



2022-23 Veterans Park Elementary Continuous Improvement Diagnostic

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Veterans Park Elementary School

Molly Dabney

4351 Clearwater Way
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.
Molly Dabney



2022-2023 Veterans Park Elementary 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?

Veterans Park Elementary School is located on the south side of Lexington in Fayette County. Veterans Park has approximately 691 students in grades K-5. This is a decrease of about 30 students from the previous school year. This can be attributed to families moving out of our district, city, or state many of which many were due to Covid residual impacts (job loss, divorce, etc). VPE has 5 homerooms in Kindergarten, First, Second, and Fourth, 6 homerooms in Third, and 4 homerooms in Fifth.

Last year VPE increased in size which can be attributed to in-person learning where we had previously lost students due to Covid. Pre Covid the building population was around 785 for a consistent 4 years. This year our enrollment has decreased from the previous year with about 30 fewer students in the building. The current student population is 69.81% Caucasian, 12.59% African American, 5.07% Asian, 5.33% Hispanic, 7.09% two or more races, and 0.11% other ethnic groups. Of the 691 students, we currently have 25.90% (179) of the students receive Free and/or Reduced Lunch. Veterans Park also services 14.18% (98) of the student population who are receiving special education services. Currently, VPE has 55 or 7.69% of our students who are receiving English Language Learner service and along with 22 or 3.18% who have exited ELL and are just being monitored. 24 or 3.17% of our students have active 504 plans to support them in their learning environment. 36 students or 5.12% of the student boy are formally identified as Gifted and Talented, only students in the 4th and 5th grade can be formally identified in GT areas. Finally, VPE has 4 students who are identified as homeless which is

At Veterans Park Elementary, the learning environment provides quality instruction in reading, writing, critical thinking, and problem-solving incorporated in all subject areas. There is a six-day rotation cycle where students receive instruction in art, library, music, STEM, Chinese, physical education, and technology. In grades, K-5 students are 1 to 1 with Chromebooks and all homeroom have IFP (interactive flat panels) to help provide instruction to students.

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 Veterans Park Elementary is to help all students achieve at high levels to ensure their success in school and life. It is our vision that the community of Veterans Park Elementary commits to helping the whole child learn at high levels.

As a result of that commitment: The staff takes responsibility for helping all students receive a quality education. Students are provided instruction of a guaranteed and viable curriculum in all areas. Students are provided with a safe environment to maximize educational achievement and to encourage a love of learning. The learning of each student is monitored through formative and summative assessments. The school supports the continuous learning and ongoing professional development of its educators. The school has a strong partnership with families and communicates the information they need to monitor and support the learning of their children.

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.

Veterans Park Elementary has the following notable achievements: - PTA School of Excellence - PTA Award Winner for Membership Improvement 2021-2022 - Kentucky PTA Librarian of the Year 2019 - Jessica Ault - District 7 Music Educator of the Year 2019 & KY Music Educator of the Year 2019 - Johnnie Bishop - Accredited School (Advanced Ed-Cognia) - 5 National Board Certified Teachers Currently on Staff - 2 Teacher Winners of Brite Ideas Grant Winners from Fayette County Education Foundation 2022 (Jessica Ault & Ashley Carter) - Community Partner IPM, Matt Schaffer, Golden Apple Winner 2022 for supporting initiatives at VPE.

Additional Information

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

N/A

Additional Information

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

N/A



2022-23 Phase Two: The Needs Assessment Veterans Park Elementary

2022-23 Phase Two: The Needs Assessment for Schools

Veterans Park Elementary School

Molly Dabney

4351 Clearwater Way
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.

Veterans Park Elementary has a leadership team that meets twice a month to review data and building needs that are then communicated with the staff. This team is made up of the following: Molly Dabney, Principal; Janet Bertrand, Assistant Principal; Patrice Burlew, Admin. Dean; Kayla Moon, Counselor; Allie Campell, Counselor; Paul Barth, Counselor; Andi Thayer, 5th Grade; Janisha Rawls, 4th Grade; Ashley Carter, 3rd Grade; Carol Grossi, 2nd Grade; Shelli Robeson, 1st Grade; Hannah Workman, Kindergarten; Holly Ely, Special Area; Amy Ray, Special Education; Katie Sproles, Technology; Linda Little, Jessica Mullannix & Missy Zepeda, Intervention. The leadership team meets on a regular basis on the first & third Tuesday mornings of the month before school. We also have an Administrative Team Meeting on the fourth Monday of the month. During these meetings, we document everything in our meeting minutes (which are housed in our schoolwide google handbook). We conducted various meetings in August/September to review the following sources of data: Fall 2022 MAP Data, Brigrance results from Fall of 2022, and Kentucky Summative Assessment (KSA) data that was administered to

