1. Kentucky Summative Assessment Reading and Math

Goal 1:Proficiency: Improve Proficiency in Reading from 31% to 65% and improve Math Proficiency from 22% to 60% by May 2028 as measured by KSA.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● 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	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase 2025 Reading P/D from 31% to 35%	**KCWP 1: Design and Deploy Standard-** Ensure the curriculum is fully aligned with state reading standards. **KCWP 2: Design and Deliver Instruction-** Implement differentiated instructional practices tailored to formative assessment data. **KCWP 4: Review, Analyze, and Apply Data-** Regularly analyze formative and summative assessment data to identify trends and gaps.	● Conduct PLCs to deconstruct reading standards and collaboratively plan lessons. ● Collaboratively adapt and expand the district provided curriculum to allow appropriate state standard measure. ● Implement targeted small group interventions during FLEX periods. ● Utilize digital platforms like iXLfor personalized reading practice. ● Provide professional development on evidence-based reading strategies (e.g., close reading, reciprocal teaching).	● Increase in MAP growth scores and interim benchmark results for reading. ● Percentage of students moving from "Novice" to "Apprentice" or higher.	● Weekly PLC meetings for data review. ● Bi-weekly checks of intervention logs and progress reports. ● Quarterly MAP assessments.	Title I for professional development and potential digital resources.
Objective 2:	**KCWP 2: Design and Deliver Instruction-** Introduce scaffolded	● Develop targeted math intervention groups for Tier 2 and Tier 3 students. ● Utilize resources like iXL for skill reinforcement.	● Increased scores on formative math assessments and MAP benchmarks.	● Weekly review of intervention progress in PLCs.	Title II for professional

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Increase 2025 Math P/D from 22% to 25%	math lessons addressing prerequisite skills. **KCWP 3: Design and Deliver Assessment Literacy-** Use item analysis of assessments to pinpoint and address specific weaknesses. **KCWP 5: Design, Align, and Deliver Support-** Provide additional tiered support for struggling students.	● Implement weekly spiral reviews focusing on priority standards. ● Collaboratively adapt and expand the district provided curriculum to allow appropriate state standard measure.	● Reduced number of students failing to demonstrate mastery on interim assessments.	● Monthly analysis of math practice data from digital tools.	development in math instruction. School improvement grants for additional intervention materials.
Objective 3: Decrease 2025 Novice Reading from 46% to 40%	**KCWP 5: Design, Align, and Deliver Support-** Establish a multi-tiered system of supports (MTSS) for reading interventions. **KCWP 6: Establish Learning Culture and Environment-** Build a school-wide focus on literacy, including reading challenges and incentives.	● Implement a blended learning model where teachers use formative and summative assessment data to create flexible, skill-based small groups for targeted instruction. ○ Use digital tools (e.g., Canvas, IXL) to differentiate content delivery and track individual progress. ○ Rotate groups through teacher-led instruction, peer collaboration, and independent digital practice. ● Provide professional development for teachers on effective grouping strategies and data analysis techniques to ensure instruction aligns with individual student needs. ● Offer family literacy nights to engage parents in supporting at-home reading and digital learning.	● Reduction in the number of students identified as "Novice" on interim assessments. ● Improved engagement metrics, such as minutes logged in digital learning platforms and completion of targeted group assignments.	● Weekly review of small group progress in PLCs. ● Bi-weekly assessment of digital learning platform usage reports.	Title I for intervention programs and digital learning tools. Title II for professional development on blended learning strategies.
Objective 4: Decrease 2025 Novice Math from 50% to 45%	**KCWP 2: Design and Deliver Instruction-** Integrate arts-based instructional strategies to engage students in exploring mathematical concepts through creative approaches. **KCWP 5: Design, Align, and Deliver Support-** Use targeted arts integration activities to support conceptual understanding for struggling students.	● Incorporate arts-based strategies into math instruction. ● Provide professional development for teachers on integrating arts into math lessons to reinforce key concepts in ways that connect with multiple learning styles. ● Develop interdisciplinary projects combining math with arts subjects, such as creating scale models or budgeting for theatrical productions. ● Utilize arts integration during intervention blocks, allowing students to reimagine math concepts in creative and meaningful ways.	● Decrease in the percentage of students scoring "Novice" on formative and summative math assessments. ● Increased student engagement and participation in math lessons as measured by walkthrough observations and surveys.	● Quarterly review of math lesson plans to ensure inclusion of arts integration. ● Monthly review of formative assessment data to evaluate the impact of arts integration on student performance.	Grant funding for professional development in arts integration. Local arts partnerships to support projects and resources.

