



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

**Meadowthorpe Elementary School**

**Stephanie Urbanek**

1710 Forbes Rd

Lexington, Kentucky, 40505

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.  
Stephanie Urbanek



2022-23 Phase One: Executive Summary for  
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2022-23 Phase One: Executive Summary for Schools

**Meadowthorpe Elementary School**

**Stephanie Urbanek**

1710 Forbes Rd

Lexington, Kentucky, 40505

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?

In the fall of 1957, Meadowthorpe began holding classes in churches. In January 1958, the school moved into the present Leestown Middle School building. Three years later, the current Meadowthorpe building was constructed, and Leestown was converted to a junior high. Meadowthorpe, which was named for the subdivision of the school location. The first renovation was in 1988, and the latest makeover was completed in the Fall 2014. Meadowthorpe Elementary currently serves 470 students in grades K-5 and 24 students in our Early Start Program. Meadowthorpe Elementary is a traditional elementary school in that we serve students K-5 in self-contained classrooms; however, we are unique for our 5-day Quest (GAP) program that runs parallel to our regular program in grades 4 and 5 that runs parallel to our regular program in grades 4 and 5.

### 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.

Meadowthorpe educates all students to be productive and responsible members of our changing world. Our staff members assure quality instruction in a secure, inviting and diversified environment. Our mission is to create a community that works together to ensure all students achieve at high levels and are prepared for lifelong success. Our guidelines for student success are as follows: Be Safe; Be Responsible; Be Respectful. Our vision is to create high levels of learning in a welcoming collaborative environment that nurtures success for all students. We envision a school community that accomplishes this by: Providing a safe, welcoming and supportive environment, Building relationships that focus on a shared responsibility for continuous school improvement, Supporting individual growth and high expectations to develop lifelong learners, Being a champion for all students, all staff and our school. Through our intentional focus on teaching for learning, all students are provided with a school experience in a nurturing environment with a focus on the Kentucky Core Academic Standards. Our school currently has a 6-day specials rotation. These include: Art, Music, Guidance, Science Lab, Physical Education and Technology. Students have the opportunity to participate in extracurricular programs such as Orchestra, Band, Academic Team, school musicals and performances, STLP, and Robotics. Our dedicated staff consists of a leadership team, which includes the Principal, Administrative PGE Coach, Mental Health Specialists and a Child Guidance Specialist. Beyond our leadership team, we have twenty-two homeroom teachers, four full time exceptional child educators with six para-professionals, Early Start teacher, ESL teacher, two full-time

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interventionists, four part time interventionist, a mental health specialist; six related arts teachers; speech pathologist, a school psychologist/diagnostician, family resource center coordinator, Achievement and Compliance Coach, part-time gifted and talented resource teacher, and a behavior interventionist. Meadowthorpe is blessed with a strong and dedicated staff to ensure student achievement in all areas. In an effort to be more proactive in reaching our struggling learners, our MTSS program is a priority. The plan is to reach students who struggle as early as possible to prevent falling farther behind as they progress through the grades. Students are identified for intervention services based on three criteria points: MAP scores, Fast benchmarking probes, and teacher input. MAP is used as a "screener." Students who score below the 40th percentile on MAP in reading or math, are benchmarked using Fast probes. The Fast benchmarking probes assist with identifying the specific area of need for each student. Teacher input is also a very important component in our intervention process when determining intervention needs. Meadowthorpe currently has two full-time and one part-time intervention teachers (one being Reading Recovery trained) who work collaboratively with the regular education teachers and pull small groups of students to provide explicit intervention based on specific learning deficits. Our ESL teachers also provide small group instruction to ensure that all students are receiving what they specifically need. Fast progress monitoring probes are used as a monitoring tool for all of the students who are identified for intervention. The probes are given every week for Tier II and Tier III students to monitor student progress and the effectiveness of instruction.

