Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 6: Establishing Learning Culture and Environment

Needs Assessment: Processes, Practices, or Conditions

KCWP 1: Design and Deploy Standards:

- PDSA cycle using formative assessment data to evaluate student proficiency and inform future instruction
- Visible Learning and Teacher Clarity in PLCs here we deconstruct standards and create learning progressions, learning intentions, and success criteria
- Aligning FCPS unit frameworks with new Reading (Benchmark) and Math (I-Ready) curriculums and ensuring these instructional resources support/meet the depth of the standard

KCWP 2: Design and Deliver Instruction:

- PLC process focused on collective efficacy around standards, assessment, and data-informed instructional decisions.
- Professional learning on high-yield strategies, visible learning strategies, and student engagement
- school-wide implementation of 2 SEL curriculums, 1-minute meetings, and school wide House System adoption to promote positive behaviors, social and emotional learning, and tiered supports
- Implementing UFLI, Benchmark, and I-Ready programs that are research-based and aligned to grade-level standards to enhance instructional rigor

KCWP 6: Establishing Learning Culture and Environment:

- Build a culture of inclusion and belonging through our House System for PBIS
- Re-design mission statement and core beliefs aligned to creating a culture for growth that includes goal setting with students using the PDSA cycle
- Professional learning and application of growth mindset practices for staff and students

- Visible Learning professional development and implementation to create equitable access and opportunities to core content instruction for all learners

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	84.2	7.2
State Assessment Results in science, social studies, and writing	75.1	7.4
English Learner Progress	67.3	-6.6
Quality of School Climate and Safety	77.1	-1.3

1: State Assessment Results in Reading and Mathematics

By October 2028, Stonewall Elementary will increase the Reading and Math combined status from 84.2 to 89.2

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Stonewall will increase Reading proficient and distinguished level to 72% as measured by KSA.	KCWP 1,2, & 3	- Ongoing professional development based on evidence-based practices and high-yield strategies (UFLI, Core Connections, Benchmark, and Visible Learning Strategies) - Ongoing PLCs following continuous improvement protocol; PLCs are focused on deconstructing standards, Unit framework pacing, aligning learning intentions and success criteria, and analyzing assessment data to inform future instruction - Daily differentiated reading small group instruction based on formative assessment data	- MAP Data - Common unit assessments - Observation Data - Kentucky Summative Assessment Data	- Walkthrough data - NSGR Assessments - PAST assessment data - MAP Reading Fluency data - Common Formative Assessment data	Sec. 4- $9,500
By October 2025, Stonewall will increase Math proficiency and	KCWP 1,2, & 3	Through the PLC process, analyze and implement Unit Frameworks, develop learning intentions, success criteria,	- MAP Data - Common unit assessments - Observation Data	- Walkthrough data - USNS Assessments - MAP Data - FAST CBM/CBA Data	Sec. 6- $300

By October 2028, Stonewall Elementary will increase the Reading and Math combined status from 84.2 to 89.2

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
distinguished level to 65% as measured by KSA.		and formative assessment aligned to standards ● Implement Live scoring, wrong answer analysis, number talks, Try it, discuss it, connect it protocol (I-Ready), exemplars, and *Building Thinking Classrooms* deeper learning math strategies ● Design assessments that are fully aligned to grade level standards, and utilize data to guide instruction and plan for differentiation	● Kentucky Summative Assessment Data		

2: State Assessment Results in Science, Social Studies, and Combined Writing

By October 2028, Stonewall Elementary will increase the Science, Social Studies and Combined Writing status from 75.1 to 80.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Stonewall Elementary will increase Science proficient and distinguished level to 60% as measured by KSA. By October 2025, Stonewall Elementary will increase By October 2025, Stonewall Elementary will increase	KCWP 1, 2, & 3	● Participate in ongoing professional development around Inquiry-based science education ● Through the PLC process, analyze and implement Unit Frameworks, develop learning intentions, success criteria, and formative assessments to inform differentiation planning and instruction	● MAP Data ● Common unit assessments ● Observation Data ● Kentucky Summative Assessment Data	● Common formative assessment data (weekly) ● Extended response ● PLC Agenda and data analysis protocol ● Walkthrough data	$0- district PD

