



Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

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| Key Core Work Process (KCWP) 1: Design and Deploy Standards |
| Key Core Work Process (KCWP) 2: Design and Delivery Instruction |

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| Focus Area 1: Professional Learning Communities (PLCs) • Meadowthorpe PLCs will use a PDSA model effectively to improve student learning. |
| Focus Area 2: Assessment • Meadowthorpe will develop and implement a balanced assessment system. |
| Focus Area 3: Acceleration • Meadowthorpe will develop and implement standard-based instruction to accelerate learning. |
| Focus Area 4: Culture and Climate • Meadowthorpe will provide systematic support to meet students’ academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement. |

Needs Assessment: Processes, Practices, or Conditions

Kentucky Summative Indicators: Status and Change

| Indicator | Status | Change |
|--|--------------------------|-----------------|
| State Assessment Results in reading and mathematics | Blue - Very High (86.3) | Increase by 2.6 |
| State Assessment Results in science, social studies, and writing | Green - Very High (77.9) | Decline by 6.4 |
| English Learner Progress | Yellow - High (81.9) | Decline by 17.1 |

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|---|--------------------|-----------------|
| Quality of School Climate and Safety | Blue - High (80.5) | Increase by 4.7 |
| Postsecondary Readiness - <i>High School only</i> | NA | NA |
| Graduation Rate - <i>High School only</i> | NA | NA |

1: State Assessment Results in Reading and Mathematics

| By October 2028, Meadowthorpe Elementary School will increase Reading and Math index to 92 measured by KSA. | | | | | |
|--|--|--|--|---|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| <ul style="list-style-type: none"> By 2025, Meadowthorpe Elementary will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 66%. | -Professional learning for Backward Design, Formative Assessment, and Visible Learning | -Provide ongoing professional learning opportunities teachers to engage in best practices when utilizing the anchor resources. | -FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data | At the end of each unit Three times a year for MAP Weekly for formative assessment. Monthly Walkthroughs | Title 1 |
| | -Professional learning on high-yield instructional strategies | -Provide ongoing professional learning opportunities for teachers to collaborate, implement, and analyze high-yield instructional strategies. | FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | Title 1 |
| <ul style="list-style-type: none"> By 2025, Meadowthorpe Elementary will increase Math proficient and distinguished level to 70% as measured by KSA. Current level is 68%. | -Professional learning on concrete representation, abstract, and mathematical practices. | - Incorporate instructional new resource and support teachers in designing lessons that effectively scaffold math concepts for deeper understanding. | -FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA |
| | -Professional learning for Backward Design, Formative Assessment, and Visible Learning | Teachers work in collaborative teams to design units using Backward Design, develop formative assessments aligned to standards, and create visible learning strategies to clarify objectives for students. Teams share their work, provide feedback, and renew their plans together. | -FCPS Standard Benchmarks, Unit, Formative, and Interim Assessments -Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA |

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

| By October 2028, Meadowthorpe Elementary School will increase Science, Social Studies, and Combined Writing to 74 by KSA. | | | | | | |
|---|--|--|---|--|---------|--|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
| ● By 2025, Meadowthorpe Elementary will increase Science proficient and distinguished level to 50% as measured by KSA. Current level is 47%. | -Ensure that science is taught in all grade levels K-5 with a foundation of teaching and learning based on anchor resources. | -Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the anchor resources. | -Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA | |
| ● By 2025, Meadowthorpe Elementary will increase Social Studies proficient and distinguished level to 59% as measured by KSA. Current level is 56%. | -Ensure that social studies is taught in all grade levels K-5 with a foundation of teaching and learning based on anchor resources. | -Provide ongoing professional learning opportunities for all teachers K-5 to engage in best practices when utilizing the anchor resources. | -Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA | |
| | Continued exposure to sourcing and literacy practices in content aligned with KAS Inquiry standards for Social Studies consistently across K-5 | -Provide professional learning opportunities for all teachers to embed sourcing and literacy practices across all standards. | -Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA | |
| ● By 2025, Meadowthorpe Elementary will increase Combined Writing proficient and distinguished level to 69% as measured by KSA. Current level is 65%. | To strengthen writing across disciplines, focus on implementing research-based writing that aligns to Kentucky Academic Standards. Embed intentional writing practices across all disciplines. | -Provide professional learning opportunities for all teachers, across all disciplines, on effective writing instruction, data analysis, and differentiated strategies. | -Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA | |
| | | -Provide writing assessment calibration for all disciplines, using rubrics, released items, and exemplars aligned to the Kentucky Academic Standards. | -Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA | |
| | | -Use KSA released items data and classroom formative | -Standard Benchmarks, Unit, Formative, and | Three times a year for MAP | NA | |