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2. Kentucky Summative Assessment Separate Academic Indicator (Combined Science, Social Studies and Combined Writing)

Goal 2: Separate Academic Indicator: By 2028, LTMS will increase Science proficiency level from 7% to 50%; increase Social Studies proficiency level from 28% to 65%; and increase Combined Writing proficiency from 45% to 65% as measured by KSA.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* - 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	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* - KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: **Increase 2025 Science P/D from 7% to 15%**	**KCWP 2: Design and Deliver Instruction-** Maximize block scheduling to engage students in extended scientific investigations using the scientific process. **KCWP 3: Design and Deliver Assessment Literacy-** Use formative assessments to monitor and adjust instruction in real time. **KCWP 6: Establish Learning Culture and Environment-** Cultivate curiosity by fostering inquiry-based learning and hands-on exploration.	- Maximize block schedule to deepen engagement: - Plan extended experiments and investigations where students can complete all stages of the scientific process (questioning, hypothesizing, experimenting, analyzing, and concluding) in one or two class periods. - Utilize Amplify's curriculum to guide student-led inquiries and provide real-time feedback during investigations. - Incorporate scientific discourse and peer review: - Allocate time for students to present findings, critique peer work, and refine conclusions. - Provide professional development on structuring block schedule lessons for rigorous scientific inquiry.	- Increased proficiency rates on state science assessments. - Improved quality of student-designed experiments and scientific reports, as assessed by shared rubrics. - Higher engagement in science activities as measured by student surveys and participation rates.	Bi-weekly review of experiment rubrics and writing samples during PLC meetings.	Title II for collaborative training between science and writing teachers.

		● Develop cross-curricular lessons with math and writing to reinforce data collection, analysis, and communication of scientific findings: ○ Collaborate with the writing teacher to teach students how to structure and write scientific reports, including an introduction, methods, results, and conclusion. ○ Focus on Claim-Evidence-Reasoning (CER) strategies with the writing teacher providing targeted instruction and peer review opportunities. ○ Develop a shared rubric between science and writing teachers to assess the technical accuracy of findings and quality of written communication.			
Objective 2: **Increase 2025 Social Studies P/D from 28% to 30%**	**KCWP 1: Design and Deploy Standards-** Ensure the curriculum is fully aligned with state standards, emphasizing critical thinking and analytical skills. **KCWP 3: Design and Deliver Assessment Literacy-** Use formative assessments such as document-based questions (DBQs) and primary source analysis to gauge student understanding. **KCWP 6: Establish Learning Culture and Environment-** Foster engagement through inquiry-based learning, debates, and discussions around historical and contemporary topics.	● Integrate primary source analysis into daily instruction: ○ Use diverse primary and secondary sources to teach students how to critically analyze historical events. ○ Provide explicit instruction on sourcing, contextualization, and corroboration strategies. ○ Include group work to evaluate sources and collaboratively draw conclusions. ● Implement student-centered learning strategies: ○ Use inquiry-based methods, such as Socratic seminars and project-based learning (PBL), to allow students to explore historical questions and build arguments. ○ Develop classroom debates and discussions on historical and modern issues to promote active engagement and critical thinking. ● Provide professional development for teachers: ○ Offer training on integrating literacy strategies, such as annotating texts and summarizing arguments, into social studies lessons. ○ Focus on creating interdisciplinary connections, particularly with writing and English Language Arts, to strengthen students' argumentative writing skills. ● Develop cross-curricular projects with writing teachers: ○ Collaborate on assignments that combine social studies content with structured writing tasks, such as crafting	● Improved performance on DBQs and formative writing assessments tied to social studies standards. ● Increase in the percentage of students scoring Proficient or Distinguished on state social studies assessments.	● Weekly analysis of formative assessments, including DBQs and exit tickets, in PLC meetings. ● Monthly review of student performance on writing tasks related to social studies. ● Quarterly analysis of benchmark assessments.	Local Partnerships- Funding for guest speakers, museum visits, or historical simulations.