By October 2028, Stonewall Elementary will increase the Science, Social Studies and Combined Writing status from 75.1 to 80.1.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 59%	KCWP 1 & 2	• Through ongoing PLCs, utilize the continuous improvement cycle to deconstruct standards, develop learning intentions and criteria for success, and develop authentic assessments • Ongoing professional development for teachers in the area of social studies, with collaboration within and across grade level teams to discuss expectations for student mastery, exemplars, and cross-curricular integration	• MAP Data • Common unit assessments • Observation Data • Kentucky Summative Assessment Data • DBQ Data	• Common formative assessment data (weekly) • Extended response data • PLC Agenda and data analysis protocol • Walkthrough data	Sec. 4- $1000
By October 2025, Stonewall Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 50%.	KCWP 1 & 2	• Ongoing professional development of evidence-based strategies and resources aligned to standards (Core Connections) • Intentional school-wide focus of writing integration across content areas, with live scoring, student feedback, and teacher-created exemplars • Daily writing workshop focused on writing for publication and writing to demonstrate learning	• MAP Data • Common unit assessments • Observation Data • Kentucky Summative Assessment Data	• Common formative assessment data (weekly) • Extended responses and on-demand writing data, rubrics, and live scoring • PLC Agenda and data analysis protocol • Walkthrough data	Sec. 4 $8,000

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Stonewall will decrease Reading novice by 5% for Economically disadvantaged students.	KCWP 1,2, &4	- Using a continuous improvement cycle, grade level teams will collaborate with support staff monthly during PLCs to design multi-tiered systems of support instruction focused on accelerating learning in Reading and based on individual student data - Weekly family communication with strategies and resources for promoting literacy skills and practice at home - Ongoing professional development for teachers on evidence-based strategies for skill-deficit instruction and differentiation	- MAP Data - Common unit assessments - Observation Data - Kentucky Summative Assessment Data	- Walkthrough data - NSGR Assessments - PAST assessment data - MAP Reading Fluency data - Common Formative Assessment data - Lexia Data	SEC.4- $9,000
By May 2025, Stonewall will decrease Math novice by 5% for Special Education students.	KCWP 1,2, &4	- Using a continuous improvement cycle, grade level teams will collaborate with special education teachers monthly during PLCs to design multi-tiered systems of support instruction focused on accelerating learning in Math and based on individual student data - Ongoing professional development for teachers on evidence-based strategies for skill-deficit instruction and	- MAP Data - Common unit assessments - Observation Data - Kentucky Summative Assessment Data	- Walkthrough data - USNS Assessment Data - FAST CBM data - Goal Monitoring Data - Common Formative Assessment data	Sec 4- $3,000

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		differentiation			

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By April 2025, 80% of EL students will grow at least .5% in their ACCESS composite score.	KCWP 1,2, & 4	• evidence based strategies and resources (UFLI, Benchmark EL Program) to differentiate instruction and build literacy skills • Collaborative planning and data analysis between teachers to ensure aligned and rigorous instruction • Acceleration planning focused on access to grade level standards • Grade-level specific Professional development provided by EL teacher	• ACCESS Data	• EL Language domain data tracking • MAP Reading Fluency • Walkthrough data • NSGR Assessments • PAST assessment data • MAP Reading Fluency data • Common Formative Assessment data	$0- district funded

5: Quality of School Climate and Safety

By October 2028, Stonewall Elementary will increase the Quality of School Climate and Safety status from 77.1 to 82.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, Stonewall Elementary will increase the Quality of School Climate and Safety status from 77.1 to 79.1.	KCWP 5 & 6	• Bi-Monthly SEL instruction through the House System • Implement PBIS structures and systems to ensure positive school climate and safety	• Dojo Data • KSA Data • DESSA Data	• MTSS CBM/CBA Data • Attendance Data • 1-minute meeting data • Class dojo data	PTA, Sec. 6- $3,000