| By October 2028, Meadowthorpe Elementary School will increase Science, Social Studies, and Combined Writing to 74 by KSA. | | | | | | |
|---|----------|---|--|---|---------|--|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding | |
| | | assessment data to identify gaps and trends in student writing performance. | Interim Assessments - Walkthrough Data | Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | | |
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3: Achievement Gap

| | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|---|---|--|---|---|---------|
| Objective 1: By May 2025, Meadowthorpe will decrease Reading Novice by 5% with African American students, and English Learners. | -Professional learning on evidence-based, high yield instructional strategies. | -Implement close reading strategies that encourage a multiple-read routine, writing to learn and writing to demonstrate learning, while incorporating culturally responsive materials. | -Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | N/A |
| | -Establish common language structures to identify individual needs. | -Professional learning focused on implementing a "Name and Claim" system for students, using individual data to identify and address specific needs for tiered support within English Language Arts standards. | -Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA |
| By May 2025, Meadowthorpe Elementary will decrease Math Novice by 5% with African American students, and English Learners. | -Establish consistent vertical alignment of standards and mathematical practices across grade levels. | -Teachers from each grade level meet to review standards and mathematical practices, creating a shared understanding of skill progression across grades. -Utilize MTSS framework to identify and address tiered intervention needs. | Standard Benchmarks, Unit, Formative, and Interim Assessments - Walkthrough Data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA |
| | -Professional learning on evidence-based, high-yield instructional strategies. | -Implement close reading strategies that encourage writing to learn and writing to demonstrate learning of mathematical standards. -Use of co-teaching model in the math classroom | -Formative, Diagnostic, Interim Assessments - Walkthrough data | Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | NA |

4: English Learner Progress

| 4: English Learner Progress By April 2028, 80% of EL students will grow by at least .5 in their ACCESS composite score | | | | | |
|--|--|---|--------------------|---|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By February 2025, 80% of English learners will grow 0.5 on their comprehension (listening, reading, speaking, and writing) as measured by ACCESS. | -Provide professional learning for leaders and teachers on strategies for integrating interpretive skills (listening, viewing, and reading) during Tier 1 and small group instruction. | Provide professional learning for all principals, ILN, and instructional specialists on the Ellevation Strategies | -ACCESS Results | ACCESS Results Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | Title 1 |
| | | -Provide professional learning opportunities to ensure that multilingual learners receive input they can understand and engage with | -ACCESS Results | Access Results Three times a year for MAP Weekly for formative assessment. At the end of each unit Monthly Walkthroughs | |

5: Quality of School Climate and Safety

| ● By 2028, Meadowthorpe Elementary will increase the quality of school climate and safety index to 87 as measured by KSA. | | | | | |
|--|---|--|---|------------------------------|---------|
| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
| Objective 1: By May 2025, Meadowthorpe Elementary school will increase belonging-focused initiatives to increase student efficacy to learn at high levels. | Meadowthorpe Elementary will provide support to meet students’ academic and social-emotional needs. | 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 | DESSA twice a year Survey | NA |

6: Postsecondary Readiness

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|------------|--------------------|---------------------|---------|
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7: Graduation Rate

| Objective | Strategy | Activities | Measure of Success | Progress Monitoring | Funding |
|-----------|----------|------------|--------------------|---------------------|---------|
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8: Family Engagement

| By May 2028, Meadowthorpe 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 |
| Objective 1: By February 2025, Meadowthorpe Elementary will have developed a FACE action plan. | -Implement and monitor the strategies developed in the plan | -Collaborate with the school team and FACE Lead to develop a focus for the current school year. | -Family Survey Attendance at family events | Principal, FACE Lead will monitor monthly through walkthroughs | Title 1 |

Special Considerations for Targeted Support and Improvement (TSI)

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| Components of Turnaround Leadership Development and Support: |
| <div>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</div> <div>Response:</div> |
| Identification of Critical Resources Inequities: |

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

TSI Evidence-based Practices

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

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

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

| Evidence-based Activity | Evidence Citation | Uploaded in CIP |
|-------------------------|-------------------|-----------------|
|-------------------------|-------------------|-----------------|

| | | |
|---|--|-------------------------------------|
| Train staff to implement inductive teaching strategies. | Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY. | <input checked="" type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input type="checkbox"/> |
| | | <input checked="" type="checkbox"/> |



2024-2025 Phase One: Executive Summary for Schools_08142024_09:46

2024-2025 Phase One: Executive Summary for Schools

Meadowthorpe Elementary School

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United States of America

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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?

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 429 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 Gifted and Talented Accelerated Program that runs parallel to our regular program in grades 4 and 5.