### 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.

Our first priority is that students are learning at high levels and making growth towards set goals. We continue to monitor growth of individual students, classes, grade levels, and as a school holistically. With our mission in mind, we believe that in order to increase student achievement we will need to intentionally plan lessons aligned with the state standards and based on the types of questions students will need to be prepared to answer. Meadowthorpe uses the PLC (professional learning communities) model to guide teacher learning and to work as a team with the same vision in mind. Our four guiding questions while planning are: 1. What do we want students to learn and be able to do? 2. How will we know if our students have learned? 3. How will we respond if they have not learned (re-teach, intervention)? and 4. How will we respond when students have learned (enrichment)? We will continue to do the following in order to reduce our novice performing students and increase overall student achievement: 1. Plan using state standards 2. PLC model and 4 guiding question cycle will be the basis of all team planning 3. Monitoring level of expectations and rigor in each classroom 4. Analysis of school and individual student data to monitor growth and novice reduction. 5. Analysis of test questions to ensure lessons are designed to prepare students for performing at high levels 6. Reflect on practices and learn new strategies/practices to improve teaching and learning According to unit assessments, and MAP data, students at Meadowthorpe

are progressing in the areas of Reading and Math. With our efforts for continuous improvement, we will see an increase in student achievement.

#### Additional Information

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

NA

#### Additional Information

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

NA



2022-23 Phase Two: The Needs Assessment for  
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2022-23 Phase Two: The Needs Assessment for Schools

**Meadowthorpe Elementary School**  
**Stephanie Urbanek**  
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Lexington, Kentucky, 40505  
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.

In September and October the Meadowthorpe Elementary SBDM and the staff participates in data review and analysis disaggregation of MAP, i-Ready, Reading Levels, KSA, and most up-to-date unit assessment data. Further disaggregation is done with all grade level teams and the school's leadership team and taken to council for review and further planning. Data is reviewed weekly by grade level teams, the leadership team as well as monthly by SBDM Council. All meetings are documented on the school's google drive and council meeting minutes on the school website and SBDM portal. Stakeholder members include the following: Meadowthorpe Staff, SBDM Council (Stephanie Urbanek, Wycliffe Opii, Rachel Neuer, Bryan Reid, Amy Baker, and Kaitlyn Nevill) , and the Leadership/Planning Team (Stephanie Urbanek, Deanna Branham and grade level leads)

#### **Review of Previous Plan**

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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?

Implementation of the CSIP goals has been successful with a focus on designing and delivering instruction for proficiency and novice reductions goals in all areas. This focus centered around the success of the PLC process in all grade levels so that data reviews were continuously conducted and instruction modified to address needs and concerns. We met our combined proficiency goal in reading and math and novice reduction for F/R lunch students. Science and Writing proficiency was increased but science proficiency saw a reduction. The plan indicates that there needs to be an increased focus on proficiency in the combined science, social studies and writing.

### 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.

Trend data is difficult to track over the past two years as the testing system has changed every year. From 2021 to 2022, the school saw an increase in proficiency schools in reading from 55.3 to 64.9; math the trend goes from 55.1 to 63.1; science from 44.7 to 48.8; and writing from 53.8 to 58.8. Free and Reduced lunch proficiency increased in reading from 46 to 48.

### 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.

Sixty-four percent (64%) of all students scored proficient in reading on KSA.

Sixty-three percent (63%) of all students scored proficient in reading on KSA.

Fall MAP predicts that sixty-two percent (62%) of students in grades 3-5 will be proficient on KSA in the spring of 2023.

Fall MAP predicts that fifty-nine percent (59%) of students in grades 3-5 will be proficient on KSA in the spring of 2023.

## **ATTACHMENTS**

### **Attachment Name**

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Meadowthorpe KSA Data Overview 2022

### 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.

Fifty-two percent (52%) of all students scored proficient in social studies on KSA.

Forty-eight percent (48%) of free and reduced lunch students scored proficient in reading on KSA.

Forty-six percent (46%) of free and reduced lunch students scored proficient in math on KSA.

Thirty-seven percent (37%) of African American students scored proficient in reading on KSA.

