



2022-23 Phase One:
Continuous Improvement Diagnostic for Schools

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1

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

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

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

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

Please enter your name and date below to certify.

Kevin Payne

September 26, 2022



2022-23 Phase One:
Executive Summary for Schools

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

2022-23 Phase One: Executive Summary for Schools

Description of the School

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

School For the 2022-23 school year, the student population has dropped some because of the pandemic situation. We have several students who went to private school or homeschool, and hope they will return when it is safe. We are currently educating approximately 760 students. Our current student enrollment consists of 57% Caucasian, 21% African-American, 11% Hispanic, 4% Asian, 7% other. Roughly 48% of the student population qualifies for free or reduced lunch, 5% are designated as English Language Learners, and 11% receive special education services.

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.

Southern Middle School's Mission States: Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. Southern Middle school offers advanced classes in all of the core subjects as well as response to intervention in reading and math. We have intervention/extension for all students during 1st period. This time is used for both enriching learning and addressing GAPS in content. Our exploratory classes include arts & humanities, practical living, and foreign languages.

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.

Over the last four years, our PBIS team has worked diligently at focus areas and school-wide procedures in the building and there has been a decrease in behavior office referrals year to year. Last year we implemented the eOS System which focuses more on positive behavior and relates expectations to real world situations. This led us to earning "Silver" status as a PBIS School. Our suspensions and referrals dropped dramatically throughout the school year. It has connected with the kids, has allowed us to decrease lost instruction time, and improve student learning.

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.

Complete with information gathered from stakeholders.

Additional Information

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

Southern Middle is moving towards a pre-academy model where exploratory classes will make real-world connections with students. We want our kids to know what is beyond middle school. This will begin this year as 8th grade students take an Academy Class their last quarter. Students were given choice in this and will have a class that interests them. Also, these classes will tie to the Academy Model at our feed high school, TCHS.



2022-23 Phase Two:
The Needs Assessment for Schools

Southern Middle School
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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.

Attach.

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?

Attach.

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.

Attach.

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.

Attach.

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.

Attach.

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.

Attach.

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.

Attach.



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2022-23 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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Southern Middle's Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for high schools include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety

- o Postsecondary Readiness
- o Graduation Rate

Explanations/Directions

Goal: Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in reading and mathematics

<p>Goal 1 (State your reading and math goal.):</p> <p>State Assessment Results in Reading</p> <ul style="list-style-type: none"> By 2025, Southern Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 42%. <p>State Assessment Results in Math</p> <ul style="list-style-type: none"> By 2025, Southern Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 34%. 					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Southern Middle will increase P/D in Reading to 48% .	KCWP 2 Classroom Design and Deliver Instruction	On average 1 time a week students will complete an “Article of the Week” assessment using instruction materials including but not limited to NewsELA, Common Lit, Scholastic, etc.	Measures of Success will include documentation of specific activities for Article of the week and student results in Unit PLC Documents.	Administration and department chair will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	Title 1 funds for Scholastic and NewsELA
	KCWP 3 Classroom Design and Deliver Assessment Literacy				
	KCWP 2 Classroom Design and Deliver Instruction	All Reading teachers will be trained in Kagan and implement appropriate Kagan strategies into lessons to increase engagement and active participation/discussion in the classroom.	<p>Completion of 12 Hour Kagan Training</p> <p>Documentation of Kagan Strategies and Activities in Unit PLC Documents.</p> <p>Students using Kagan strategy during class discussion.</p>	Administration will be able to access documentation from PLC documents and monitor use of Kagan Strategies with the walkthrough data tool.	ESSER Funding for Kagan Training and Kagan Materials for teachers.

Goal 1 (State your reading and math goal.):

State Assessment Results in Reading

- By 2025, **Southern Middle** will increase Reading proficient and distinguished level to **60%** as measured by KSA. Current level is **42%**.