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		persuasive essays or opinion editorials based on historical events. ○ Use a shared rubric across subjects to ensure alignment of expectations and feedback.			
Objective 3: Increase 2025 Combined Writing P/D from 45% to 50%.	**KCWP 2: Design and Deliver Instruction-** Focus on explicit writing instruction that aligns with state standards and incorporates strategies like Claim-Evidence-Reasoning (CER) and argumentative writing. **KCWP 3: Design and Deliver Assessment Literacy-** Use consistent, standards-aligned rubrics for formative and summative writing assessments. **KCWP 6: Establish Learning Culture and Environment-** Build a school-wide culture of writing through interdisciplinary collaboration and celebration of student work.	● Integrate writing across all content areas: ○ Embed writing tasks into science (e.g., lab reports), social studies (e.g., document-based questions), and math (e.g., explaining problem-solving processes). ○ Use short, meaningful writing assignments that allow students to practice and refine skills within their content learning. ● Collaborate on cross-disciplinary projects: ○ Partner with content area teachers to develop joint assignments, such as writing historical analyses, scientific explanations, or persuasive essays tied to core content. ○ Include peer and teacher feedback opportunities to help students improve their work. ● Create student-centered writing workshops: ○ Implement small-group writing workshops where students receive targeted instruction based on their skill level and needs. ○ Allow students to bring work from any subject to improve their writing with teacher and peer support. ● Celebrate writing achievements: ○ Host events like a school-wide "Author's Showcase" or digital publication of outstanding student work. ○ Recognize student growth and excellence in writing through awards or certificates. ● Provide targeted professional development: ○ Train teachers on scaffolding writing instruction and teaching revision strategies. ○ Share best practices for integrating writing into lessons without disrupting content delivery.	● Increase in the percentage of students scoring Proficient or Distinguished on state writing assessments. ● Improvement in student writing as reflected in rubric scores on cross-curricular assignments. ● Greater student engagement in writing as shown in participation rates for writing-related activities.	● Weekly PLC discussions to review writing samples and refine instruction. ● Bi-weekly analysis of rubric data to track trends in student performance.	Title II- For teacher training in writing instruction and strategies. PTO or Community Partnerships- To fund incentives and recognition events.

3. Achievement Gap

Goal 3: LTMS will decrease the number of Novice African American, English Language Learners (Math and Reading Only), and Special Education student performers in all KSA measures by May 2025. TSI for SPED Only

| Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*
 • 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 | Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*
 • KCWP1: Design and Deploy Standards - Continuous Improvement Activities
 • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
 • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
 • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
 • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
 • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities | Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

Objective 1: Decrease AA Novice in Reading from 46% to 40%	**KCWP 2: Design and Deliver Instruction-** Use culturally responsive teaching strategies to engage African American students and ensure lessons are relevant and accessible.
	 KCWP 4: Review, Analyze, and Apply Data- Conduct detailed data reviews to identify trends and specific needs for this subgroup.
	 KCWP 5: Design, Align, and Deliver Support- Provide targeted interventions during FLEX periods or small group
		• Implement culturally responsive teaching practices:
		  ○ Select texts and materials that reflect diverse perspectives and experiences, including works by African American authors.
		  ○ Use discussion-based strategies to connect reading material to students' lives and experiences.
		 • Provide targeted small-group instruction:
		  ○ Use MAP and classroom assessment data to form flexible, skill-based small groups focused on addressing specific reading deficits.
		  ○ Incorporate intervention programs such IXL for targeted practice during intervention blocks.
		 • Engage families in supporting literacy:
			• Increase in the percentage of students scoring Proficient or Distinguished on state writing assessments.
			 • Improvement in student writing as reflected in rubric scores on cross-curricular assignments.
			 • Greater student engagement in writing as shown in participation rates for writing-related activities.
			 • Reduction in the percentage of African American
				• Weekly review of progress in intervention programs.
				 • Bi-weekly PLC analysis of formative and summative reading data.
				 • Quarterly reviews of student performance data to track progress and adjust interventions.
					Title I- For intervention programs and culturally responsive resources.