Forth-one percent (41%) of African American students scored proficient in math on KSA.

### Strengths/Leverages

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

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

Reading achievement increased from 55.3 to 64.9 from 2021 to 2022 and math proficiency increased from 55.1 to 63.1 from 2021 to 2022. The focus on designing and delivering instruction and the PLC/Data Wise process can be adapted to address concerns in other areas and for subgroups of students.

#### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

See Attached

## **ATTACHMENTS**



### **Attachment Name**

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Meadowthorpe Key Elements

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Meadowthorpe Key Elements	See attached	• 7
 Meadowthorpe KSA Data Overview 2022	School Level Data and Overview 2022	• 4



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2022-23 Phase Two: School Assurances

**Meadowthorpe Elementary School**

**Stephanie Urbanek**

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Lexington, null, 40505

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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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## Meadowthorpe Elementary's Comprehensive School Improvement Plan 2022-2025

### State Assessment Results in Reading

- By 2025, Meadowthorpe Elementary will increase Reading proficient and distinguished level to 72% as measured by KSA. Current level is 65%.

### State Assessment Results in Math

- By 2025, Meadowthorpe Elementary will increase Math proficient and distinguished level to 71% as measured by KSA. Current level is 64%.

### State Assessment Results in Science

- By 2025, Meadowthorpe Elementary will increase Science proficient and distinguished level to 61% as measured by KSA. Current level is 49%.

### State Assessment Results in Social Studies

- By 2025, Meadowthorpe Elementary will increase Social Studies proficient and distinguished level to 61% as measured by KSA. Current level is 53%.

### State Assessment Results in Combined Writing

- By 2025, Meadowthorpe Elementary will increase Combined Writing proficient and distinguished level to 61% as measured by KSA. Current level is 58%.

### English Learner Progress

- By 2025, Meadowthorpe Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 50.2%.

### Quality of School Climate and Safety

- By 2025, Meadowthorpe Elementary will increase the quality of school climate and safety index to 87% as measured by KSA. Current level is 80.6%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Meadowthorpe Elementary will increase P/D in Reading to 67.3%.</p> <p>By 2023, Meadowthorpe Elementary will increase P/D in Math to 66.3%.</p>	<p>By 2024, Meadowthorpe Elementary will increase P/D in Reading to 69,6%.</p> <p>By 2024, Meadowthorpe Elementary will increase P/D in Math to 68.6%.</p>	<p>By 2025, Meadowthorpe Elementary will increase P/D in Reading to72 %.</p> <p>By 2025, Meadowthorpe Elementary will increase P/D in Math to 71%.</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023,Meadowthorpe Elementary will increase P/D in Science to 53%.</p> <p>By 2023, Meadowthorpe Elementary will increase P/D in Social Studies to 55.6%.</p> <p>By 2023, Meadowthorpe Elementary will increase P/D in Combined Writing to 59%.</p>	<p>By 2024,Meadowthorpe Elementary will increase P/D in Science to 57%.</p> <p>By 2024,Meadowthorpe Elementary will increase P/D in Social Studies to 58.2%.</p> <p>By 2024,Meadowthorpe Elementary will increase P/D in Combined Writing to60 %.</p>	<p>By 2025, Meadowthorpe Elementary will increase P/D in Science to 61%.</p> <p>By 2025, Meadowthorpe Elementary will increase P/D in Social Studies to 61%.</p> <p>By 2025, Meadowthorpe Elementary will increase P/D in Combined Writing to 61%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Meadowthorpe Elementary will decrease Novice in Reading to 13,7%.</p> <p>By 2023, Meadowthorpe Elementary will decrease Novice in Math to 11.7%.</p>	<p>By 2024,Meadowthorpe Elementary will decrease Novice in Reading to 11.4%.</p> <p>By 2024,Meadowthorpe Elementary will decrease Novice in Math to 9.4%.</p>	<p>By 2025,Meadowthorpe Elementary will decrease Novice in Reading to 9.1%.</p> <p>By 2025,Meadowthorpe Elementary will decrease Novice in Math to 7,1%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>By 2023, Meadowthorpe Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 50.2%.</li> </ul>	<ul style="list-style-type: none"> <li>By 2024, Meadowthorpe Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 50.2%.</li> </ul>	<ul style="list-style-type: none"> <li>By 2025, Meadowthorpe Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 50.2%.</li> </ul>