State Assessment Results in Math

- By 2025, **Southern Middle** will increase Math proficient and distinguished level to **55%** as measured by KSA. Current level is **34%**.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Instructional para positions will be purchased and utilized in general reading classes where scheduling allows.	Increased summative assessment scores and years growth achieved on the Spring MAP assessment.		ESSER
Objective 2: By 2023, Southern Middle will increase P/D in Math to 41% .	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Students will utilize Imagine Math an average of 60 minutes a week (or 2 lessons a week)	Measures of Success will include half years growth and full years growth on Math MAP by the end of the school year.		Funded by FCPS
	KCWP 2 Classroom Design and Deliver Instruction	All Math teachers will be trained in Kagan and implement appropriate Kagan strategies into lessons to increase engagement and active participation/discussion in the classroom.	<p>Completion of 12 Hour Kagan Training</p> <p>Documentation of Kagan Strategies and Activities in Unit PLC Documents.</p> <p>Students using Kagan strategy during class discussion.</p>	Administration will be able to access documentation from PLC documents and monitor use of Kagan Strategies with the walkthrough data tool.	ESSER Funding for Kagan Training and Kagan Materials for teachers.

Goal 1 (State your reading and math goal.): State Assessment Results in Reading <ul style="list-style-type: none">By 2025, Southern Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 42%. State Assessment Results in Math <ul style="list-style-type: none">By 2025, Southern Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 34%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Instructional para positions will be purchased and utilized in general reading classes where scheduling allows.	Increased summative assessment scores and years growth achieved on the Spring MAP assessment.		ESSER

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): State Assessment Results in Science <ul style="list-style-type: none">By 2025, Southern Middle will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 23%. State Assessment Results in Social Studies <ul style="list-style-type: none">By 2025, Southern Middle will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 39%. State Assessment Results in Combined Writing <ul style="list-style-type: none">By 2025, Southern Middle will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Southern Middle will increase P/D in Science to 30% .	KWCP 3 Design and Deliver Assessment Literacy: KWCP 4 Review, Analyze and Apply Data.	At least 1 time a unit students will be given an assessment that requires application of science concepts learned in the unit to a new phenomenon.	Measures of Success will include documentation of assessment and student results in Unit PLC Documents or Amplify platform.	Science teachers will share at department meetings when and what assessment was given. Administration will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	No funding needed
	KCWP 2 Classroom Design and Deliver Instruction	All Science teachers will be trained in Kagan and implement appropriate Kagan strategies into lessons to increase engagement and active participation/discussion in the classroom.	Completion of 12 Hour Kagan Training Documentation of Kagan Strategies and	Administration will be able to access documentation from PLC documents and monitor use of Kagan Strategies with the walkthrough data tool.	ESSER Funding for Kagan Training and Kagan Materials for teachers.

Goal 2 (State your science, social studies, and writing goal.):

State Assessment Results in Science

- By 2025, **Southern Middle** will increase Science proficient and distinguished level to **45%** as measured by KSA. Current level is **23%**.

State Assessment Results in Social Studies

- By 2025, **Southern Middle** will increase Social Studies proficient and distinguished level to **60%** as measured by KSA. Current level is **39%**.

State Assessment Results in Combined Writing

- By 2025, **Southern Middle** will increase Combined Writing proficient and distinguished level to **60%** as measured by KSA. Current level is **45%**.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Activities in Unit PLC Documents.		
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	At least 1 time per week Science Teachers will conduct “Just in Time” interventions during AL with specific students based on assessment data.	Measures of success will include increased student mastery on summative assessments for students identified on Name & Claim and “Just in Time” pull out groups.	Administration will conduct fidelity checks/walkthroughs during Academic Leadership. Artifacts will include walkthrough data, Name and Claim lists in PLC documents, and “Just in Time” Students lists.	No funding needed.
Objective 2: By 2023, Southern Middle will increase P/D in Social Studies to 46% .	KWCP 3 Design and Deliver Assessment Literacy: KWCP 4 Review, Analyze and Apply Data.	At least 1 time a unit students will complete a DBQ (Data Based Questionnaire) styled assessment which applies concepts learned in the unit aligned the compelling questions from the inquiry based standards.	Measures of Success will include documentation of assessment and student results in Unit PLC Documents or another form of assessment analysis.	Social Studies teachers will share at department meetings when and what assessment was given. Administration will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	Possible funding needed for Online DBQ access if FCPS does not provide. Title funds can be used if needed.