By October 2028, Stonewall Elementary will increase the Quality of School Climate and Safety status from 77.1 to 82.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		• Utilize student and family survey data to enhance individualized student support focused on social-emotional well being. • Meet monthly with the MTSS Core Behavior team to discuss multi-tiered supports, review student data, and review focus referrals for student support		• CBM SEL Behavior monitoring Data	

6: Family Engagement

By Feb 2025 Stonewall Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, Stonewall Elementary will have developed a FACE (Family and Community Engagement Plan).	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	• Copy of FACE plan • Family Surveys • Parent/Community participation in committees/FRC advisory council/volunteer opportunities • Open Space forum with families	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • FRC • PTA
		Execute the expectations established on the FACE action plan	• Pre-Post action plan data/reflection • Participation data	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • FRC • PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	• Participation at events • List of resources provided- and # or families accessing the resources	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	• Section 6 • FRC • PTA

2024-2025 Phase One: Executive Summary for Schools_09242024_11:14

2024-2025 Phase One: Executive Summary for Schools

Stonewall Elementary School
Holly Vogler
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_09242024_11:14 -

Generated on 01/19/2025

Stonewall Elementary School

Table of Contents

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_09242024_11:14 - Generated on 01/19/2025

Stonewall Elementary School

2024-2025 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?

Stonewall Elementary School is a well-established school located in southern Fayette County. It was built in 1961 and has undergone two major renovations; one in 1989 and again in 2013. There is very little staff turnover. The student population is also very stable with very little transiency. The school serves roughly 700 students and has students from pre-school through fifth grade. The school is 74% white, 7% black, 8% Hispanic, 10% other, and 5% Asian. 37% of the students qualify for free and reduced lunch. The school services 10% of the student population with ELL services, and 16% of the students receive some form of Special Education services. The school has an extremely active PTA and excellent family and community involvement. Within the community, the school is at the center of the Stonewall Neighborhood Association and collaborates with them for various neighborhood events, monthly meetings, and any concerns that impact both the school and community. Our Family Resource Center receives a multitude of donations for our weekend backpack program and clothing donations for families. We also receive donations from neighborhood and community partners for our holiday toy drives, food drives, and service learning projects.

Over the summer, our school in partnership with all stakeholders co-constructed a new mission statement, centered around our 3 pillars of a culture of community, excellence, and growth, as well as our core beliefs. Our new mission statement reflects our steadfast commitment to ensuring all children at Stonewall thrive socially, emotionally, and academically.

Last year, our students made great improvements in Reading and Math proficiency, and moved to a Green Rating as identified by state assessments. We are continuing efforts to ensure equitable access to rigorous and engaging learning experiences through teacher development, data-informed decision-making, and increasing collective efficacy of staff through the PLC process. We are using an acceleration and co-teach model to support students who are struggling academically to ensure they are still accessing and learning grade level content with appropriate scaffolds and supports. Additionally, teachers are participating in professional development in the areas of Writing and Math differentiation, which are our instructional focus areas this year.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_09242024_11:14 - Generated on 01/19/2025

Stonewall Elementary School

Our parents are extremely supportive and involved at Stonewall.. They have a passion for our school and the reputation that it holds in the local community. Many of our families are second generation families going through the school. When school events happen, we anticipate that most families will attend. They are very generous with providing financial aid during fundraisers or various supplies when requested for food drives, clothing drives, learning nights, and PBIS rewards. We also have a very active PTA the provides countless hours of volunteer time, supporting our students through the Student Allotment Program where each homeroom teacher can access $14 per student to help cover the cost of field trips or other needs such as student t-shirts, or in-school performances. We also have two strong sets of stakeholders that work in conjunction with our FRC and FACE committee. The school also has a good working relationship with our City Council who have helped us enact many additional safety measures within the neighborhood surrounding the school. Parents and families are communicated multiple times each week by their teacher, principal, FRC, and other forms to help them stay informed and provide them with opportunities where they can participate in their child's education.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

At Stonewall, we are committed to creating an inclusive community of excellence where every child grows to reach their full potential.