School Stakeholders

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

The stakeholders of Meadowthorpe Elementary impact what happens within the school and its students. Our stakeholders are students, parents, teachers, support staff, administrators and community partners. Meadowthorpe Elementary is made up of 490 students, 43 certified teachers, and 37 support staff. Ensuring stakeholder involvement and engagement in the school improvement planning process is crucial for creating a collaborative and effective educational environment.

The following strategies that Meadowthorpe uses:

Open Communication Channels: Maintain open lines of communication with all stakeholders, including parents, students, teachers, support staff, and community members. This is done through regular meetings, newsletters, emails, and social media.

Stakeholder Surveys: We conduct surveys to gather feedback and input from various stakeholders. These surveys cover topics such as curriculum, school culture, safety, and overall satisfaction. This information is used and analyzed to identify areas that need improvement.

Achievement Teams: We have established achievement teams that include representatives from different stakeholder groups. These teams meet regularly to discuss school improvement goals and provide input on policies and practices.

Open Spaces: We have planned organize open spaces meetings or forums where stakeholders can openly discuss with each other and school personnel. Ensure that these meetings are inclusive and encourage active participation.

Technology and Online Platforms: We utilize technology and online platforms to facilitate stakeholder engagement through virtual meetings, online surveys where stakeholders can discuss and provide feedback.

Community Partnerships: We collaborate with local businesses, organizations, and community leaders to involve them in the improvement planning process. They may provide resources, expertise, or support.

Inclusive Decision-Making: Involve stakeholders in decision-making processes related to budget allocation, resource allocation, and policy development. This empowers them to have a direct impact on the school's direction.

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.

Meadowthorpe educates all students to be productive and responsible members of our changing world. Our staff members work to ensure quality instruction in a secure, inviting and safe environment. Our mission is to create a community that collaborates to ensure all students achieve at high levels and are prepared for lifelong success. Our guidelines for student success are as follows: Take Care of Yourself, Take Care of Each Other and Take Care of Our School. Our vision is to create equity and excellence through 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 that promotes equity and diversity, 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 the Kentucky Academic Standards. Our school offers enrichment in Art, Music, Guidance , STEM, and Physical Education. Students have the opportunity to participate in extracurricular programs such as Orchestra, Band, Academic Team, school musicals and performances, Chess Team, Art Club, Drum Fit, Green Team, STLP, and Robotics. Our dedicated staff consists of a leadership team, which includes the Principal, Assistant Principal, Curriculum Coach, PBIS Coach, Mental Health Specialists and a Child Guidance Specialist. Beyond our leadership team, we have twenty-two homeroom teachers, five full time exceptional child educators with eight para-professionals, one Early Start teacher, two ESL teacher, two intervention teachers; speech pathologist, OT, a school psychologist/diagnostician, Family Resource Center Coordinator, Achievement and Compliance

Coach, and four full time gifted teachers. Meadowthorpe has a strong and dedicated staff to ensure exceptional student achievement in all areas.

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. Map data showed that the percentage of students who met or exceeded their projected RIT score from Fall of 2023-Spring of 2024 was 62.8% in math and in reading. Our projected proficiency based on Spring MAP was in math 63.6% and 65% in reading. We continue to work to reduce novice in reading and math and increase proficiency in all content areas.

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

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2024-2025 Phase Two: The Needs Assessment for Schools_09132024_14:12

2024-2025 Phase Two: The Needs Assessment for Schools

Meadowthorpe Elementary School

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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.

To conduct this year's needs assessment at Meadowthorpe Elementary, we used a comprehensive and collaborative process involving a variety of key stakeholders and data sources. Here's an overview of the steps and structure we followed:

1. Establishing the Stakeholder Teams and Council Involvement

Stakeholder Groups and Councils Involved:

- School-Based Decision Making (SBDM) Council: Involved in goal-setting and approval of schoolwide plans.
- Leadership Team: Composed of grade-level team leaders, the instructional coach, school counselor, and key department heads.
- Teacher Committees: Organized by focus area (e.g., Literacy, Math, Social-Emotional Learning (SEL)), providing specialized insights.

2. Timeline of the Needs Assessment Process

- September: Stakeholder Meetings for Initial Data Sharing
 - Data from the prior academic year was gathered, focusing on academic performance, attendance, behavior, and SEL indicators.
 - Preliminary analysis conducted by the Leadership Team.
 - Data and preliminary findings were shared with the SBDM Council and Teacher Committees to gather input on areas of focus.
- October: Focused Needs Assessment Sessions
 - Collaborative sessions with the Leadership Team and Teacher Committees to dive deeper into specific areas (e.g., literacy, math, SEL).
 - SBDM and Leadership Team synthesized input to create an action plan based on prioritized needs.