third, fourth, and fifth graders last spring (2022). The team also reviewed the School Report Card, Attendance, Behavioral Reports, etc., and MAP Data in comparison to the fall of 2021. During our meeting, we used all of this data to reflect on the questions we had answered last year using the Key-Core Work Process Guiding Questions. These KCWP allowed us to review the 6 researched-based approaches and then utilize the Likert Score for each. When we had identified our needs last year and then reviewing our data this year it is evident that our focus needs to remain the same. This then allowed us to determine our continued leverages and concerns at Veterans Park Elementary.

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?

Goal 1: Proficiency: By 2023, the school will increase the combined (reading and math) percentage of proficient/distinguished students to 77.75%

Update - VPE Indicator Score 81.1, Combined % - Reading 62.0%, Math 63.0% -62.5%

Goal 2: By 2023, Veterans Park Elementary will increase the specific academic indicator (science, social studies, writing) percentage of proficient/distinguished students from 61.6% to 70.4%.

Update - VPE Indicator Score 76.1 (Science 68.9, Social Studies 75, Writing 84.4), Combined % - Science 41%, Social Studies 55%, Writing 65% - 53.67%

Goal 3 (State your achievement gap goal.): Gap: By 2023, Veterans Park Elementary will increase the reading proficiency rate for students who qualify for Free/Reduced Lunch status from 53.6% to 64.1%.

Update - Economically Disadvantage scoring proficient/distinguished in reading 34%

Goal 4: By 2023, Veterans Park Elementary will increase the growth rate of all students from 59.3 to 65.

Update - Growth data not generated.

The two priorities at VPE last year were: * Increase clarity of staff skill set in delivering instruction tied to our Kentucky State Standards and strengthen our instructional model to improve student achievement. * Increase staff skill set in behavioral management skills to reduce disruptive behaviors within the classroom allowing more instruction to take place and a positive impact on student learning. These priorities relate to the school goals in that they are going to impact all aspects of teaching and learning with the current state of rebounding from pandemic teaching. Without focusing on the behavior and delivery model we will not be able to target any of the needs within the building.

When reflecting on the current data our behavioral data has drastically improved showing great growth. We have continued to focus on KY standard clarity and working to ensure instruction is delivered at a high level and tier one instruction is rigorous at all levels.

ATTACHMENTS

Attachment Name



2021-2022 VPE Comprehensive School Improvement Plan



Key Core Work Processes 2022

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.

Behavioral: Discipline referrals were on the increase since we returned to in-person learning last February/March of 2021: * March-May 2021 - 20 referrals (5 students) * August 2021- May 2022 VPE had 255 student referrals. In previous years (pre-Covid) we would have between 70-90 for the entire year and the last school year had a significant increase in behavior referrals with our kindergarten students exhibiting the most Office Disciplinary Referrals (ODRs) with 148. VPE increased our professional learning in behavioral management strategies through Kagan learning and other district-sponsored activities to help address building-level concerns. This year as of November 1st we have had a total of 25 ODRs which is more on track for our typical numbers.

Academics: MAP Data has been a consistent source of reading and math data for VPE over the years. Math Fall of 2021 we had the following % of students above the 61%ile in math: Kindergarten - Not Assessed Last Year, First Grade - 62%, Second Grade - 56%, Third Grade - 63%, Fourth Grade - 62%, Fifth Grade - 68%.

Fall of 2022 we had the following % of students above the 61%ile in math: Kindergarten 62%, First Grade - 61%, Second Grade - 61%, Third Grade - 58%, Fourth Grade - 63%, Fifth Grade - 69%. All grade levels stayed very similar to the previous year's student scores.