sessions based on identified gaps in reading skills.		○ Provide students with take-home books and activities that are engaging and culturally relevant. ● Increase teacher capacity for differentiation: ○ Offer professional development on scaffolding reading instruction and using data to differentiate effectively. ○ Provide ongoing coaching and feedback to ensure strategies are implemented with fidelity.	students scoring Novice on MAP and state assessments. ● Increased engagement in reading activities as measured by participation in intervention programs and surveys. ● Improved formative assessment results, such as increased scores on running records or fluency checks.	
Objective 2: Decrease SPED Novice in Reading from 75% to 60%	**KCWP 2: Design and Deliver Instruction-** Provide differentiated instruction tailored to the unique needs of SPED students, focusing on foundational reading skills and comprehension. **KCWP 4: Review, Analyze, and Apply Data-** Use formative and diagnostic assessments to identify specific gaps and guide targeted interventions. **KCWP 5: Design, Align, and Deliver Support-** Implement multi-tiered systems of support (MTSS) for SPED students, with a focus on personalized interventions.	● Use data-driven small-group instruction: ○ Form small groups based on diagnostic assessment data, focusing on specific reading deficits such as phonics, fluency, or comprehension. ○ Use evidence-based programs like IXLto provide targeted, structured practice during intervention blocks. ● Provide explicit instruction in foundational reading skills: ○ Use a structured literacy approach, incorporating phonics, decoding strategies, and guided reading sessions. ○ Adapt reading materials to align with students' instructional levels and ensure accessibility. ● Collaborate with special education teachers: ○ Schedule co-planning sessions between general education and special education teachers to align instructional strategies. ○ Use IEP goals to create individualized learning plans that address specific reading challenges. ● Engage families in supporting literacy at home: ○ Provide families with tailored resources and strategies to practice reading skills at home. ● Offer professional development for teachers:	● Reduction in the percentage of SPED students scoring Novice on MAP and state reading assessments. ● Increased engagement and progress in evidence-based intervention programs. ● Growth in IEP-aligned reading goals, as measured by progress monitoring tools.	● Weekly tracking of intervention program data and small-group progress. ● Bi-weekly PLC discussions to review formative assessment data and adjust instruction. ● Quarterly reviews of MAP and IEP goal progress.

		○ Train general and special education teachers on structured literacy methods and differentiation strategies. ○ Provide ongoing coaching and support to ensure effective implementation of interventions.			
Objective 3: Decrease ELL Novice in Reading from 64% to 60%	**KCWP 2: Design and Deliver Instruction-** Use scaffolding strategies and explicit language instruction to support both content and language development. **KCWP 4: Review, Analyze, and Apply Data-** Use formative assessments to monitor ELL progress and adjust instructional strategies as needed. **KCWP 5: Design, Align, and Deliver Support-** Provide additional reading and language supports tailored to the needs of ELL students.	● Use scaffolding techniques in instruction: ○ Incorporate visual aids, graphic organizers, and sentence frames to support ELL comprehension and expression. ○ Pre-teach key vocabulary for reading texts to ensure accessibility and build background knowledge. ● Implement targeted small-group instruction: ○ Use WIDA data and MAP results to form flexible reading groups for explicit instruction in phonics, fluency, and comprehension. ○ Include peer collaboration opportunities to support language practice in an authentic, supportive environment. ● Integrate culturally relevant and multilingual texts: ○ Use reading materials that reflect the diverse cultures and languages of the ELL student population. ○ Provide dual-language books where available to support language transfer and reading comprehension. ● Provide professional development for teachers: ○ Offer training on strategies for integrating English language development (ELD) into reading instruction. ○ Focus on teaching approaches such as sheltered instruction and language-rich classroom environments. ● Engage families in literacy support: ○ Offer bilingual resources and parent guides to foster home-school collaboration.	● Reduction in the percentage of ELL students scoring Novice on MAP and state reading assessments. ● Improved WIDA scores, particularly in reading domains. ● Growth in participation and achievement in small-group reading interventions.	● Weekly review of small-group progress using formative assessment tools. ● Monthly analysis of WIDA-aligned reading tasks and intervention logs. ● Quarterly review of MAP data and progress toward reading goals.	Title III- For professional development, bilingual resources, and family engagement initiatives. Title I- For intervention programs and culturally relevant materials. Local Grants- For multilingual books and literacy workshops.
Objective 4: Decrease 2025 Novice Math for African American Students from 50% to 45%	**KCWP 2: Design and Deliver Instruction-** Use differentiated and culturally responsive teaching strategies to make math instruction relevant and engaging.	● Incorporate culturally responsive teaching: ○ Design math lessons and problems that connect with real-world scenarios and reflect diverse perspectives. ○ Use examples and applications that are relevant to students' lives and interests to enhance engagement and understanding.	● Reduction in the percentage of African American students scoring Novice on MAP and state math assessments.	● Weekly analysis of small-group progress and formative assessment results in PLCs.	Title I- For manipulatives, digital tools, and blended learning resources.