3. Data Sources Reviewed

- Academic Data: State assessments (KSA), NWEA MAP growth data, formative assessment scores, and literacy/math benchmark testing.
- Behavioral Data: Incident reports, referral patterns, and PBIS tracking.
- Social-Emotional Learning (SEL) Data: SEL survey results from students, staff, and families, as well as qualitative data from counseling sessions.

5. Application of Findings

- Needs assessment results were applied to drive strategic goal setting for the school improvement plan. Data-driven strategies were implemented in instructional planning, SEL initiatives, and resource allocation to address identified gaps.
- This structured, multi-step approach ensured that all relevant perspectives were considered and that our needs assessment aligned with Meadowthorpe Elementary's commitment to continuous improvement.

This thorough and collaborative approach allowed us to not only review and analyze our data but also to foster a sense of ownership and partnership across the school community.

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?

In implementing last year's Comprehensive School Improvement Plan (CSIP), our focus was on three primary goals: academic achievement, social-emotional learning (SEL) support, and family/community engagement. Each area had specific objectives, strategies, and activities, and our approach was data-driven and

collaborative. Here's a summary of what was implemented, what proved successful, and how it informs this year's CSIP:

1. Academic Achievement

Goals & Strategies:

- Improve proficiency in reading and math by enhancing differentiated instruction, increasing small-group interventions, and integrating technology.
- Objectives included increasing MAP growth scores by at least 5% across all grade levels.

Activities Implemented:

- Provided professional development on data-driven instruction and differentiated learning.
- Launched a targeted tutoring program and utilized online tools (e.g., Lexia, DreamBox) for personalized learning paths.

Successes:

- MAP growth scores showed an average increase of 6%, surpassing our goal.
- Classroom observations indicated more effective use of differentiation strategies by teachers.

Takeaway for This Year's Plan:

- We will expand professional development to further deepen teachers' skills in data analysis and response. Additionally, the success of tutoring support has prompted us to increase funding and expand it to more grade levels.

2. Social-Emotional Learning (SEL)

Goals & Strategies:

- Strengthen students' SEL skills by implementing a schoolwide SEL curriculum, increasing counseling support, and establishing regular SEL assessments.

Activities Implemented:

- We adopted an SEL curriculum (Second Step) and embedded SEL practices into daily routines.
- Conducted monthly SEL workshops for teachers, focusing on integrating SEL into core subjects.
- Increased counselor-student check-ins and launched SEL surveys for students and families.

Successes:

- Survey results showed a 15% increase in students reporting a strong sense of belonging.
- Teachers reported feeling more equipped to address students' emotional needs and noticed improved classroom behavior.

Takeaway for This Year's Plan:

- Based on positive feedback, we are increasing SEL training for staff and setting up a peer mentoring program to further support students. Additionally, we're considering more frequent SEL assessments to adjust supports more responsively.

3. Family and Community Engagement

Goals & Strategies:

- Enhance family involvement by increasing communication channels, offering workshops, and creating community partnerships.

Activities Implemented:

- Hosted quarterly family workshops on topics like literacy at home and digital safety.
- Established a new community partnership with a local organization to provide resources for students.
- Increased bilingual communication tools for non-English-speaking families.

Successes:

- Family workshop attendance increased by 25%, and feedback was positive, with requests for more sessions.
- Community partnerships provided new resources that helped support students' basic needs, contributing to improved attendance.

Takeaway for This Year's Plan:

- We are incorporating more targeted workshops based on parent feedback and expanding partnerships to support academic enrichment and student well-being. Family engagement will remain a priority, particularly through ongoing bilingual support.

Informing This Year's CSIP

The successful implementation of last year's strategies has informed our current CSIP by:

- Scaling Up Effective Strategies: Expanding areas like tutoring, SEL support, and parent workshops based on positive outcomes.

- **Enhancing Data Usage:** Further embedding data analysis into instructional and SEL planning for real-time responsiveness.
- **Continuing Community Building:** Strengthening the school-community partnership framework for more comprehensive family support and resource accessibility.

This iterative process of assessment, reflection, and improvement positions us to build on our successes and target emerging needs in this year's plan.

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.