Reading Fall of 2021 we had the following % of students above the 61%ile in reading: Kindergarten - Not Assessed, First Grade - 61%, Second Grade - 48%, Third Grade - 52%, Fourth Grade - 68%, Fifth Grade - 66%.

Fall of 2022 we had the following % of students above the 61stile in reading: Kindergarten - 49%, First Grade - 46%, Second Grade - 53%, Third Grade - 60%, Fourth Grade - 63%, Fifth Grade - 67%. All grade levels stayed very similar again in these areas.

Last year we did receive new KPREP data from the 2020-2021 school year although not all enrolled students took the assessment due to some students still learning at home. VPE did receive Kentucky Summative Assessment (KSA) Data this fall from spring of 2022 which has replaced the former KPREP test. Both our overall reading and math score were essentially the same with reading being 81 and math being 81.1 for an overall 81.1 indicator score and a rating of very high for those students in grades 3-5 who were tested last spring.

When looking at reading data for the past four years (without KPREP three years ago and now a new assessment of KSA) there is a slight decline in the percentage of students scoring proficient and distinguished last year but that has either maintained or increased this year. While this is a slight decline each year it is causing an increase in other areas (apprentice/novice).

When analyzing math KPREP data, Veterans Park had the following scores: 2018 72.7% were proficient/distinguished; 2019 71.3% were proficient/distinguished; 2020 NO DATA; 2021 60.5% were proficient/distinguished; 2022 63.5% were proficient/distinguished. Thus showing improvement.

The same thing has happened in reading over the past five years. 2018 71.1% of students scored proficient/distinguished; 2019 74.5% of students scored proficient/distinguished; 2020 NO DATA; 2021 59.6% of students scored proficient/distinguished; 2022 62.0% proficient/distinguished. Both of these increases have been slight but while we had a decrease over time the increases in both areas of 3% is showing growth and gains.

ATTACHMENTS

Attachment Name



MAP Comparison 2022-2023



VPE KSA vs. KPREP Data Analysis 2018-Current

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.

Current Academic State:-

Academics: MAP Data has been a consistent source of reading and math data for VPE over the years. Math Fall of 2021 we had the following % of students above the 61stile in math: Kindergarten - Not Assessed Last Year, First Grade - 62%, Second Grade - 56%, Third Grade - 63%, Fourth Grade - 62%, Fifth Grade - 68%.

Fall of 2022 we had the following % of students above the 61stile in math: Kindergarten 62%, First Grade - 61%, Second Grade - 61%, Third Grade - 58%, Fourth Grade - 63%, Fifth Grade - 69%. All grade levels stayed very similar to the previous year's student scores.

Reading Fall of 2021 we had the following % of students above the 61stile in reading: Kindergarten - Not Assessed, First Grade - 61%, Second Grade - 48%, Third Grade - 52%, Fourth Grade - 68%, Fifth Grade - 66%.

Fall of 2022 we had the following % of students above the 61stile in reading: Kindergarten - 49%, First Grade - 46%, Second Grade - 53%, Third Grade - 60%, Fourth Grade - 63%, Fifth Grade - 67%. All grade levels stayed very similar again in these areas.

Behavioral: Discipline referrals were on the increase since we returned to in-person learning last school year from August 2021- November 2021 VPE had 139 Office Disciplinary Referrals (ODRs) student referrals. This year from August 2022- November 2022 VPE has a total of 25 Office Disciplinary Referrals which is a significant decrease from the previous school year at the same time.

Kentucky Summative Assessment (KSA) for reading which students in grades 3-5 were tested are scoring the following: 27% of students are scoring distinguished; 35% of students are scoring proficient; 24% of students are scoring apprentice and 14% of students are scoring novice. With regards to the same students who took the KSA in grades 3-5 for math scored the following: 26% of students scored distinguished; 37% of students scored proficient; 22% of students scored apprentice and 14% of students scored novice.