	KCWP 4: Review, Analyze, and Apply Data- Leverage formative assessment data to provide targeted support and adjust instruction for African American students.
	
	KCWP 5: Design, Align, and Deliver Support- Provide structured interventions and enrichment opportunities tailored to student needs.
		• Provide targeted small-group instruction:
		  ○ Use MAP and classroom assessment data to identify skill gaps and create small groups for focused instruction on foundational and advanced math skills.
		  ○ Incorporate resources like manipulatives and digital tools to support hands-on and interactive learning.
		• Use a blended learning model:
		  ○ Implement a station rotation model where students rotate through teacher-led instruction, collaborative problem-solving, and independent digital practice.
		  ○ Use assessment data to strategically group students for differentiated support and enrichment.
		• Offer professional development for teachers:
		  ○ Train teachers on effective differentiation techniques and culturally responsive pedagogy in math.
		  ○ Provide coaching on how to integrate collaborative learning and foster a growth mindset in math classrooms.
			• Improved scores on formative assessments tied to targeted math skills.
			• Increased engagement and achievement in blended learning activities.
				• Monthly review of intervention data and participation rates.
				• Quarterly analysis of MAP data and overall progress toward math proficiency goals.
					Title II-For professional development in culturally responsive teaching and differentiation.

Objective 5: Decrease 2025 Novice Math for SPED Students from 73% to 68%	**KCWP 2: Design and Deliver Instruction-** Implement differentiated, structured math instruction focusing on foundational skills and conceptual understanding.
	
	KCWP 4: Review, Analyze, and Apply Data- Use diagnostic assessments to identify specific learning gaps and guide targeted interventions.
	
	KCWP 5: Design, Align, and Deliver Support- Provide individualized support aligned with IEP goals and needs.
		• Use structured, scaffolded math instruction:
		  ○ Break down complex concepts into manageable steps, providing clear examples and guided practice.
		  ○ Incorporate multisensory teaching approaches (e.g., manipulatives, visual aids, and movement-based activities) to support diverse learning needs.
		• Provide targeted small-group interventions:
		  ○ Form math intervention groups based on IEP data and diagnostic assessments.
		  ○ Use evidence-based programs such as Reflex Math or hands-on activities for skill reinforcement.
		• Integrate technology to enhance learning:
		  ○ Use adaptive learning platforms that provide personalized practice based on individual progress and needs.
		  ○ Monitor student engagement and performance on platforms to ensure alignment with IEP goals.
			• Reduction in the percentage of SPED students scoring Novice on MAP and state math assessments.
			• Growth in foundational math skills as measured by diagnostic tools and formative assessments.
			• Increased progress toward individual IEP math goals.
				• Weekly review of small-group and intervention progress during PLCs.
				• Bi-weekly analysis of diagnostic and formative assessment data.
				• Quarterly reviews of MAP data and IEP goal progress.
					Title I- To support additional math interventions and small-group materials.
					