- We believe in creating a culture of community that:
  - Involves students, families, educators, and community partners sharing in the responsibility for learning.
  - Ensures a safe, caring, and equitable environment for all learners.
  - Creates a sense of pride in self and in our school.
- We believe in creating a culture of excellence that:
  - Sets high expectations for all members of the school community.
  - Fosters deeper learning experiences, critical thinking, and problem solving skills.
  - Guarantees actions and decisions are data-driven in order to enhance student achievement.
- We believe in creating a culture of growth that:
  - Establishes confidence and trust to try new things.
  - Uses goal setting to challenge our learners to achieve at high levels.
  - Adopts a growth mindset for our staff and students.

Notable Achievements and Areas of Improvement

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_09242024_11:14 - Generated on 01/19/2025

Stonewall Elementary School

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.

While our school continues to do well in Reading, our biggest areas for growth are currently Math and Writing. This year, we are focusing as a school specifically on math differentiation, and writing across disciplines. While we are currently in the process of waiting for our 2023-2024 KSA results to be shared, we are hopeful that the structures that were put in place during the last school year will provide evidence that we implemented effective strategies in the areas of Math and Writings. For the 2023-2024 school year, our school was fortunate enough to be selected to pilot an On-Demand writing program for our fifth grade students that has shown to be very promising based on our school data and writing samples. This year, we are adding the 4th grade teachers to the pilot and sharing writing instructional strategies with K-3 teachers to help build student's writing capacity and proficiency.

Last year, we sent all members of our Math team to the KCM Math conference, and did an in-depth book study on Building Thinking Classrooms, a research-based approach to deeper level mathematics instruction. We've had great success implementing these strategies in our classrooms, and are building upon that foundation this year by utilizing the Building Thinking Classrooms partner text, filled with strategies for deeper learning in math. Additionally, we will be sending a new group of staff members to attend the KCM conference this year and train their teams on their learning.

Additional Information

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

Stonewall is a truly special school surrounded by a wonderful community. We take great pride in ensuring all of our students feel a sense of belonging at Stonewall, and that we foster a culture of community, excellence, and growth for every child, every day. With the help and support of our community partners and a highly skilled staff, we know that our students will achieve great things and excel in all that they do.

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Phase One: Executive Summary for Schools_09242024_11:14 - Generated on 01/19/2025

Stonewall Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_10172024_13:45

2024-2025 Phase Two: The Needs Assessment for Schools

Stonewall Elementary School
Holly Vogler
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_13:45 - Generated on 01/19/2025

Stonewall Elementary School

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_13:45 - Generated on 01/19/2025

Stonewall Elementary School

2024-2025 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 they will address 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 as you conducted 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 were documented.

The review of KSA and MAP data began with the administrative team. We reviewed data to look for areas of growth across subject areas and subgroups. We also closely tracked novice reduction amongst our subgroups. The data was shared with teachers during PLCs at the start of September and October, and compared with previous year's data. We reviewed data in Reading, math, Science, Social Studies, Editing and Mechanics, Writing, and Combined Writing for KSA. On MAP, we specifically analyzed data by strands of math and reading, patterns across grade levels in regards to gap skills and proficiency, and growth projections for the school year.

We also reviewed interim and benchmark assessment data such as PAST and Phonics Assessment, NSGR, USNS, Sight Word Assessments, and Intervention screening data.

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_13:45 - Generated on 01/19/2025

Stonewall Elementary School

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?

Our largest area of celebration on our previous year's CSIP goals was Math. We had 10% Novice reduction school-wide. However, we also grew a minimum of 6% in proficiency in all academic areas, with the largest increase being 9% in Science. We also saw significant gains in our reading proficiency for economically disadvantaged students with 10% increase in proficiency.