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

### Year 1 Focus Areas

PLC: Meadowthorpe Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5, 6	PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process.	PLC Training Certificate	After School Funds

Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	A PLC schedule will be created that will include special education, English language teachers, and intervention teachers.	PLC Schedules	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2, 3, 4	The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC Data Unit & Weekly Assessments iReady and MAP Data BTM Lessons/Guided Reading/Running Records	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Each grade level team and special area teams will complete the PLC self-assessment and mid-year assessment to determine priority areas for improvement.	PLC Self-Assessment PLC Mid year Assessment	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Implement a Math Coalition, including one member from each grade level, special education, EL, and intervention to focus on math standards and vertical alignment of standards.	PLC Document Agenda/Meeting Minutes KY Math standards	NA

**Progress Monitoring**

**January, 2023:**

**March, 2023:**

**June, 2023**

**Accelerated Learning: Meadowthorpe Elementary will develop and implement standards-based instruction to accelerate learning.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 5	The administration team will implement a coaching cycle for teachers. They will work with teachers to offer support, training, coaching, co teaching, feedback, etc. They will use the Get Better Faster Scope and Sequence to anchor this work.	Get Better Faster Book Coaching Tracker Coaching notebook	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1	Focus on standard-based instruction using Teacher Clarity Playbook and Success Criteria Playbook.	Teacher Clarity Playbook Success Criteria Playbook	Afterschool Funds
Student with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5	Our SPED team and support staff will begin building relationships and providing accommodations on all assessments with the students they will provide accommodations for on KSA. Implement the PASS program for SPED students. The SPED teachers will join the general education release time for standards deconstruction, curriculum alignment, and modifications.	Agenda/Meeting Minutes with District Staff Sample IEPs Co Teaching Professional Learning Accomodation Schedule PASS Professional Learning PLC Data	NA



		<p>SPED team will meet weekly in PLC Data Meetings with their grade levels.</p> <p>Progress Monitoring will be implemented based on iReady and Sped Goals. Teachers will use this data to inform instructional decisions.</p> <p>Data trackers will be completed with KSA data, iReady data, as well as unit and topic assessments for Magnetic Reading and EnVisions. This will help SPED teachers know how their students are doing, not only on IEP goals, but on grade level standards.</p>	Progress Monitoring - iReady Reading and FAST Math Data Trackers	
Achievement Gap	KCWP 2, 5	Intentional relationship building and planning for the students in the achievement gap. Plan lessons using books of interest or relatable content and start data driven, friendly competitions. Focusing on the achievement gap population and their interests will help reduce novice.	Interest Inventory	General Funds
Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap	KCWP 1	Grade level classroom teachers will collaborate to refine the planning process for all subjects to ensure they are teaching grade level content, teaching grade level standards, and using appropriate learning targets and success criteria.	PLC Document KY State Standards	NA
<p><b><u>Progress Monitoring</u></b></p> <p><b><u>January, 2023:</u></b>  <b><u>March, 2023:</u></b>  <b><u>June, 2023</u></b></p>				