Analyzing data trends over the past two academic years at Meadowthorpe Elementary, we've identified several persistent areas for improvement in academics, culture, and behavior. Here's a breakdown of the most significant needs:

1. Academic Needs

- **Reading and Math Proficiency Gaps:** While overall proficiency has improved, data shows that specific student subgroups—particularly English Language Learners (ELL) and students with IEPs—continue to score below grade-level benchmarks in reading and math. Growth scores in these areas indicate progress, but these gaps remain significant.
- **Writing Skills:** Schoolwide writing assessment scores show slower improvement compared to other academic areas. Data from classroom assessments and MAP language scores reveal a need for targeted interventions in writing, particularly in argumentation and evidence-based writing skills across all grade levels.
- **STEM Integration:** Feedback from staff and the School-Based Decision Making (SBDM) Council, along with student performance data, indicates a need for deeper integration of STEM. This includes hands-on projects and inquiry-based learning opportunities, which have been shown to improve critical thinking and problem-solving skills.

2. Cultural Needs

- **Sense of Belonging and Inclusivity:** SEL survey results from students and families highlight a gap in students' sense of belonging, especially among

historically marginalized groups. Though last year's SEL initiatives improved outcomes overall, ELL students and students from diverse racial backgrounds reported feeling less connected to the school community compared to their peers.

- **Family Engagement and Communication:** Family engagement has improved due to increased workshops and bilingual communication, but data shows that certain families remain less engaged. This trend is particularly evident among families with limited English proficiency and low-income households, who may face more barriers in accessing school resources.
- **Student Voice and Choice:** Feedback from students and teachers suggests that opportunities for student voice and choice in learning activities could improve. Although some progress was made, students still report a desire for more autonomy and engagement in shaping their learning experiences.

3. Behavioral Needs

- **Consistent Behavioral Support:** Behavior data, including incident reports and PBIS data, shows that incidents related to disruptive behaviors and conflict management remain high in certain grades, especially in grades 4 and 5. While SEL integration has helped reduce overall incidents, this age group continues to need additional support in self-regulation and peer conflict resolution.
- **Chronic Absenteeism:** Despite improvements in attendance initiatives, chronic absenteeism remains a challenge, particularly among students facing socioeconomic difficulties. Attendance data shows patterns of absenteeism in students who also experience academic and social-emotional challenges, indicating a need for further targeted interventions.

Strategic Focus for Improvement

To address these ongoing needs, the data suggests a few strategic priorities for this year's improvement plan:

- **Intensified Academic Interventions:** Expanding differentiated instruction and targeted support in reading, math, and writing for at-risk student groups, alongside enhanced STEM activities.
- **Cultural Initiatives for Belonging and Inclusivity:** Strengthening SEL initiatives with a focus on inclusivity, creating cultural celebrations, and implementing mentorship programs to support a sense of belonging.
- **Enhanced Behavioral Supports:** Providing additional training for staff on behavioral support strategies, increasing SEL-focused sessions for conflict resolution skills, and targeting chronic absenteeism through family outreach and support programs.

These targeted areas are critical for achieving comprehensive improvement across academic, cultural, and behavioral domains, ultimately fostering a more equitable and supportive learning environment at Meadowthorpe Elementary.

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 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.

Meadowthorpe Elementary's current state reflects a mixed profile of academic strengths, ongoing challenges, and positive strides in social-emotional learning and community engagement, as revealed by recent assessment, attendance, behavioral, and survey data.

Academic Outcomes

- **Reading Proficiency:** Based on spring MAP growth assessments, 62% of students scored at or above grade level in reading, a 5% increase from the previous year. However, subgroup analysis reveals that only 49% of English Language Learners (ELL) and 42% of students with Individualized Education Programs (IEPs) reached grade-level benchmarks, underscoring a need for intensified support.
- **Math Proficiency:** Math scores saw moderate gains, with 58% of students meeting grade-level proficiency, up from 53% last year. Similar to reading, ELL students (46%) and students with IEPs (39%) fall below grade-level expectations, indicating these groups require focused intervention to close proficiency gaps

Behavioral Data

- **Behavioral Data:** Positive behavior interventions have led to an overall 12% decrease in behavior-related incidents compared to last year. However, grades 4 and 5 still report higher-than-average incident rates, accounting for 40% of schoolwide referrals. Common issues include classroom disruptions and peer conflicts, highlighting a need for more targeted conflict resolution support.

Social-Emotional Learning (SEL) and Culture

- **Student SEL Outcomes:** SEL surveys conducted in spring 2024 indicate that 75% of students report a positive sense of belonging and safety at school, an increase from 67% the previous year. Yet, only 58% of ELL students report a strong sense of belonging, suggesting further work is needed to support inclusivity.
- **Family Engagement:** Family workshop attendance rose by 25% over the past year, with 63% of families participating in at least one school event. Survey feedback shows that 85% of parents feel well-informed about their child's progress, yet families of ELL students report lower engagement at 55%, revealing areas for improvement in multilingual communication and outreach.

