



## 2022-23 Wellington Phase One: Continuous Improvement Diagnostic for Schools

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**Wellington Elementary**  
**Julie Strange**  
3280 Keithshire Way  
Lexington, Kentucky, 40503  
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.

Julie Strange

9/25/2022



## 2022-23 Wellington 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?

Established in 2011, Wellington offers a facility designed for sustainability and provides students with a warm, safe, and challenging learning environment.

Wellington's enrollment for 2022-23 is 606 with the following makeup: Racial balance: 56% White, 20% Asian, 7% Black, 7% Hispanic, 9% two or more races. Free/reduced meal qualifiers: 37% English learners: 28% - two full time ELL teachers (19% active and 9% exited but monitored), Special Education: 14% (six full time Special Education certified teachers), Gifted and Talented: 4% (one full time Gifted and Talented certified teacher; this number is currently lower due to disruption in identification of students due to Covid-19 school closures and alternative learning platforms. This number will increase with continued in-person learning opportunities and evidence provided for identification in multiple areas).

Our school is unique in the fact that our students represent nearly 30 languages. With more than 120 active English Language Learners and approximately 50 who are monitored due to demonstrating language proficiency via ACCESS testing, our students have the support of two full time ELL teachers and a teaching staff well-versed in using translating tools as a part of daily instruction. Wellington values and recognizes cultural differences and seeks inclusion with all families. Talking Points is a schoolwide method of communication that offers translation for nearly 120 languages via mobile platform, aiding in the removal of language being a barrier in the educational process. One hundred percent of our families have access to and receive messages via this platform and approximately 28% receive messages in a language other than English.

Wellington has been fortunate to have an active and engaged Parent Teacher Association since opening in 2011. The PTA collaborates with Wellington's leadership, teachers, and families to provide meaningful family activities, recognitions for students, and supplemental resources for learning.

### 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.

Emblazoned on the rock wall of the foyer, teacher-made paintings herald our focus: critical thinking, problem-solving, communication, collaboration, creativity, adaptability, stewardship, and leadership. The building itself was designed as a teaching tool and is crafted of many sustainable features. Wellington's curriculum is aligned with the Kentucky Academic Standards and each grade level works

collaboratively as a professional learning community to design instruction to best meet the needs of its students and the standards for which each grade is responsible. Our teachers have collaborative discussions focused around best practices in instruction and monitoring of student progress. In addition to the Kentucky Core Academic Standards, students receive instruction in art, music, physical education, technology, guidance, STEM lab, band, and orchestra. Our children have access to a library that has both traditional book titles as well as e-books and other media resources. Wellington is now able to resume extracurricular offerings for our students including Art club, Chorus, Guitar club, Governor's Cup-Quick Recall, Student Technology Leadership Program, Robotics, and Girls Who Game. Other support programs include Speech, Occupational Therapy, Physical Therapy, Special Education Resource, Preschool, and full time Gifted and Talented Enrichment services.

### 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.

Wellington is proud to be a high performing school in the state of Kentucky. Our 2018-19 state assessment data earned High Proficiency and High Growth honors as well as Very High Achievement in the Separate Academic Indicator scoring area. Since opening in 2011, Wellington has been a high performing school, earning top rankings among elementary schools in Fayette County as well as the state of Kentucky. Our attendance data has been the highest among elementary schools in Fayette County in October and November 2019 and has also been recognized for having the highest growth from the previous year two months in a row! Wellington has had a very successful Quick Recall team, earning Runner-up at the District Governor's Cup competition in 2015 and 2019 and a finalist since 2016. Wellington has also had students progress to the state and national levels of competition in the PTA Reflections contest the past 9 years. Wellington has had students consistently place at the district and state level in STLP as well.

### 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.

NA

### 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 Wellington: The Needs Assessment for Schools

2022-23 Phase Two: The Needs Assessment for Schools

**Wellington Elementary**  
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3280 Keithshire Way  
Lexington, Kentucky, 40503  
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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.

Wellington staff had various opportunities to review, analyze, and reflect upon data included in this Needs Assessment. Fall 2022 NWEA MAP data, and Spring 2022 KSA data were used to find strengths and areas of growth among subgroups and programs. All certified staff (K-5 teachers, Special Area, Special Education, Intervention, ELL, and other support staff) reviewed this data during a staff meeting. Focus groups including the Instructional Leadership Team, PBIS Team, and MTSS Team also reviewed the data. The Instructional Leadership Team is a guiding coalition of teacher leaders from each grade level, K-5, ELL and Special Education representatives who collaborate with our Administrative team. This team meets approximately two times per month to review academic progress data, implementation of the PLC process, and instructional practices. Wellington's PBIS team is comprised of teacher leaders with the following representation: two primary, one intermediate, one special area, one Special Education, one Counselor, and at least one Administrator. This team meets monthly to review school-wide



behavior data and the effectiveness of processes for positive behavior supports and interventions.