**Assessment: Meadowthorpe Elementary will develop a balanced assessment system.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 3, 4, 5	Teachers will analyze assessment data to make informed decisions on classroom instruction. This will include decisions for the whole class, small group, and individual reteaches. Teachers will pay close attention to the data of males and students with disabilities to make sure they are progressing as they should be and noting what changes they need to make to their instruction to help advance these two particular areas.	Unit assessments Weekly assessments Running Records iReady and MAP data PLC data	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2, 3, 4, 5	Special Education teachers and Intervention teachers will use iReady Reading and Math assessment data to inform instructional decisions for students in SPED or MTSS.	Unit assessments Weekly assessments Running Records iReady and MAP data PLC data	NA
Reading, Math, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 3	District common assessments will be administered to grades 3, 4, and 5 in Reading and Math	District Common Unit Assessments	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 4, 5	All teachers will do three explicit data reviews throughout the school year. One at the beginning of the year, mid-year, and then around Spring Break. They will utilize the Data Wise Cycle for this review. They will come up with their Focus Area, Priority Question, Learner-Centered Problem, Problem of Practice, Action Plan, and a Plan to Assess Progress. This process will help make informed decisions on classroom and	Weekly and Unit Assessments iReady Reading and Math data Running Records Foundational Skills	NA

		small group instruction.		
<b><u>Progress Monitoring</u></b>				
<b><u>January, 2023:</u></b>				
<b><u>March, 2023:</u></b>				
<b><u>June, 2023</u></b>				

<b>Culture/Climate: MeadowthorpeElementary will provide support to meet students' academic and social-emotional needs.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP Achievement Gap	KCWP 1, 5	Teachers will be given the opportunity to attend professional learning throughout the school year and in the summer that supports the needs of their students and/or themselves. There will be structures in place through the district that will allow for collaboration across the district. Examples PD could be, but not limited to: Diversity, Equity and Inclusion, Engagement Strategies, SEL, etc.	Professional Learning Certificate Professional Development Plan District Professional	Afterschool Funds
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 6	Provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom.	SEL program Bloomsights DESSA MTSS Meeting Agenda/Minutes	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with	KCWP 2	The administration team will provide teachers professional learning experiences on effective implementation of culturally responsive teaching and learning strategies throughout the school year. Slides on culturally responsive teaching and learning will be	Team meeting/staff meeting attendance Slides from meeting powerpoint	NA

disabilities: IEP, Achievement Gap		discussed during team meetings and staff meetings.		
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	The administration team will provide teachers with professional learning experiences on effective implementation of how to have better conversations. Slides and handouts will be discussed during team meetings and staff meetings.		NA
<b><u>Progress Monitoring</u></b>				
<b><u>January, 2023:</u></b>				
<b><u>March, 2023:</u></b>				
<b><u>June, 2023:</u></b>				

### **Year 2 Focus Areas**

<b>PLC: Meadowthorpe Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5, 6	Continuation from year 1 - PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process. (This will keep occurring until most of the teachers have been to PLC conference)	PLC Training Certificate	Afterschool Funds
Reading, Math, Science, Social Studies, Combined Writing, English	KCWP 1	Continue to create a PLC schedule that will include special education, English language teachers, and intervention teachers.	PLC Schedules	NA

Learner Progress, Students with disabilities: IEP, Achievement Gap				
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2, 3, 4	The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC Data Unit & Weekly Assessments iReady and MAP Data BTM Lessons/Guided Reading/Running Records	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Continuation from year 1 - the Math Coalition, including one member from each grade level, special education, EL, and intervention will focus on math standards and vertical alignment of standards. Team will analyze math results using unit assessments, iReady Math, MAP Math, Fact Fluency, and Kentucky Summative Assessment (KSA) to see what standards they need to focus on.	Agenda/Meeting Minutes	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Implement a Literacy Coalition, including one member from each grade level, special education, EL, and intervention to focus on ELA standards and vertical alignment of standards.	genda/Meeting Minutes KY ELA Standards	NA
Reading, Math, Science, Social Studies, Combined Writing, English	KCWP 1, 2, 4, 5	The administration team will work with teachers in PLCs to focus attention on data from identified subgroups and plan instruction and reteaches accordingly.	PLC Data Unit Assessments	NA

Learner Progress, Students with Disabilities: IEP, Achievement Gap				
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**Progress Monitoring**