Current State: - VPE currently has 687 students enrolled for the 2022-2023 school year which is down about 20 from the enrollment we had last year. These last three years are a decrease of roughly 90-100 students. In the four years prior to the

pandemic, VPE has kept enrollment numbers between 760-795 this decrease can be attributed to the current pandemic and families opting for homeschooling or private school. -53% of the student population is male and 46% are female. -25.39% of the student population qualifies for free and /or reduced lunch which has stayed pretty consistent over the last three years. -The largest ethnic group is white with 69.14% followed by African Americans at 12.37%, Asian at 5.24%, Two or more races 7.13%, Hispanic at 5.59%, and Native Hawaiian or Pacific Islander at 0.58%. - VPE's four-year attendance average is 96.49% of students in attendance each day. . The current school year we are staying consistent with our average attendance of 96.8%. 14.56% of the student population are receiving special education services -7.86% of the student population are actively receiving English Language Learner services and there is an additional 3.20% of the student population who are being monitored in the ELL department as they are RFP. - VPE has 186 students (27.07%) on Free/ Reduced Lunch. 5.39% of our students are formally identified as Gifted and Talented. 2 Students are listed as homeless and 26 students (3.78%) have a 504 plan. The PBIS Family Survey given in the spring of 2022 indicated families are very happy with the state of the school: 97.8% of families stated they felt comfortable sending their child to school. 97.8% also felt that their child was safe at school. The VPE Teacher Survey stated that 98% of families attended 1 or more parent-teacher conferences last school year (20-21).

ATTACHMENTS

Attachment Name



MAP Comparison 2022-2023



VPE KSA vs. KPREP Data Analysis 2018-Current

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.

MAP Reading Data Concerns 20% of second-grader fell below the 21%ile in reading and 37% of second-grade students fell below the 40%ile in reading 13% of third-graders fell below the 21%ile in reading and 27% fell below the 40%ile.

MAP Math Data Concerns 12% of second-grade students fell below the 21%ile in math and 32% of second-grade students fell below the 40%ile in math. 26% of our current Kindergarten students started school not ready for Kindergarten per the

Brigance assessment compared to only 45% last year and 30% in 2019. (Note 2020 the Brigance was not assessed).

KSA Concerns- Disparity between subgroups scoring proficient/distinguished and novice in reading and math.

ATTACHMENTS

Attachment Name



MAP Comparison 2022-2023



VPE KSA vs. KPREP Data Analysis 2018-Current

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.

When reviewing our data it is evident that those students who had the foundational reading skills established prior to the beginning of the pandemic made much more growth than those who did not. When looking at fourth and fifth grade reading both have 85% and 89% of students scoring above the 41%ile in reading MAP showing that tier one instruction is working. The same goes for the fourth and fifth-grade students in math where they have 83% and 79% scoring above the 41%ile in math MAP. Also, looking at our behavioral data and although it has a large increase these current behaviors are being demonstrated by 10 or fewer students meaning that 99% of the VPE students are adhering to the behavioral expectation of the PBIS systems we have in place.

ATTACHMENTS

Attachment Name



Key Core Work Processes 2022



VPE KSA vs. KPREP Data Analysis 2018-Current

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.

When working with the leadership team, over the last year few years it was determined that our two areas of concern at Veterans Park Elementary are #4 - Reviewing, Analyzing and Applying Data Results as well as #3 Design and Delivery Assessment in Literacy. When working through our SWOT analysis we were very critical of ourselves. We do collect a lot of data on students through MAP, FAST, Formative and Summative Assessments. This data is used to help drive our instruction or talk as a team about individual student needs in their tiered instruction. This has been a focus of our school years and continues to be an area of focus for the 2021-2022 school year where we have a significant reading gap with students and need to rely on data to drive and inform our instruction. VPE was aware that our current MTSS model was not necessarily moving kids or making the necessary changes needed to positively affect student learning four years ago therefore we have continued to fine-tune that process. This year with the additional ESSER funds we have been able to add an additional reading and a math intervention teacher to the staff. We then worked on revamping the system to better communicate data and make time to analyze this data to drive our instruction. We have also utilized district building subs to help support intervention when they are not needed to give additional support to those students in need. We will continue to review data throughout the year and make necessary adjustments. This year we will continue working on having our professional learning communities having a weekly focus on data in academic areas while focusing on learning intentions and success criteria for students. Ensuring the standards are understood by staff and that students are understanding their instruction outcome/intention is critical for successful delivery to students. Staff will continue working on