Goal 2 (State your science, social studies, and writing goal.): State Assessment Results in Science <ul style="list-style-type: none">By 2025, Southern Middle will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 23%. State Assessment Results in Social Studies <ul style="list-style-type: none">By 2025, Southern Middle will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 39%. State Assessment Results in Combined Writing <ul style="list-style-type: none">By 2025, Southern Middle will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 45%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 2 Classroom Design and Deliver Instruction	All Social Studies teachers will be trained in Kagan and implement appropriate Kagan strategies into lessons to increase engagement and active participation/discussion in the classroom.	Completion of 12 Hour Kagan Training Documentation of Kagan Strategies and Activities in Unit PLC Documents.	Administration will be able to access documentation from PLC documents and monitor use of Kagan Strategies with the walkthrough data tool.	ESSER Funding for Kagan Training and Kagan Materials for teachers.
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	At least 1 time per week Social Studies Teachers will conduct “Just in Time” interventions during AL with specific students based on assessment data.	Measures of success will include increased student mastery on summative assessments for students identified on Name & Claim and “Just in Time” pull out groups.	Administration will conduct fidelity checks/walkthroughs during Academic Leadership. Artifacts will include walkthrough data, Name and Claim lists in PLC documents, and “Just in Time” Students lists.	No funding needed.

Objective 3: By 2023, Southern Middle will increase P/D in Combined Writing to 50% .	KCWP 2 Strategic Level Design and Deliver Instruction	Writing Teachers will develop a school wide graphic organizer that can be used by all contents for writing a 5 paragraph essay	Development of a school wide graphic organizer by the end of the 2nd nine weeks.	Artifacts will include writing department meeting mins, an a finalized graphic organizer.	No Funding Needed
	KCWP 2 Classroom Level Design and Deliver Instruction	Writing Teachers will instruct students on how to effectively use the writing graphic organizer.	All students will have received instruction on and used the school wide graphic organizer successfully.	Artifacts will include documentation in PLC document, walkthrough data, and samples of student work.	No Funding Needed
	KCWP 2 Classroom Design and Deliver Instruction	All Writing teachers will be trained in Kagan and implement appropriate Kagan strategies into lessons to increase engagement and active participation/discussion in the classroom.	Completion of 12 Hour Kagan Training Documentation of Kagan Strategies and Activities in Unit PLC Documents.	Administration will be able to access documentation from PLC documents and monitor use of Kagan Strategies with the walkthrough data tool.	ESSER Funding for Kagan Training and Kagan Materials for teachers.
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	At least 1 time per week Writing Teachers will conduct “Just in Time” interventions during AL with specific students based on assessment data.	Measures of success will include increased student mastery on summative assessments for students identified on Name & Claim and “Just in Time” pull out groups.	Administration will conduct fidelity checks/walkthroughs during Academic Leadership. Artifacts will include walkthrough data, Name and Claim lists in PLC documents, and “Just in Time” Students lists.	No funding needed.