**January, 2024:**

**March, 2024:**

**June, 2024:**

<b>Assessment: Meadowthorpe Elementary will develop a balanced assessment system.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3, 4, 5	Teachers will analyze assessment data to make informed decisions on classroom instruction. This will include decisions for the whole class, small group, and individual reteaches. Teachers will pay close attention to the data of males and students with disabilities to make sure they are progressing as they should be and noting what changes they need to make to their instruction to help advance these two particular areas.	Unit assessments Weekly assessments Running Records iReady and MAP data PLC data	NA
Reading, Math, Students with Disabilities: IEP, Achievement Gap	KCWP 2, 3, 4, 5	Special Education teachers and Intervention teachers will use iReady Reading and Math assessment data to inform instructional decisions for students in SPED or MTSS. They will also analyze weekly progress monitoring data to see what changes need to be made, if any, to their daily instruction for each individual child. They will pay close attention to the data of the male population. They will adjust their instruction accordingly.	iReady Reading and Math data iReady Progress Monitoring (Reading) FAST Progress Monitoring (Math)	NA

Reading, Math, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3	Continue to administer the District Common Assessments for Reading and Math for grades 3, 4, and 5. District Common Assessments will be administered for Science (grade 4) and Social Studies (grade 5).	District Common Unit Assessments	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 4, 5	All teachers will do three explicit data reviews throughout the school year. One at the beginning of the year, mid-year, and then around Spring Break. They will utilize the Data Wise Cycle for this review. They will come up with their Focus Area, Priority Question, Learner-Centered Problem, Problem of Practice, Action Plan, and a Plan to Assess Progress. This process will help make informed decisions on classroom and small group instruction.	Weekly and Unit Assessments iReady Reading and Math data Running Records Foundational Skills	NA
<b><u>Progress Monitoring</u></b>				
<b><u>January, 2024:</u></b>				
<b><u>March, 2024:</u></b>				
<b><u>June, 2024:</u></b>				

<b>Accelerated Learning: Meadowthorpe Elementary will provide support to meet students' academic and social-emotional needs.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Science, Social Studies, Combined Writing, English Learner Progress, Students with	KCWP 4, 5	Use data to develop a coaching schedule for teachers. Administration and coaches will work with teachers to offer support, training, coaching, co teaching, feedback, etc. They will use the Get Better Faster Scope and Sequence to anchor this work.	Get Better Faster Book Coaching Tracker Coaching Notebook Subgroup Data Progress Monitoring Data	NA

disabilities: IEP, Achievement Gap			Unit Assessment Data	
Students with disabilities: IEP, Achievement Gap	KCWP 5	Collaborate and use achievement gap data and aligned curriculum to differentiate supports and instruction to improve student learning.	PLC Documents Data Snapshots Support Team Meeting Agenda/Minutes	NA
Student with Disabilities: IEP	KSWp 1, 2, 3, 4, 5	Continue to work with District SPED members on understanding and writing IEPs with a focus on adding in more opportunities for co teaching (Especially for new SPED teachers). Utilize release days for this work. Assessment accommodations schedule will be implemented throughout the year. This will provide the opportunity for the accommodator and the student to build a relationship and the child to feel at ease during testing sessions. Continue implementation of the PASS program for SPED students. The SPED teachers will continue to join the general education release time for standards deconstruction, curriculum alignment, and modifications.	Agenda/Meeting Minutes with District Staff Sample IEPs Co Teaching Professional Learning Accommodation Schedule PASS Professional Learning PLC Data Progress Monitoring - iReady Reading and FAST Math Data Trackers	NA
Achievement Gap	KCWP 2, 5	Continue intentional relationship building and planning for the students in the achievement gap. Plan lessons using books of interest or relatable content and start data driven, friendly competitions. Provide more hands-on learning opportunities and start intentional groups to focus on fun, friendly activities that spark their interest and tie academics to the activities. Focusing on the achievement gap population and their interests will help reduce novice.	Interest Inventory Lesson Plans PLC Data	NA