Tier 2 and 3 behavior data, counseling and behavior referrals, and other data are reviewed monthly by the Guidance Counselor and mental health specialists as well as the Principal and/or Assistant Principal and Administrative Dean. Wellington's MTSS team membership includes not only the Administrative staff, but also our Counselor and mental health specialists, ELL teachers, Intervention teacher, Family Resource Center Coordinator, Speech Language Pathologist, and School Psychologist. This team meets monthly to review academic and behavior data, making adjustments and recommendations as needed based on student progress data. This team also reviews Tier 3 student progress to determine next steps including the possibility of Special Education referral. The Intervention Team will collaborate with the Administrative Team on a deeper level to cross-reference data, identifying not only groups of students, but individual students to ensure that intervention and other supports are being provided and progress toward standard mastery is being monitored. The process used for all stakeholder groups included "I notice, I wonder" protocol (Solution-Tree) and SWOT protocol (ASCD). Whole school, grade level, and subgroup data including ethnicity and programming, were analyzed throughout the Needs Assessment. All agendas, notes, and/or minutes of these meetings are documented in Google Docs located in Google Drives that all members have access to.

### 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?

Throughout the course of the 2021-22 school year, we have focused on improving and sustaining the PLC process to increase Teacher Clarity (Almarode & Vandas, 2018) to better meet the Tier I learning needs of all students and increase levels of proficiency in the areas of Reading, Math, and Science specifically. Grade level teams have collaborated to deconstruct standards, design common formative and summative assessments, and plan lessons aligned to the intent of the grade level standard to ensure mastery in each of these subject areas. Teachers utilize the PLC process regularly to collaborate with each other and an Administrator, producing work products including, but not limited to standards deconstruction documents, grade level team planning documents, common formative and summative assessments and data, and team-created exemplars to demonstrate mastery expectations and increase clarity among teachers. This has been a successful course of action, as it has allowed continued conversation and deeper understanding from teacher-to-teacher, eliminating the "silo-effect" that can happen if collaborative planning is not utilized.

We continue to refine our MTSS process, academically and behaviorally, and have specifically focused on reviewing student schedules and services to increase coherent access to instruction. Student groupings for reading and math intervention were adjusted as data indicated a need to do so, specific skill deficits were further identified and students were regrouped as needed. We further refined

our formative and summative data analysis process to include conversation among teachers regarding successful instructional practices and focus on strategies that may be shared among teacher teams.

Students receiving Special Education services in the resource and coteach settings had adjustments to schedules mid-semester last year, to increase the access and opportunity to Tier 1 content with prolonged support in a coteach setting versus several shorter chunks of coteaching throughout the day. We will continue to monitor learning data and make adjustments as needed to ensure consistency and coherence in schedule and delivery of instruction are present for these students.

## 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.

While state assessment data for the 2020-21 school year was not released, Wellington is working to show improvement in a variety of areas. Based on state assessment data and MAP data, Special Education is an area of focus. In reading and math, a significant gap exists between our students receiving special education services and those who do not receive services. Our students who are economically disadvantaged score lower than their peers in reading and math.

There is also a large discrepancy between girls and boys reading scores in third and fourth grade. Our social studies scores have significantly decreased since our last state assessment. Since this was the first year for the new assessment, this will be a baseline score for us moving forward.

Wellington student attendance and behavior data remain strong, causing little reason for concern at the schoolwide level.

## 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.

Kentucky Summative Assessment data indicates the following:

**General**

Wellington's overall score on the Kentucky Summative Assessment (KSA) was 74, which is right in the middle of the "High" category. Reading/math, science/social studies high, English learner progress very high, quality of school climate and safety high. Reading Index: 78.5, Math Index: 74.1, Science Index: 69.8, Social Studies Index, 68.7, Combined Writing: 74.8 White and Asian students had the highest levels of proficiency across subject areas. An achievement gap exists between students who are English Language Learners, Special Education, and Economically Disadvantaged and White and Asian students across subject areas. Achievement gaps range from as few as 13 points in Writing (ELL/White students) to as many as 36 points in Science (Special Education/Asian students). Students who are ELL and Economically Disadvantaged have more similar levels of proficiency, with a gap of only 3-5 points in Reading, Math, Science, and Writing, and 12 points in Social Studies.