determining what assessment criteria will look like and how do we communicate that assessment criteria to our students to help them have ownership and understanding of their learning. Having staff utilizing the plan-do-study-act model when looking at student data will help to address the problem of practice in closing the gaps at VPE.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 VPE Comprehensive School Improvement Plan	2021-2022 CSIP Goals	• 2
 Key Core Work Processes 2022	VPE Break Down of the Key Core Work Processes	• 2 • 6
 MAP Comparison 2022-2023	Comparing MAP data from 2021-2022 school year to 2022-2023 school year.	• 3 • 4 • 5
 VPE KSA vs. KPREP Data Analysis 2018-Current	KASC reports comparing data from KPREP 2018-2019 school year to this past school year's data on the KSA.	• 3 • 4 • 5 • 6



Veterans Park Elementary 2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

Veterans Park Elementary School

Molly Dabney

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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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Veterans Park Elementary 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, Veterans Park Elementary will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 62.0%.

State Assessment Results in Math

- By 2025, Veterans Park Elementary will increase Math proficient and distinguished level to 70% as measured by KSA. Current level is 63.0 %.

State Assessment Results in Science

- By 2025, Veterans Park Elementary will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 41.0%.

State Assessment Results in Social Studies

- By 2025, Veterans Park Elementary will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 55.0%.

State Assessment Results in Combined Writing

- By 2025, Veterans Park Elementary will increase Combined Writing proficient and distinguished level to 72% as measured by KSA. Current level is 65.0%.

Achievement Gap

- By 2025, Veterans Park Elementary will decrease Novice of African American students in Reading to 15%.
- By 2025, Veterans Park Elementary will decrease Novice of student with a disability in Reading to 15%
- By 2025, Veterans Park Elementary will decrease Novice of African American students in Math to 15%.
- By 2025, Veterans Park Elementary will decrease Novice of student with a disability in Math to 15%.

English Learner Progress

- By 2025, Veterans Park Elementary will increase English Learner progress index to 62% as measured by KSA. Current level is 59.4 %.

Quality of School Climate and Safety

- By 2025, Veterans Park Elementary will increase the quality of school climate and safety index to 80% as measured by KSA. Current level is 76.8%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Veterans Park Elementary will increase P/D in Reading to 64%.	By 2024, Veterans Park Elementary will increase P/D in Reading to %.	By 2025, Veterans Park Elementary will increase P/D in Reading to %.
By 2023, Veterans Park Elementary will increase P/D in Math to 65%.	By 2024, Veterans Park Elementary will increase P/D in Math to %.	By 2025, Veterans Park Elementary will increase P/D in Math to %.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3

By 2023, Veterans Park Elementary will increase P/D in Science to 43%.	By 2024, Veterans Park Elementary will increase P/D in Science to %.	By 2025, Veterans Park Elementary will increase P/D in Science to %.
By 2023, Veterans Park Elementary will increase P/D in Social Studies to 57%.	By 2024, Veterans Park Elementary will increase P/D in Social Studies to %.	By 2025, Veterans Park Elementary will increase P/D in Social Studies to %.
By 2023, Veterans Park Elementary will increase P/D in Combined Writing to 67%.	By 2024, Veterans Park Elementary will increase P/D in Combined Writing to %.	By 2025, Veterans Park Elementary will increase P/D in Combined Writing to %.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Veterans Park Elementary will decrease Novice of African America students in Reading to 31%.</p> <p>By 2023, Veterans Park Elementary will decrease Novice of student with a disability in Reading to 37%.</p> <p>By 2023, Veterans Park Elementary will decrease Novice of African America students in Math to 28%.</p> <p>By 2023, Veterans Park Elementary will decrease Novice of student with a disability in Math to 40%.</p>	<p>By 2024, Veterans Park Elementary will decrease Novice in Reading to %.</p> <p>By 2024, Veterans Park Elementary will decrease Novice in Math to %.</p>	<p>By 2025, Veterans Park Elementary will decrease Novice in Reading to %.</p> <p>By 2025, Veterans Park Elementary will decrease Novice in Math to %.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By May 2023, Veterans Park Elementary will have 100% of English Learner students will grow by at least .5 in their composite score.	By 2024, Veterans Park Elementary will increase English Learner Progress index to % as measured by KSA. Current level is %.	By 2025, Veterans Park Elementary will increase English Learner Progress index to % as measured by KSA. Current level is %.