					Professional Development Grants- For training in inclusive teaching strategies and scaffolding.

		● Collaborate with special education teachers: 　○ Schedule co-planning sessions to ensure general education teachers and SPED staff align instruction and interventions. 　○ Provide professional development on implementing inclusive strategies and accommodations for SPED students.			
Objective 6: Decrease 2025 Novice Math for ELL Students from 53% to 50%	**KCWP 2: Design and Deliver Instruction-** Use scaffolded instruction to bridge language and content barriers, ensuring ELL students can engage with math concepts effectively. **KCWP 4: Review, Analyze, and Apply Data-** Use formative and diagnostic assessments to pinpoint skill gaps and track progress. **KCWP 5: Design, Align, and Deliver Support-** Provide tiered interventions and resources tailored to the language needs of ELL students.	● Use scaffolding techniques in math instruction: 　○ Incorporate visual aids, manipulatives, and step-by-step modeling to support comprehension. 　○ Pre-teach key math vocabulary and concepts using both visual and linguistic representations. ● Implement targeted small-group instruction: 　○ Use WIDA and MAP data to group students by specific skill needs. 　○ Provide explicit instruction on foundational skills such as number sense, operations, and problem-solving strategies. ● Integrate technology to support language and math development: 　○ Use bilingual or language-friendly digital tools like DreamBox or Imagine Math to provide adaptive and engaging math practice. 　○ Monitor student progress and use the data to inform in-class interventions. ● Provide professional development for teachers: 　○ Offer training on strategies for teaching math to ELL students, such as leveraging students' first language as a resource and using structured collaboration. 　○ Share tools and resources for integrating language supports into math instruction. ● Engage students in collaborative problem-solving: 　○ Foster peer discussions and group activities where students explain their reasoning and learn from one another.	● Reduction in the percentage of ELL students scoring Novice on MAP and state math assessments. ● Improved performance on formative assessments tied to math and language skills. ● Higher levels of engagement with math tasks, as observed in classroom activities and digital tool usage.	● Weekly tracking of small-group progress and digital tool performance. ● Monthly analysis of formative assessment data and WIDA-aligned tasks. ● Quarterly reviews of MAP data and intervention effectiveness.	Title III- For bilingual resources, teacher training, and digital tools tailored for ELL students. Title I- To support additional small-group interventions and scaffolding resources.

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		○ Use sentence starters and structured dialogue protocols to support language development during math discussions.			
Objective 7: Decrease 2025 Novice Social Studies for SPED Students from 82% to 75%	**KCWP 2: Design and Deliver Instruction-** Implement differentiated instruction and scaffolded supports to enhance accessibility for SPED students in social studies. **KCWP 4: Review, Analyze, and Apply Data-** Use diagnostic assessments and formative tasks to identify specific gaps in content understanding and skills. **KCWP 5: Design, Align, and Deliver Support-** Align interventions and instructional strategies with IEP goals to provide personalized support for SPED students.	● Use scaffolded instruction and accommodations: ○ Simplify complex texts using summaries, graphic organizers, and adapted materials. ○ Pre-teach vocabulary and key concepts to provide a foundation for understanding social studies content. ● Incorporate multisensory and interactive activities: ○ Use hands-on activities, such as creating timelines or building models, to make abstract concepts tangible. ○ Incorporate role-playing or simulations to help students engage with historical events in an accessible and meaningful way. ● Provide targeted small-group instruction: ○ Create flexible groups based on diagnostic assessments and IEP goals, focusing on foundational social studies skills like identifying cause and effect or interpreting maps and charts. ○ Use adaptive tools and platforms to reinforce key skills and track progress. ● Collaborate with special education teachers: ○ Co-plan lessons to align social studies instruction with students' individual learning goals. ○ Share strategies for modifying assignments and assessments to reflect students' abilities while maintaining high expectations. ● Focus on writing and communication skills in social studies: ○ Collaborate with the writing teacher to teach structured responses to social studies prompts, such as DBQs or short-answer questions. ○ Use graphic organizers and sentence starters to help students structure their responses.	● Reduction in the percentage of SPED students scoring Novice on state social studies assessments. ● Improved performance on formative assessments and project-based tasks. ● Progress toward IEP goals tied to social studies skills.	● Weekly tracking of small-group progress and classroom task completion. ● Bi-weekly review of formative and summative assessment data. ● Quarterly analysis of IEP progress and state assessment benchmarks.	Title I- To support differentiated materials and scaffolding resources.
Objective 8: Decrease 2025 Novice Science	**KCWP 2: Design and Deliver Instruction-** Use hands-on,	● Incorporate hands-on, inquiry-based science activities:	● Reduction in the percentage of SPED students scoring	● Weekly review of progress in	