**Reading (KSA)**

Wellington's data had higher levels of proficiency and lower levels of novice than both the district and state. Combined Reading had the highest level of proficiency of the subject areas, with 61% scoring P/D. Reading achievement in grades 3, 4, and 5 had similar levels of proficiency at 62-63% P/D. Female students significantly outperformed male students in grades 3-5. Third grade: Special education students had the lowest level of proficiency (30% P/D) and showed the greatest gap of achievement. Fourth grade: Special education and ELL students had the lowest level of proficiency (35 and 40%) and showed the greatest gap in achievement. Fifth grade: Fifth grade students had the lowest percentage of Novice students at, at 10%. Hispanic students and ELL students had the lowest level of proficiency (30 and 24%) and showed the greatest gap in achievement.

**Math (KSA)**

Wellington's data had higher levels of proficiency and lower levels of novice than both the district and state. Combined math achievement was lower than Reading and lower than previous years. Sixty-two percent of fourth and fifth grade students (each) scored P/D. Third grade: Much lower level of proficiency than other grades (46%); Similar achievement among males and females; Asian students had highest level of achievement; Students of 2 or more races and economically disadvantaged students had the lowest level of proficiency (18 and 36% P/D) and showed the greatest gap of achievement; Students of 2 or more races had the highest percentage of Apprentice students, providing an opportunity for growth. Fourth grade: ELL and economically disadvantaged students had the lowest levels of proficiency (25 and 48%) and showed the greatest gap in achievement; Female

students outperformed male students by 14 points. Fifth grade: Fifth grade students had the lowest percentage of Novice students at, at 12%; Male students outperformed female students by 9 points; Special education and ELL students had the lowest level of proficiency (42 and 35%) and showed the greatest gap in achievement.

### **Science (KSA)**

Wellington students had higher levels of proficiency than students in our district and state; Forty-three percent of students scored P/D; an increase of 11 points from the previous year; Only 8% of students scored Novice; Female students outperformed male students by 13 points.; Special education students showed the lowest proficiency at 12%, however 71% of students with disabilities scored Apprentice; Asian students had the highest level of proficiency (45% P/D; The majority of students in all subgroups except Asian had the largest amount of students score in the Apprentice range.

### **Social Studies (KSA)**

Wellington students had higher levels of proficiency than students in our district and state; Students scored novice at a higher level than other subject areas (24%); ELL and Special Education students had the lowest level of proficiency (35 and 42%) and showed the greatest gap in achievement; Student proficiency levels were relatively consistent among other subgroups, however, ranging from 44 to 58% P/D.

### **Editing and Mechanics (KSA)**

Sixty-one percent of students scored P/D ; Only 11% of students scored Novice; There was no significant difference in achievement between male and female students; ELL students had the lowest level of proficiency (35%) and showed the greatest gap in achievement; Student proficiency levels were relatively consistent among other subgroups, however, ranging from 56 to 63% P/D.

### **On Demand Writing (KSA)**

Forty-seven percent of students scored P/D on the On Demand Writing portion; Only 9% of students were Novice, with a large portion (44%) scoring Apprentice; Female students significantly outperformed male students by 19 points; Asian and male students had the lowest level of proficiency (33 and 39%) and showed the greatest gap in achievement; Student proficiency levels were relatively consistent among other subgroups, however, ranging from 44 to 58% P/D.

## **ATTACHMENTS**

### **Attachment Name**

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Student Growth Summary by Grade

Priorities/Concerns

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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.

Special Education and ELL students are persistently behind grade level peers in both Reading and Math proficiency. Special Education proficiency in reading and math ranged from 30 and 35% P/D in Reading and 42% P/D in Math. This group of students ranges from the 10-38%ile in math achievement and 3-14%ile in reading achievement on the NWEA MAP Student Growth Summary from Fall 2021-22. ELL proficiency in reading and math ranged from 24-40% P/D in Reading and 25-35% P/D in Math. This group of students ranges from 74-92%ile in math achievement and 81-82% in reading achievement on the NWEA MAP Student Growth Summary from Fall 2021-22. Third grade math proficiency levels were low at 46% P/D, however the same cohort of students show the 70%ile in math achievement on the NWEA MAP Student Growth Summary from Fall 2021-22.

## **ATTACHMENTS**

### **Attachment Name**

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SGS - Ethnicity



SGS by Program

### **Strengths/Leverages**

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Reading achievement in grades 3, 4, and 5 had similar levels of proficiency at 62-63% P/D and achievement percentiles for these groups of students ranges from 70-85% on the NWEA MAP Student Growth Summary from Fall 2021-22. This data indicates a strong level of readiness to read on grade level and demonstrate mastery of standards.