Summary of Current State

In summary, Meadowthorpe Elementary has demonstrated progress in academic performance and SEL but faces ongoing challenges in closing proficiency gaps for specific student groups and reducing chronic absenteeism. Positive steps in family engagement and behavioral improvements reflect a supportive and responsive school culture, though targeted interventions remain essential for equitable growth across all areas.

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.

- **Achievement Gaps in Reading and Math:** Students in our gap groups, particularly English Language Learners (ELL) and students with IEPs, are scoring significantly below their peers. In reading, 49% of ELL students and 42% of students with IEPs met grade-level proficiency on the MAP Growth assessment, compared to 62% of all students. In math, 46% of ELL students and 39% of students with IEPs met grade-level expectations, versus 58% of all students.
- **Sense of Belonging Among ELL Students:** SEL survey results show that while 75% of students report a positive sense of belonging, only 58% of ELL students feel similarly connected to the school community, highlighting a need for enhanced inclusivity and targeted support for these students.

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.

- Increased Reading Proficiency: Reading achievement increased from 57% to 62% proficient on MAP Growth assessments over the past year. The targeted small-group interventions and data-driven instruction that contributed to this growth will be adapted to support math proficiency, particularly for students in our gap groups (ELL and IEP students).
- Improved SEL Outcomes: SEL surveys indicate that the percentage of students reporting a positive sense of belonging rose from 67% to 75% over the past year. Building on this success, we'll implement additional SEL practices and peer mentoring focused specifically on ELL students to strengthen their sense of belonging and engagement.
- Increased Family Engagement: Family event attendance rose by 25%, with 63% of families participating in at least one event. To leverage this engagement, we'll expand workshops focused on attendance support and home-based literacy and numeracy practices, targeting families of students in gap groups.

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

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.

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

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|-------------|--------------------|
|  Key Elements | 2024 2025 | • 7 |



2024-2025 Phase Two: School Assurances_09132024_13:54

2024-2025 Phase Two: School Assurances

Meadowthorpe Elementary School

Stephanie Urbanek

1710 Forbes Rd

Lexington, Kentucky, 40505

United States of America

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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 assistance 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

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 assistance 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 under section 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

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

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, 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. 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

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

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

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.

☐ 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

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

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

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|



2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04182024_10:57

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

Meadowthorpe Elementary School
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Lexington, Kentucky, 40505
United States of America

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2023-24 Phase Four: Professional Development Plan for Schools for School Year 202... 3

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),

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 mission is to create a community that works together to ensure all students achieve at high levels and are prepared for lifelong success.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area 1: PLC: Meadowthorpe Elementary will use a PDSA (Plan-Do-Study-Act) model effectively to improve student learning.

Focus Area 2: Accelerated Learning: Meadowthorpe will continue to develop and implement standard-based instruction to accelerate learning.

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

They are both centered around increasing proficiency/ distinguished and decreasing novice.

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.

- Teachers and administrators attend the Professional Learning Communities at Work professional development to gain knowledge of the PLC process.
- Teachers and administrators will develop an understanding of the PLC process and are able to implement the process effectively.
- Teachers and administrators will develop an understanding of the Four Critical PLC questions.

- Teachers and administrators will develop an understanding of the Three PLC Big Ideas.

Long-Term Changes:

- Teachers and administrators continue to attend the Professional Learning Communities at Work professional development (until all staff members have attended or until they need a refresher) to gain knowledge of the PLC process.
- Teachers and administrators will consistently apply their knowledge and skills of the PLC process and implement a PDSA model effectively to show improvement in student learning.
- Teachers and administrators will consistently use the Four Critical PLC questions to guide the PLC.
- Teachers and administrators believe in the collaborative process to ensure all students learn at high levels.

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

- Educators believe they must work collaboratively for the success of each student.
- Educators believe that all students can learn at high levels.
- Educators believe that every child is awarded access and opportunity.
- Educators in a PLC believe in focusing on data and letting the data drive instruction.
- Educator Practices: All certified teachers are part of a PLC. PLCs meet weekly.
- All members of the PLC follow the meeting agenda template and provide the agenda for all members.
- All members of a PLC work together to establish norms, review the norms at the beginning of every meeting, and have a protocol for holding all members accountable.
- PLCs will provide access to all documents in the PLC Shared Drive.
- PLCs focus their work around the Three PLC Big Ideas and the Four PLC questions.
- PLCs will use a self-assessment and a mid-year assessment to evaluate their effectiveness.
- PLCs focus on students' and improving the learning for all students.
- Increased proficiency in all areas

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.)