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Students with disabilities at <i>Southern Middle</i> will decrease novice in reading and math to 48% and 50%	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Students in Resource Math and or Math Strategies classes will use Imagine Math an average of 2-3 times a week.	Measures of success will include data from Imagine Math, progress monitoring data on IEP math goals, and years growth shown on MAP by the end of the school year.	Artifacts of implementation will include progress monitoring data on IEP goals, walkthrough data, and Imagine Math data.	FCPS funds Imagine Math
		Students in Resource Reading and Ready Strategy classes will use FLEX Literacy an average of 2-3 times a week.	Measures of success will include data from FLEX Literacy, progress monitoring data on IEP reading goals, and years growth shown on MAP by the end of the school year.	Artifacts of implementation will include progress monitoring data on IEP goals, walkthrough data, and FLEX Literacy data.	FCPS funds FLEX Literacy
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Evidence based strategies will be used in small group pull outs for students in co-teaching reading and math classes with IEP's an average 1 time a week.	Measures of success will include increased scores on summative assessments and years growth in MAP by end of the year.	Artifacts of implementation will include documentation in PLC documents and walkthrough data.	
Objective 2: By 2023, Students who are ELL Plus	KCP 2 Classroom Design and Deliver Instruction	All ELL students will be scheduled in to an English Language	Measures of success will include mid year	Artifacts of implementation will include English Language	District provided full time ELL teacher.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Monitored at <i>Southern Middle</i> will decrease novice in reading and math to 46% and 50%		Development class with the ELL Teacher which will take place throughout the school year.	and years growth at the Winter and Spring Reading MAP scores and Apprentice or higher scores on district common assessments.	Development class rosters, walkthrough data, and MAP and Common Assessment data.	
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	RFEP students will receive Tier 2 interventions during Just in Time pull outs, Math/Reading AL Class, and/or Reading or Math RTI classes	Measures of success will include apprentice or higher scores on district common assessments and years growth in MAP by end of the year.	Artifacts of implementation will include documentation in PLC documents (Just in Time Groups), class rosters for RTI/AL classes, and assessment data analysis.	No Funding needed
Objective 3: By 2023, Students who are African American at <i>Southern Middle</i> will decrease novice in reading and math to 40% and 40%	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Students who are novice and or below the 25th percentile on MAP will receive Tier 2 interventions during AL with their math/reading teacher or Math/Reading RTI classes.	Measures of success will include increased percentiles on Winter and Spring MAP and increased assessment scores on summative assessments.	Administration will conduct data meetings and fidelity checks at least quarterly with RTI and AL teachers.	
		Success Maker (students in Math RTI) and Imagine Math (students in Math AL classes) will be used an average of 2-3 times week to help goals skill gaps.	Measures of success will include data from Imagine Math/SuccessMaker and years growth shown on MAP by the end of the school year.	Administration and Math RTI teacher will conduct data checks at least quarterly in PLC's.	ESSER funds for SuccessMaker. (District funds Imagine Plus)
		Students who are in a Reading AL class or Reading RTI will be enrolled and use Reading Plus on average of 2-3 times a week.	Measures of success will include data from Reading Plus and years growth shown on MAP by the end of the school year.	Administration and Reading RTI teacher will conduct data checks at least quarterly in PLC's.	ESSER funds and Title 1 Funds for Reading Plus Licenses.

4: English Learner Progress

Goal 4 (State your English Learner goal.):					
English Learner Progress					
<ul style="list-style-type: none">By 2025, Southern Middle will increase English Learner progress index to 45 as measured by KSA. Current level is 31.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Southern Middle will increase English Learner progress index level to 36 from 31.5 as measured by KSA..	KCP 2 Classroom Design and Deliver Instruction	All ELL students will be scheduled in to an English Language Development class with the ELL Teacher which will take place throughout the school year.	Measures of success will include mid year and years growth at the Winter and Spring Reading MAP scores and Apprentice of higher scores on district common assessments.	Artifacts of implementation will include English Language Development class rosters, walkthrough data,	District provided full time ELL teacher.
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	All students in English Language Development Classes will use ReadWorks or Imagine Learning Language and Literacy at least 2-3 times a week.	Measures of success will include data from ReadWorks/Imagine Learning Language and Literacy, increased scores on district common assessments and years growth as shown on MAP by the end of the school year.	Artifacts of implementation will include progress monitoring data, walkthrough data, and ReadWorks/Imagine Literacy data.	FCPS funds Imagine Learning Language and Literacy.