[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/ELA, Math Science, Social Studies Objectives	KCWP 1	PLC's are using the learning intentions and success criteria from the curriculum framework to plan instruction and assessments	PLC Observations Classroom Observations PLC Evidence (Meeting Minutes/Agendas)	N/A
Reading/ELA, Math Science, Social Studies Objectives	KCWP 2	Develop, implement and monitor PLC frameworks and protocol of non-negotiables (tight's)	PLC Observations	N/A
Reading/ELA, Math Science, Social Studies Objectives	KCWP 3	Collect and use students learning data from common unit assessments to inform classroom instruction and planning decisions. Data from assessments will be collected and organized systematically, using district technology resources.	Navigator products FCPS ROIS District Data Protocols	N/A
Reading/ELA Objectives	KCWP 2	Front Loading - background knowledge, targeting gaps for specific skills, tackling these in small groups Staff participating Common Assessments LETRS Training across the board	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A

		Common Root Words 3-5		
Math Objectives	KCWP 2	Small group instruction in math to ensure skill deficits are being targeted. Stronger differentiation at the Tier 1 level Simple Solutions Math	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Science Objectives	KCWP 2	Hands-on activities that are supported by visuals for student learning connected to real-life experiences. Embedded reading in content areas that are nonfiction text. Writing/ explaining scientific arguments at every grade level (Claims/ Reason/ Evidence) Science Simple Solutions in 4th grade	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Social Studies Objectives	KCWP 2	180 Days of Social Studies	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Combined Writing Objectives	KCWP 1	Peer/ Paragraph Editing	Classroom Observations & Walk Throughout PLC Evidence / Data	N/A
Reading/ELA, Math Science, Social Studies, Combined Writing, English Learner Progress	KWCP 4	Utilize formative assessment tool to monitor student learning by grade level and by standard to determine next steps and “just in time” supports.	ADAM District Common Unit Assessments	N/A
ELL Growth	KCWP 1	Intentional Vocabulary Instruction for ALL content area - Front loading and checking for understanding Verbalize what they are writing before writing	Classroom Observations & Walk Throughout	N/A

		Visual support, multisensory instruction	PLC Evidence / Data	
Achievement Gap & English Learner Progress	KWCP 5	Intervention and classroom teachers will collaborate to identify and align curriculum and instructional support for achievement gap students (ELL, African American, Special Education)	PLC Meeting Notes	N/A

Year 2 Focus Areas

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

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring

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 Veterans Park Elementary 2023-2024

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

Veterans Park Elementary School
Molly Dabney
4351 Clearwater Way
Lexington, null, 40515

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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 Veterans Park Elementary is to help all learners achieve at high levels to ensure their success in school and life.

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

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 - Our school's PLCs will use a PDSA model effectively to improve student learning and tier 1 instruction. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 2 - All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

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

By CLARIFYING what students must learn, MONITORING each student's learning, and TURNING DATA INTO INFORMATION, our PLC structure will in turn increase student achievement, improve our workforce, and better our organizational health and efficiency. Clarity brings about effectiveness, and there is no better way to ensure clarity than through an effective PLC structure.

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

4a. For the first focus area, what are the **specific** objectives for the professional

development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

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

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

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

Please describe in detail.

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

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

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

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

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

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

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attached document

ATTACHMENTS

Attachment Name



Veterans Park School-Based Professional Learning Plan 2023-2024

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.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p>Veterans Park School-Based Professional Learning Plan 2023-2024</p>	<p>VPE's PD plan</p>	<ul style="list-style-type: none"> • 1 • 2 • 3 • 4a • 4b • 4c • 4d • 4e • 4f • 4g • 5a • 5b • 5c • 5d • 5e • 5f • 5g