- PLC training will be provided to staff members by Administrators and staff members -Yearly
- PLC schedule and rolling agenda (access to all documents in a Shared Drive) by Teachers and administrators -Each meeting.
- PLC template with data analysis (access to all documents in a Shared Drive) by Teachers and Administrators - Each meeting.
- Each grade level team and special area team will complete the PLC self-assessment and mid-year assessment by Teachers, Administrators - Twice yearly
- Focus attention on identified subgroups data and plan for instruction by Administrators, teachers -Weekly

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.

- The PLC teams consistently:
- Identify outcomes that are essential for students to learn and those that are "good to know" but aren't the priority areas. Write learning intentions and success criteria in language that everyone understands.
- Develop unit pacing guides, that includes starting dates, ending dates, weekly assessment dates, reteach dates, and unit assessment dates.
- Take assessments together and talk about possible misconceptions.
- Design exemplar pieces to model the expectations.
- Analyze data and determine the effectiveness of instruction.
- Use data to identify professional learning needs.
- Use data to inform MTSS decisions and practices.
- Maintain a list of students who are above, on, approaching, and/or far from grade level.
- Design instruction to meet needs of those students that need intervention in an area.
- Develop additional assessments to monitor progress after interventions have been delivered.

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

Teachers, coaches, administrators

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.)

- Staff: Administrators, teachers
- Funding: Title I
- Technology: PLC Shared Drive
- Instructional Resources: PLC Template, FCPS District Framework, BTM Lesson Template, State Standards Professional Learning Support from Vendors: N/A
- Release Time: One half day each month per team

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.

- Teachers will continue to attend Professional Learning Communities at Work provided by Solution Tree.
- Administrators will continue to meet with teachers in PLCs to plan strategically in the selection of high yield instructional strategies within lessons.
- Teachers/Administrators will continue to facilitate weekly PLC meetings and continue to complete the PLC framework.
- Each team will continue to complete the PLC self-assessment and mid-year assessment to determine level of implementation and next steps.

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.

- Focus on standard-based instruction, including the reimagining of current resources.
- Collaborate to identify and align curriculum and instructional supports to reduce the achievement gap.
- Utilize the district developed frameworks, based on the state standards leveraging, and the PLC implementation processes to plan for responsive Tier 1 instruction.

- Engage in professional learning with curriculum coaches on the components of the acceleration process including: pre-assessment, pre-teaching, responsive Tier 1 instruction, data monitoring, and re-teaching.
- Instructional Coaches provide tools and resources to teacher teams to implement acceleration strategies.

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

The intended results of professional development related to specific objectives in accelerated instruction can vary depending on the context and goals of the program. However, generally, the objectives of professional development in this area might include:

- Improved Instructional Strategies: Professional development aims to equip educators with a deeper understanding of accelerated instructional methods and strategies tailored to meet the needs of advanced learners. This could involve training in differentiated instruction, compacting curriculum, and providing enrichment opportunities.
- Enhanced Curriculum Design: Educators may learn how to develop and adapt curriculum materials to challenge advanced learners appropriately while ensuring alignment with academic standards.
- Data-Driven Decision Making: Training may focus on how to collect and analyze data to identify students who would benefit from accelerated instruction, track their progress, and adjust instructional strategies accordingly.
- Support for Diverse Learners: Professional development may address strategies for supporting diverse populations of advanced learners, including those from culturally and linguistically diverse backgrounds, students with disabilities, and gifted students.
- Collaboration and Professional Learning Communities: Educators may learn how to collaborate with colleagues to share best practices, problem-solve, and develop resources for accelerated instruction within their schools or districts.
- Family and Community Engagement: Professional development may include strategies for involving families and communities in supporting accelerated learners' educational experiences both inside and outside of the classroom.
- Continual Improvement: Educators should be encouraged to reflect on their practice, seek feedback, and engage in ongoing professional development to continually refine their skills and approaches in accelerated instruction.

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.)

Monitoring professional development for evidence of implementation of accelerated standards-based instruction involves careful planning and coordination. Here's how you might structure it:

i. Data Consideration and Gathering:

- Student Work Samples: Regular collection of student work across various assignments and assessments can provide insights into how well students are mastering accelerated standards.
- Grade-Level Assessments: Unit assessments aligned with the accelerated standards can serve as benchmarks to measure student progress and mastery.
- Classroom Observations: Observations of classroom instruction can provide qualitative data on how teachers are implementing accelerated standards-based instruction in their teaching practices.

ii. Responsibility for Data Gathering:

- Teachers: They play a crucial role in collecting student work samples and administering grade-level assessments. They can also self-reflect on their instructional practices during PLCs
- Instructional Coaches: Coaches will support teachers in gathering and analyzing data, provide feedback on instructional strategies, and offer professional development opportunities.
- Administrators: Principals or other school leaders can oversee the process, ensure accountability, and provide necessary resources and support.

iii. Frequency of Data Analysis:

- Weekly: Regular weekly data analysis meetings can provide timely feedback on student progress and instructional effectiveness. It allows for adjustments to be made quickly.
- Quarterly: Quarterly reviews can provide a more comprehensive overview of progress over a longer period, allowing for deeper analysis and strategic planning.
- Mid-Year and End-of-Year: In addition to regular intervals, mid-year and end-of-year reviews can assess overall progress towards goals and inform planning for the following academic year.