Third grade math proficiency levels were low at 46% P/D, however the same cohort of students show the 70%ile in math achievement on the NWEA MAP Student Growth Summary from Fall 2021-22.

Sixty-two percent of fourth and fifth grade students (each) scored P/D on KSA Math assessment, however, and the remaining students of this cohort scored at the 82%ile in achievement on the NWEA MAP Student Growth Summary from Fall 2021-22.

Science scores increased by 11 points from 2021-22. A large number of students in each subgroup scored in the Apprentice rather than the Novice range, providing evidence of potential for moving toward proficiency with additional feedback.

Student proficiency levels were relatively consistent among other subgroups, however, ranging from 44 to 58% P/D in Social Studies. Gaps among subgroups were decreased among 5th graders more than other grade levels.

Editing and Mechanics had very low percentages of Novice (11%) and 61% scored P/D. While there is room for improvement in proficiency with On Demand Writing, strength in this area provides evidence of student understanding and application of instructional strategies.

### 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.

See Key Elements Template attached.

## **ATTACHMENTS**





### **Attachment Name**

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2022 Key Elements Template

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2022 Key Elements Template	Reflection on Key Core Work Processes	• 7
 SGS - Ethnicity		• 5
 SGS by Program		• 5
 Student Growth Summary by Grade		• 4





## 2022-23 Wellington Phase Two: School Assurances

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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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# Wellington Elementary School 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, **Wellington Elementary** will increase Reading proficient and distinguished level to **70%** as measured by KSA. Current level is **63%**.

### State Assessment Results in Math

- By 2025, **Wellington Elementary** will increase Math proficient and distinguished level to **64%** as measured by KSA. Current level is **57%**.

### State Assessment Results in Science

- By 2025, **Wellington Elementary** will increase Science proficient and distinguished level to **51%** as measured by KSA. Current level is **44%**.

### State Assessment Results in Social Studies

- By 2025, **Wellington Elementary** will increase Social Studies proficient and distinguished level to **62%** as measured by KSA. Current level is **55%**.

### State Assessment Results in Combined Writing

- By 2025, **Wellington Elementary** will increase Combined Writing proficient and distinguished level to **62%** as measured by KSA. Current level is **55%**.

#### Achievement Gap

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

#### English Learner Progress

- By 2025, **Wellington Elementary** will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

#### Quality of School Climate and Safety

- By 2025, **Wellington Elementary** will increase the quality of school climate and safety index to **86.5** as measured by KSA. Current level is **79.5**.

#### Graduation Rate

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

#### Post-Secondary Readiness

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

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Wellington Elementary</b> will increase P/D in Reading to <b>65.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Reading to <b>67.7%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Reading to <b>70%</b> .
By 2023, <b>Wellington Elementary</b> will increase P/D in Math to <b>59.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Math to <b>61.7%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Math to <b>64%</b> .

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Wellington Elementary</b> will increase P/D in Science to <b>46.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Science to <b>48.7%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Science to <b>51%</b> .
By 2023, <b>Wellington Elementary</b> will increase P/D in Social Studies to <b>57.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Social Studies to <b>59.7%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Social Studies to <b>62%</b> .
By 2023, <b>Wellington Elementary</b> will increase P/D in Combined Writing to <b>57.3%</b> .	By 2024, <b>Wellington Elementary</b> will increase P/D in Combined Writing to <b>59.7%</b> .	By 2025, <b>Wellington Elementary</b> will increase P/D in Combined Writing to <b>62%</b> .

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <b>Wellington Elementary</b> will decrease novice in Reading to <b>19.7 %</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Reading to <b>17.3%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Reading to <b>15%</b> .
By 2023, <b>Wellington Elementary</b> will decrease novice in Math to <b>16.7%</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Math to <b>14.3%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Math to <b>12%</b> .



By 2023, <b>Wellington Elementary</b> will decrease novice in Science to <b>6%</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Science to <b>5%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Science to <b>4%</b> .
By 2023, <b>Wellington Elementary</b> will decrease novice in Social Studies to <b>21%</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Social Studies to <b>18%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Social Studies to <b>15%</b> .
By 2023, <b>Wellington Elementary</b> will decrease novice in Combined Writing to <b>8%</b> .	By 2024, <b>Wellington Elementary</b> will decrease novice in Combined Writing to <b>7%</b> .	By 2025, <b>Wellington Elementary</b> will decrease novice in Combined Writing to <b>6%</b> .