While we are celebrating our large growth and Blue Status, we still have a lot of improvements to make. Only 60% of 3rd-5th grade students were proficient/distinguished in Math. Additionally, only 50% of students were proficient/distinguished in Combined Writing.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

- Our Special Education Students proficiency improved in reading but minimally. There is a significant need for improvement in all academic areas for our Special Education Students.
- Our Economically disadvantaged students saw significant gains in reading with a 10% increase in proficiency. Math however resulted in a 5% proficiency gain, but still shows a significant gap.
- Although we've had a great deal of novice reduction, 40% of students are apprentice in Science and Writing for consecutive years.

Current State

4. Describe in narrative form the current state 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

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_13:45 - Generated on 01/19/2025

Stonewall Elementary School

Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
- 69% of students were proficiency/distinguished in Reading based on KSA
- 60% of students were proficient in math based on KSA
- 50% of Students were proficient/distinguished in Writing
- 52% of students were proficient/distinguished in Science
- 59% of students were proficient in Social Studies

81% of staff feels the school climate is favorable based on 2023-2024 Impact Data.

Our School Climate and Safety score for students was 75.8 and maintained from the previous school year.

Priorities/Concerns
5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.
- 38% of 5th grade students who are economically disadvantaged are proficient in Math. This is our largest subgroup in 5th grade, and demonstrates these students will need a great deal of support to reach proficiency.
- Less than 50% of Special Education students are proficient in all academic areas as evidenced by KSA.
- All Gap subgroups are scoring significantly below white students in Math.

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_13:45 - Generated on 01/19/2025

Stonewall Elementary School

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

-There is minimal gap proficiency in Reading between our current 4th grade students. 73% of all 4th graders are proficient in Reading based on KSA. We can leverage these student's strengths to promote growth in the area of Writing, as well as to enhance content knowledge through reading in science and social studies.

- Our 5th grade students performed well in Editing and Mechanics and writing. Teachers can utilize professional learning in Core Connections and Benchmark programs to enhance writing proficiency.

-We saw significant Novice Reduction in Writing, Math, and Science. We can leverage these gains to increase the targeted supports and instructional rigor for students performing in this band, and increase proficiency in these areas.

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 Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
ATTACHMENTS

Attachment Name

📄 Key Elements Template

cognia™

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_13:45 - Generated on 01/19/2025

Stonewall Elementary School

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.
Our Key focus areas will be KCWP 1,2, and 6.

1:Design and Deploy Standards

2: Design and Deliver Instruction

6: Establishing Learning Culture and Environment

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools_10172024_13:45 - Generated on 01/19/2025

Stonewall Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Key Elements Template	Key Elements template	• 7

2024-2025 Phase Two: School Assurances_10172024_13:41

2024-2025 Phase Two: School Assurances

Stonewall Elementary School
Holly Vogler
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

Table of Contents

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

2024-2025 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 in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

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 in a targeted assisstance program, 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. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

7. The school provides parents of participating children in a targeted assistance program, 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**
    <u>**COMMENTS**</u>

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**
    <u>**COMMENTS**</u>

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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

- **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, 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

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. In 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. In 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

17. In 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. In 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. In 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. In 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

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. In 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**

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

COMMENTS

Title I Targeted Assistance School Programs

23. In 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. In 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. In 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. In 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.

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

○ Yes

○ No

● **N/A**

COMMENTS

27. In 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. In 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. In 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

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

30. In 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

○ Yes

○ No

● **N/A**

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

○ Yes

○ No

● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

○ Yes

○ No

● **N/A**

COMMENTS

2024-2025 Phase Two: School Assurances - 2024-2025 Phase Two: School Assurances_10172024_13:41 - Generated on 01/19/2025

Stonewall Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_08:20

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

Stonewall Elementary School
Holly Vogler
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_08:20 - Generated on 01/19/2025

Stonewall Elementary School

Table of Contents

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_08:20 - Generated on 01/19/2025

Stonewall Elementary School

2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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),

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_08:20 - Generated on 01/19/2025

Stonewall Elementary School

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?