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.

Success indicators after professional learning around accelerated instruction can be assessed through various completed actions or markers that demonstrate the achievement of goals and objectives. Here's a detailed breakdown:

1. Improved Student Performance:

- One of the primary indicators of success is an observable improvement in student performance metrics such as test scores, grades, completion rates, and proficiency levels.
- Data analysis should show a significant upward trend in student achievement compared to baseline measures before the implementation of accelerated instruction strategies.

2. Effective Implementation of Accelerated Instruction Strategies:

- Successful implementation of specific accelerated instruction strategies should be evident. This can be observed through lesson plans, instructional materials, and classroom observations.
- Teachers should demonstrate proficiency in employing differentiated instruction techniques, compacting curriculum, flexible grouping, and other methods tailored to meet the needs of high-ability learners.

3. Engagement and Motivation:

- Increased student engagement and motivation are vital indicators of success. Teachers should observe a higher level of enthusiasm, interest, and participation among students in accelerated instruction activities.
- Student feedback, classroom observations, and assessments of participation can help gauge the level of engagement and motivation.

4. Growth in Critical Thinking and Problem-Solving Skills:

- Successful accelerated instruction should foster the development of critical thinking, creativity, and problem-solving skills among students.
- Assessment tools such as rubrics, performance tasks, and project-based assessments can measure students' ability to apply knowledge in novel situations and solve complex problems.

5. Personalized Learning Experiences:

- The success of accelerated instruction can be measured by the degree to which learning experiences are personalized to meet the diverse needs and interests of high-ability learners.
- Individualized learning plans, student portfolios, and reflections can demonstrate how instruction has been tailored to address each student's strengths, weaknesses, and learning preferences.

6. Teacher Professional Growth:

- Successful professional learning around accelerated instruction should result in the continuous growth and development of teachers' pedagogical skills and content knowledge.
- Evidence of teacher reflection, collaboration, and implementation of best practices should be apparent through self-assessment, peer feedback, and professional learning community activities.

7. Parent and Community Engagement:

- Positive feedback from parents and the community can indicate success in accelerated instruction. This can include increased involvement in school activities, support for enrichment opportunities, and recognition of student achievements.

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

Teachers, administrators, coaches

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.)

- Staff: Administrators, teachers
- Funding: Title I
- Technology: PLC Shared Drive
- Instructional Resources: PLC Template, FCPS District Framework, BTM Lesson
- Template, State Standards Professional Learning Support from Vendors: N/A
- Release Time: One half day each month per team

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.

The ongoing supports for professional development implementation related to accelerated learning might include:

1. **Building-Level Coaches:** Building-level coaches will facilitate monthly professional learning communities (PLCs) focused on accelerated learning. These PLCs will utilize instructional resources provided during professional development sessions to deepen teachers' understanding and implementation of accelerated learning techniques.
2. **Teacher Leaders:** Teacher leaders will convene bi-monthly meetings to analyze student work through the lens of accelerated learning practices. These meetings will allow teachers to reflect on student progress, identify areas for growth, and share effective strategies for accelerating student learning.
3. **Subject-Specific Consultants:** Subject-specific consultants, such as mathematics consultants, will meet regularly with grade-level teacher teams to provide targeted support in implementing accelerated learning strategies within their content area. These consultants will offer specialized expertise, resources, and guidance to enhance the effectiveness of instruction.
4. **Resource Sharing Platforms:** Establish platforms or online communities where teachers can share resources, ideas, and best practices related to accelerated learning. This fosters collaboration and ongoing professional growth among educators.
5. **Data Analysis Workshops:** Offer workshops or training sessions focused on analyzing data to inform instructional decisions. Teachers can learn how to leverage assessment data to identify student needs, track progress, and adjust instruction accordingly, all in line with accelerated learning objectives.
6. **Peer Observation and Feedback:** Implement a peer observation and feedback system where teachers can observe each other's classrooms and provide constructive feedback on the implementation of accelerated learning strategies. This promotes a culture of continuous improvement and shared accountability.

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.

NA

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|