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

Additional Goal- Optional		
Year 1	Year 2	Year 3

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

## Year 1 Focus Areas

<b>PLC: Wellington will utilize the PLC Process and PDSA model effectively to improve student learning.</b> <b>(Foundational PDSA : Plan- Do - Focus on Learning)</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 2</a>	Develop, implement, and monitor strong, effective PLCs utilizing the district PLC framework and protocol. Capacity will be built with grade level team leaders for facilitating effective PLC meetings and data analysis.	PLC agendas, ILT agendas, lesson plans, classroom observations, walk through data.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 1 &amp; 2</a>	Provide ongoing professional learning on district PLC and Unit Frameworks, emphasizing the connection to the learning intentions, success criteria, and formative assessment data to plan instruction. Opportunities for coaching, professional learning, and data analysis will occur.	PLC agendas, lesson plans, formative assessments and data, coaching plans, classroom observations, walk through data.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 2 &amp; 3</a>	Provide ongoing professional learning on differentiation strategies and provide feedback regarding implementation to increase student learning outcomes. Coaching and feedback will be provided in the planning and implementation phases.	Professional learning agendas, coaching plans, classroom observations, walk through data.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 3 &amp; 4</a>	Collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using technology and district resources as much as possible.	Formative assessment data	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 1, 2, &amp; 3</a>	Collaborate as grade level and vertical teams to create exemplars, discuss expectations for student mastery, and analyze student work samples.	PLC and vertical team agendas, work products, student work samples.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 1 &amp; 2</a>	Intentional planning and collaborative teaching with the Gifted and Talented Teacher to design lessons to provide enrichment and differentiation.	Lesson plans, classroom observations, walk through data.	

Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 3 &amp; 4</a>	Collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for students.	Formative assessment data, MAP data, ACCESS data, DESSA data, PBIS data.	
ELL Progress, Achievement Gap	<a href="#">KCWP 1, 2, &amp; 6</a>	Provide training to teachers and support staff on diversity, equity and inclusion to develop a common language/framework to be integrated in the curriculum planning, review and feedback process and included in the PLC process.	DEIB Lead, DEIB Committee, lesson plans, classroom observations, walk through data.	
Reading, Math, Science, SS, Combined Writing, ELL Progress, Achievement Gap	<a href="#">KCWP 3 &amp; 4</a>	Utilize student data to inform coaching and actionable feedback for teachers.	Formative data, MAP data, ACCESS data, PBIS data, DESSA data, classroom observations, walk through data.	
<b><u>Progress Monitoring</u></b>				

<b>Culture/Climate: Wellington 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.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
	KCWP <a href="#">5</a> & <a href="#">6</a>	Design and develop effective Family and Community Engagement (FACE) processes for increased engagement of families and community partners.	FACE Committee, FACE Lead, DEIB Committee, DEIB Lead, surveys, PTA membership, volunteer hours/log	n/a District support for FACE learning and resources
	KCWP <a href="#">5</a> & <a href="#">6</a>	Identify and provide opportunities for students/families to engage in culturally responsive and multilingual family literacy programs.	FACE Committee, FACE Lead, DEIB Committee, DEIB Lead, professional learning agendas and schedule, FRC events	n/a District support for FACE & DEIB learning and resources
	<a href="#">KCWP 6</a>	Provide ongoing professional learning for teachers and staff in the area of Culturally Responsive	DEIB Lead, DEIB Committee,	Additional DMHS support; district

		Teaching and Learning (CRTL) and Trauma Informed Care practices.	Counselor/DMHS Support, Classroom observations, walk through data, professional learning agendas and schedule	support for DEIB learning and resources
	<a href="#">KCWP 5</a>	Continue to learn, develop, and improve design and implementation of multi-tiered systems of support (MTSS) for academics and behavior	Classroom observations, walk through data, PBIS data, formative assessment data, DESSA data	MTSS Lead Administrative Dean
<b><u>Progress Monitoring</u></b>				

### **Year 2 Focus Areas**

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

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

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

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

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

### 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 Wellington Phase Four: Professional Development Plan for Schools

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

**Wellington Elementary**  
**Julie Strange**  
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## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

All Wellington students will receive high-quality instruction in a positive and encouraging environment to ensure high levels of learning for all.

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.

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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.

Wellington's top focus areas are Culture/Climate and Accelerating Learning.

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

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

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.)

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.**

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

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.)

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.

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.

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

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.)

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.**

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

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.)

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.

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)
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