Our focus is to create a safe and nurturing environment where all children are encouraged to reach their maximum potential as self-sufficient, life-long learners. Through well-established relationships with our families, we are committed to meeting the academic, social, and emotional needs of the whole child.

Core Beliefs:

- We believe that all students can be successful in school.
- We believe that success in learning in school results in future success.
- We believe that children learn best in a safe, caring, structured environment, and that we create such an environment for our children.
- We believe that students, parents, extended families, educators, and the community share in the responsibility for learning.

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.

- Proficiency in Math and Reading for Economically Disadvantaged Students
- Math Growth and Proficiency for all learners

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

- Culturally responsive teaching is a huge area of professional learning growth for us. We are working in partnership with the district to do professional learning as it relates to Culturally Responsive Teaching and the Brain for students from different cultures and from poverty so that we can better address the learning needs of all students.
- Math proficiency has been significantly below reading proficiency at Stonewall for several years. Additionally, students struggle to make substantial growth in Math

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_08:20 - Generated on 01/19/2025

Stonewall Elementary School

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.

- Learn culturally responsive teaching definition, mindset, and strategies to sue in the classroom to ensure equitable access and quality instruction for all learners

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

- Our goal is to enhance and develop engagement and high-yield instructional strategies that ensure equity and met the needs of all learners. The goal of this professional learning is to give all staff the understanding and tools they need to be culturally responsive educators.

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.)

- Student subgroup data on common unit assessments, formative assessments, and MAP
- Observation/ walkthrough data and anecdotal notes
- student writing samples and exemplars
- Data will be gathered by administration and school leadership team. it will be analyzed monthly following our OLC-PDSA cycle for data analysis.

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.**

- Increase in proficiency of economically disadvantaged students in Reading and Math by a minimum of 5% (alignment to CSIP) as measured by MAP and state-mandated assessments
- Evidence of culturally responsive teaching strategies for engagement and differentiation in classrooms via walkthroughs and observations.
- Inclusive culture where all students feel valued, respected, and an integral part of the school learning community as evidenced by student survey data

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

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_08:20 - Generated on 01/19/2025

Stonewall Elementary School

- Elementary homeroom teachers and support staff

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.)
- District professional learning
- books for book study
- HYIS materials and resources for PLC implementation

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.
- Professional learning through PLCs and district professional learning sessions throughout the year
- Monthly data meeting where we analyze effectiveness of learned strategies and implementation
- Monthly data analysis of walkthrough/observation dat at admin and faculty meetings

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.
- Increase Proficiency of students K-5 in Math by 10% school-wide through intentional professional learning, standards deconstruction, data driven instructional practices, and assessment analysis.

5b. What are the intended results of the professional development as related to the specific objectives in (a)?
- Increase in math proficiency by 10% K-5
- Minimum 1-year's growth for 100% of students K-5

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_08:20 - Generated on 01/19/2025

Stonewall Elementary School

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.)

- Common Assessment data
- Weekly formative assessments
- Student writing samples and exemplars that are live-scored
- MAP and benchmark assessment data
- Data will be analyzed weekly in PLC, and monthly in PLC following the PDSA cycle.

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.**

- 10% increase in Math proficiency school wide as evidenced by state assessments, MAP, and USNS benchmark assessment
- Student exemplars demonstrating increase in math proficiency for oral and written mathematical reasoning
- Authentic assessment tasks demonstrating students' mastery of application of skills with specific success criteria

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

- Homeroom and support staff 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.)

- funding for staff to attend the KCM conference
- book study resources and video PDs for Building Thinking Classrooms Professional Learning
- release days for professional learning and classroom observations of exemplar math lessons

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_08:20 - Generated on 01/19/2025

Stonewall Elementary School

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.

- Weekly coaching based on walkthroughs and observations
- Professional learning weekly in PLC
- District PL and coaching from instructional specialists in Math
- Weekly common formative assessment data analysis and review
- Monthly PDSA data review in PLC

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

N/A

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04162024_08:20 - Generated on 01/19/2025

Stonewall Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)