**Progress Monitoring**

**January, 2024:**

**March, 2024:**

**June, 2024:**

**Culture/Climate: Meadowthorpe Elementary will provide support to meet students' academic and social-emotional needs.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, SocialStudies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KSWP 2	The administration team will continue to provide teachers professional learning experiences on effective implementation of culturally responsive teaching and learning strategies throughout the school year. Slides on culturally responsive teaching and learning will be discussed during team meetings and staff meetings.	Team meeting/staff meeting attendance Slides from meeting powerpoint	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 5	Teachers will continue to be given the opportunity to attend professional learning throughout the school year and in the summer that supports the needs of their students and/or themselves. There will be structures in place through the district that will allow for collaboration across the district. Examples of PD could be, but not limited to: Diversity, Equity and Inclusion, Engagement Strategies, SEL, etc.	Professional Learning Certificate Professional Development Plan District Professional Learning Catalog MTSS Meeting Agenda/Minutes	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with	KCWP 6	Continue to provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom.	Agenda/Minutes N/A Reading, Math, Science, Social Studies, Combined Writing, English	NA

disabilities: IEP, Achievement Gap			Learner Progress, Students with disabilities: IEP, Achievement Gap KCWP 6 Continue to provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom. SEL program Bloomsights DESSA MTSS Meeting Agenda/Minutes	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	Provide opportunities for students and their families to attend and engage in cultural and multilingual family literacy nights.	School Survey Attendance Sign-in sheets	NA
<b><u>Progress Monitoring</u></b>				
<b><u>January, 2024:</u></b>				
<b><u>March, 2024:</u></b>				
<b><u>June, 2024:</u></b>				

**Year 3 Focus Areas**

**PLC: Meadowthorpe Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 3, 4, 5, 6	Continuation from year 1 & 2 - PLC training will be provided to grade level and special area team leads, along with other staff members, to gain a deeper understanding of the PLC process and be able to better implement the process. (This will keep occurring until most of the teachers have been to PLC conference)	PLC Training Certificate	Afterschool Funds
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 2, 3, 4	The administration team will work with teachers in PLCs to plan strategically in the selection of high yield instructional strategy usage within lessons. Teachers will then utilize knowledge of best practices/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC Data Unit & Weekly Assessments iReady and MAP Data BTM Lessons/Guided Reading Running Records	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Continuation from year 1 & 2 - The Math Coalition, including one member from each grade level, special education, EL, and intervention will focus on math standards and vertical alignment of standards. Team will continue to analyze math results using unit assessments, iReady Math, MAP Math, Fact Fluency, and Kentucky Summative Assessment (KSA) to see what standards they need to focus on.	Agenda/Meeting Minutes KY Math Standards Math Data - unit assessments, iReady, MAP, fact fluency, and KSA	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1	Continuation from year 2 - The Literacy Coalition, including one member from each grade level, special education, EL, and intervention will focus on ELA standards and vertical alignment of standards. Team will continue to analyze reading/writing results using unit assessments, iReady Reading, MAP Reading, Running Records, Literacy Profile Card, Writing samples, and Kentucky	Agenda/Meeting Minutes KY ELA Standards Literacy Data - unit assessments, iReady, Math, running records, Literacy Profile card, writing	NA

		Summative Assessment (KSA) to see what standards they need to focus on.		
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 1, 2, 4, 5	The administration team will continue to work with teachers in PLCs to focus attention on data from identified subgroups and plan instruction and reteaches accordingly	PLC Data Unit Assessments	Na
<b><u>Progress Monitoring</u></b>				
January, 2025: March, 2025: June, 2025:				

