations Grade Level Data Sheets Grade Level Assessments	
Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap	KCWP4	Process - Develop and use a tracking system for monitoring student progress by learning intentions/standards. System for tracking standard attainment weekly (start with ELA standards).	Grade Level Data Sheets	
Progress Monitoring				

Instructional Delivery

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap	KCWP2	Developing process to ensure students have and understanding of learning expectations (learning intentions) and know the criteria for success.	PLC Meetings Classroom Observations	
Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap	KCWP2	Plan and implement active student engagement strategies (intentional planning of engagement activities by grade level teams with KAGAN strategies	Classroom Observations & Walk throughs Grade Level Plans	
Achievement Gap	KCWP5	Leadership and teachers positively reinforce desired behaviors across school settings	Classroom walkthroughs Dojo data eOS and IC Behavior data	
Achievement Gap	KCWP5	Ensure appropriate academic interventions are taking place to meet the needs of all students.	MTSS Data MTSS Meeting Minutes Intervention Walkthroughs	

Allocation of Resources

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Achievement Gap	KCWP5	Condition - Allocate human resources and modify master schedule to better meet the needs of African American and Latino students so that teachers are: <ul style="list-style-type: none"> - Teaching smaller interactive groups - Teaching in multiple ways - Providing feedback - Teaching self regulation and self monitoring 	Master schedule Intervention Schedules	District Staffing Allocation (additional teacher)
<u>Progress Monitoring</u>				

Quality of School Climate and Safety

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP6	Ensure expectations of students are clearly defined and group norms have been established in the classroom and school <ul style="list-style-type: none"> - Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school 	Beginning of school plans Midyear plans Morning News Show	
Quality of School Climate and Safety	KCWP6	Ensure implementation of SEL practices <ul style="list-style-type: none"> - Weekly instruction in mindfulness of traits such as compassion and empathy - Monthly PBIS celebrations/recognitions - Small group instruction with using Zones of Regulation 	EOS System Monthly behavior reports	
Quality of School Climate and Safety	KCWP6	Ensure effective implementation of anti-bullying policies and procedures	Beginning of school year plans Use of EOS system PLP Monthly behavior reports	
Quality of School Climate and Safety	KCWP6	Ensure that classrooms operate within the school's guidelines of cultural responsiveness <ul style="list-style-type: none"> - Morning announcements and monthly celebrations with recognition of 	Morning Announcements Library Catalog	\$5000 Title I

		achievements within diverse cultures - Intentional purchase of Diverse school library books and resources		
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Year 2 Focus Areas

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

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

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

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

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

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



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_05082023_12:13

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

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

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

The mission of Southern Elementary is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

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

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

Focus Area 1: Culturally Responsive Teaching and Learning

Focus Area 2: Student Engagement / Classroom Management

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

The focus areas support all school goals

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Focus Area 1 Objectives - Culturally Responsive Teaching & Learning
Short-Term Changes: Teachers, support staff, and school administrators will develop an understanding of strategies that remove barriers to instruction related to language, behavior, mental health, and social emotional learning.

Long-Term Changes: Teachers, support staff, and school administrators will consistently utilize varied strategies that remove barriers of instruction related to language, behavior, mental health, and social emotional learning to improve student learning.

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

Focus Area 1 Intended Results

Student Outcomes: Increased student growth and achievement, reduced percentage of students scoring at the novice level

Educator Beliefs:

High Expectations

Growth Mindset

Student Centered Approach

Collaboration

Continuous Improvement

Educator Practices:

Knowing Students' Stories

Differentiated Instruction

Regular Assessments

Student Engagement

Technology Integration

Positive Relationships

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.)

What data will be considered and gathered? Formative Assessment Common Unit Assessment MAP Data KSA Data Student & Staff Surveys

Who is responsible for gathering data? Classroom Teachers Admins

How frequently will it be analyzed? Throughout the year, monthly, weekly, depending on assessment

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.

1. Increased engagement and participation of all students- when students feel seen, heard, and valued

2. Increased academic achievement - when students' cultural backgrounds and experiences are valued

3. Improved relationships between students and teachers - when students know teachers value them

4. Decreased discipline referrals and suspensions - When students are valued and engaged in the learning process

5. Increased cultural understanding - When students learn about other's backgrounds they are more respectful

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

The targeted audience for this professional learning is all teachers and support staff that work directly with students.

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.)

Resources needed for this professional learning include district staff for collaboration and training in specific strategies to use in classrooms, funds for trainers to come and present to staff, books/study guides specifically related to culturally responsive teaching and learning, release time for teachers to plan unit instruction with CRTL strategies.

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.

- **FCPS professional learning provided for administrators in DLM, cadre, and AP meetings**
- **District and school level coaching to work with teachers and support staff in job-embedded professional learning**
- **Teacher leadership and sharing experience and strategies that have a positive impact;**
- **Teachers meeting in PLCs at least monthly to analyze student work based on strategies learned**
- Release time for teachers to plan together using CRTL strategies and resources

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.

Student Engagement / Classroom Management

Short-Term Changes: Teachers, support staff, and school administrators will develop an understanding of how to clearly communicate classroom and school-wide rules and expectations and reinforce them consistently. Staff will develop an understanding of the importance of praising and recognizing students for their efforts and achievements. Staff will develop an understanding of the necessity of having consistent routines in and out of the classroom so that students transition smoothly. Staff will develop an understanding of the importance of giving feedback on student performance as a means to improve student engagement. Staff will

develop an understanding of the importance of getting to know their students which will help staff better understand student learning needs and ways to engage them in the classroom.

Long-Term Changes: Teachers, support staff, and school administrators will consistently build positive relationships with students; Staff will consistently use a variety of teaching strategies to keep students engaged and motivated to learn; Staff will consistently provide regular and timely feedback so students know how they're doing and what they need to do to improve;

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

Student Outcomes: Increased student growth and achievement, reduced percentage of students scoring at the novice level

Educator Beliefs: High Expectations Growth Mindset Student Centered Approach Collaboration Continuous Improvement

Educator Practices:

Knowing Students' Stories

Differentiated Instruction

Student Engagement

Timely and Meaningful Feedback

Positive Relationships

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? eOS referral data IC incident data Walkthrough data SEL observations

Who is responsible for gathering data? Classroom teachers Guidance Counselor Admin Team

How frequently will it be analyzed?

At least monthly at faculty meetings

As needed in PLC meetings

At least monthly with admin team & instructional leadership team

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.

1. **Improved student attendance - If students feel more motivated to come to school when they know their teachers are engaged and focused, they tend to achieve more.**
2. **Fewer discipline issues: When students understand the rules and expectations and feel connected to their teachers, they are more likely to follow the rules.**
3. **Improved academic performance: When students are engaged and focused, they tend to achieve more.**
4. **Stronger teacher-student relationships: Improved engagement and behavior can lead to stronger relationships.**

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

The targeted audience for this professional learning is all teachers and support staff that work directly with students.

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.)

Resources needed for this professional learning include district PBIS staff for collaboration and training in specific strategies to use in classrooms, books/study guides specifically related to classroom management and behavior (Lost at School Book Study), Release time for teachers to observe colleagues with strong management techniques


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.

- **FCPS professional learning provided for administrators in DLM, cadre, and AP meetings**
- **District and school level coaching to work with teachers and support staff in job-embedded professional learning**

- **Teacher leadership and sharing experience and strategies that have a positive impact;**
- **Teachers meeting in PLCs at least monthly to analyze walk through data and peer observation**
- Release time for teachers to observe colleagues

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Southern Elem PD Plan 23-24		.