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Quality of School Climate and Safety • By 2025, Southern Middle will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 63 .					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Southern Middle will increase the quality of school climate and safety index level to 66 from 63.	KCWP 6 Strategic Level: Establish Learning Culture and Environment	All staff members will be trained in and use Restorative Practices by FCPS	Measures of Success will be completion of Restorative Practice and Circles training by the end of september. Additional measures of success will include mediations conducted by classroom teachers, support staff and administration.	Artifacts will include ODR’s referencing Restorative Practice Intervention, a decrease in out of school suspensions, and documents containing evidence of mediations conducted with students by staff.	
	KCWP 6 Classroom: Establish Learning Culture and Environment	A variety of mentoring groups will be created and implemented during the school year which will meet social and emotional needs of students.	Measures of success will include and increase in student grades participating in mentoring groups and a decrease in office referrals.	Artifacts of Implementation will include Mentoring Groups Roster, documentation of participation in team and general SPS documents, and attendance/grades/referral data for students participating in mentoring groups.	

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: The administration team at Southern Middle School participated in the 12 hours of Kagan Training and the 6 hour Restorative Practices training that the teachers at SMS participated in. Administration has also attended other Professional Development sessions pertaining to PLC’s and the FCPS Instructional Leadership Conference to receive training and professional development in MTSS and the PLC process and FCPS PLC framework. In additional, the assistant principal is participating in NISL. Lastly the district provides CRTL at district meetings such as DLM.</p>
Identification of Critical Resources Inequities:
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: For the 2022-2023 school year SMS was identified as a Title 1 School. This enabled us to be able to allocate and staff our school differently this year than in past school years. We were able to purchase an additional 0.5 guidance counselor taking us from 2.5 to 3.0 full time positions allowing us to have a guidance counselor at each grade level. We were also have to staff a full time social worker (in the past we were only funded for 0.2 social worker). Based on referral data last year, increased truancy numbers, increased mental health concerns that arose from the pandemic, and academic gaps we felt these additions to the support staff team were important. In addition to Title 1 funds, SMS also had ESSER funds available for the 2022-2023 school year which were used to purchase instructional paras, Reading Plus Licenses, Flocabulary, and IXL for teachers to use in the Tier 1 and Tier 2 settings to help address achievement gaps which increased in number due to the pandemic.</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: We have identified our Special Needs, ELL, and African American populations as areas of need. Below is a list evidence based practices we will use.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the “[Documenting Evidence under ESSA](#)” resource available on KDE’s [Evidence-based Practices website](#).

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Teachers will use the PDSA Process	https://www.edc.org/sites/default/files/uploads/primer_for_continuous_improvement.pdf	<input checked="" type="checkbox"/>
Reading Plus for AL and Intervention Groups	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readingplus_091410.pdf	<input type="checkbox"/>
Teachers will Embed Engagement Strategies into Daily Instruction	Kagan, S. <i>Effect Size Reveals the Impact of Kagan Structures and Cooperative Learning</i> . San Clemente, CA: Kagan Publishing. Kagan Online Magazine , Winter 2014. www.KaganOnline.com	<input type="checkbox"/>
Successmaker	https://www.savvas.com/index.cfm?locator=PS2qJ3	<input type="checkbox"/>
Readworks	https://www.readworks.org/	
Flex Reading	https://www.mheducation.com/prek-12/program/flex-literacy-2016/MKTSP-RBT01M0.html	<input type="checkbox"/>



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_03152023_14:05

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

Southern Middle School
Kevin Payne
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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?

Southern Middle School provides all students high levels of academic instruction while developing strong character and independence

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.

Our school's top 2 focus areas are Culture/Climate and PLCs.

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

We want to reduce discipline referrals and increase achievement. We feel this two focus areas will have a large impact on both of those.

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.

Climate and Culture.

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

District and Brian Mender.

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.)

attached.

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.

attached.

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

attached.

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.)
attached.

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.
attache

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.
PLCs.

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

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.)
attached.

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.

attached.

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

attached.

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.)

attached.


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.

attached.

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.

attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
<div> SMS Professional Learning Plan 2023=24</div>		<div><ul style="list-style-type: none"></div>