<b>Assessment: Meadowthorpe Elementary will develop a balanced assessment system.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3, 4, 5	Teachers will analyze assessment data to make informed decisions on classroom instruction. This will include decisions for the whole class, small group, and individual reteaches. Teachers will continue to pay close attention to the data of males and students with disabilities to make sure they are progressing as they should be and noting what changes they need to make to their instruction to help advance these two particular areas.	Unit assessments Weekly assessments Running Records iReady and MAP data PLC data	NA
Reading, Math, Students with Disabilities: IEP, Achievement Gap	KCWP 2, 3, 4, 5	Special Education teachers and Intervention teachers will use iReady Reading and Math assessment data to inform instructional decisions for students in SPED or MTSS. They will also analyze weekly progress	iReady Reading and Math data iReady Progress Monitoring (Reading) FAST Progress	NA

		monitoring data to see what changes need to be made, if any, to their daily instruction for each individual child. They will pay close attention to data of males. They will adjust their instruction accordingly.	Monitoring (Math)	
Reading, Math, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 3	Continue to administer the District Common Assessments for Reading and Math (grades 3, 4, & 5), Science (grade 4), and Social Studies (grade 5).	District Common Unit Assessments	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with Disabilities: IEP, Achievement Gap	KCWP 4, 5	All teachers will do three explicit data reviews throughout the school year. One at the beginning of the year, mid-year, and then around Spring Break. They will utilize the Data Wise Cycle for this review. They will come up with their Focus Area, Priority Question, Learner-Centered Problem, Problem of Practice, Action Plan, and a Plan to Assess Progress. This process will help make informed decisions on classroom and small group instruction.	Weekly and Unit Assessments iReady Reading and Math data Running Records Foundational Skills	NA
<b><u>Progress Monitoring</u></b>				
January, 2025: March, 2025: June, 2025:				

<b>Accelerated Learning: Meadowthorpe Elementary will provide support to meet students' academic and social-emotional</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined	KCWP 4, 5	Continue to use data to develop a coaching schedule for teachers. Administration and coaches will work with teachers to offer support, training, coaching, co teaching,	Get Better Faster Book Coaching Tracker Coaching Notebook	NA

Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap		feedback, etc. They will use the Get Better Faster Scope and Sequence to anchor this work.	Subgroup Data Progress Monitoring Data Unit Assessment Data	
Students with disabilities: IEP, Achievement Gap	KCWP 5	Continue to use achievement gap data and aligned curriculum to differentiate supports and instruction to improve student learning. Monitor student progress for all tiers of instruction.	PLC Documents Data Snapshots Support Team Meeting Agenda/Minutes	NA
Student with Disabilities: IEP	KSWP 1, 2, 3, 4, 5	Continue to work with District SPED members on understanding and writing IEPs with a focus on adding in more opportunities for co teaching (Especially for new SPED teachers). Utilize release days for this work. Assessment accommodations schedule will be implemented throughout the year. This will provide the opportunity for the accommodator and the student to build a relationship and the child to feel at ease during testing sessions. Continue implementation of the PASS program for SPED students. The SPED teachers will continue to join the general education release time for standards.	Agenda/Meeting Minutes  Sample IEP's  Co Teaching Professional Learning  Accommodation Schedule  PASS Professional Learning  PLC Data Progress Monitoring -  iReady Reading and FAST Math  Data Trackers	Na

**Progress Monitoring**

**January, 2025:**  
**March, 2025:**  
**June, 2025**

**Culture/Climate: Meadowthorpe Elementary will provide support to meet students' academic and social-emotional needs.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	KCWP 5, 6	Analyze data from Quality of School Climate and Safety Survey and other surveys about student's feelings and sense of belonging. Use the data to provide appropriate services to students.	Surveys	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 1, 5	Teachers will continue to be given the opportunity to attend professional learning throughout the school year and in the summer that supports the needs of their students and/or themselves. There will be structures in place through the district that will allow for collaboration. Examples of PD could be, but not limited to: Diversity, Equity and Inclusion, Engagement Strategies, SEL, etc.	Professional Learning Certificate Professional Development Plan	NA
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 6	Continue to provide training, coaching, and support on social emotional learning and embed social emotional learning components within the classroom.	SEL program Bloomsights DESSA MTSS Meeting Agenda/Minutes	Na
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress, Students with disabilities: IEP, Achievement Gap	KCWP 2	Continue to provide opportunities for students and their families to attend and engage in cultural and multilingual family literacy nights.	School Survey Attendance Sign-in sheets	Na