for SPED Students from 77% to 65%	inquiry-based learning activities tailored to SPED students' needs. **KCWP 4: Review, Analyze, and Apply Data-** Use diagnostic and formative assessments to identify specific skill gaps in science understanding. **KCWP 5: Design, Align, and Deliver Support-** Align science interventions with IEP goals and provide individualized support.	- Use lab experiments and interactive models to teach scientific concepts in a tangible way. - Provide scaffolds such as step-by-step instructions, visual aids, and checklists to guide students through the scientific process. - Use differentiated and adapted materials: - Simplify scientific texts and use graphic organizers to support comprehension of key concepts. - Include visual representations like diagrams, videos, and simulations to reinforce learning. - Provide targeted small-group instruction: - Group students based on formative assessments and IEP goals to focus on specific areas of need. - Use resources like Amplify to deliver adaptive, engaging instruction in smaller settings. - Collaborate with special education teachers: - Co-plan science lessons to ensure they align with IEP goals and incorporate necessary accommodations. - Share strategies for modifying experiments and assessments to ensure accessibility. - Integrate cross-disciplinary support with math and writing: - Work with math teachers to reinforce skills like data collection, graphing, and measurement through science activities. - Collaborate with writing teachers to teach structured responses, such as creating hypotheses and conclusions, using graphic organizers.	Novice on state science assessments. ● Improved performance on hands-on experiments and inquiry-based projects as measured by rubrics. ● Progress toward IEP goals in science-related areas.	small-group and hands-on activities. ● Bi-weekly PLC meetings to analyze formative assessment data and adjust instruction. ● Quarterly analysis of state assessment-aligned benchmarks and IEP progress.	
Objective 9: Decrease 2025 Novice Combined Writing for SPED Students from 71% to 61%	**KCWP 2: Design and Deliver Instruction-** Implement structured and scaffolded writing instruction that aligns with SPED students' IEP goals. **KCWP 4: Review, Analyze, and Apply Data-** Use formative assessments and progress	- Use structured writing frameworks: - Teach students to use graphic organizers and templates for structuring their writing (e.g., introduction, body paragraphs, and conclusion). - Focus on specific writing skills in manageable chunks, such as topic sentences, transitions, or evidence-based reasoning. - Provide explicit instruction in grammar and mechanics:	● Reduction in the percentage of SPED students scoring Novice on state writing assessments. ● Improved scores on formative writing tasks and cross-disciplinary assignments.	● Weekly review of writing samples in PLCs to track progress and refine instruction. ● Bi-weekly analysis of formative assessment data to	IDEA Funding- For adaptive writing tools, professional development, and resources tailored to SPED students.

	monitoring tools to track writing growth and adjust instruction. **KCWP 5: Design, Align, and Deliver Support-** Provide individualized interventions and supports to address specific writing needs.	○ Use multisensory approaches to teach grammar, punctuation, and sentence structure. ○ Incorporate sentence starters, checklists, and peer-editing strategies to help students refine their writing. ● Integrate cross-disciplinary writing tasks: ○ Collaborate with content teachers to create writing assignments tied to other subjects, such as lab reports in science or DBQs in social studies. ○ Use a consistent rubric across subjects to assess writing skills and content knowledge. ● Offer targeted small-group writing interventions: ○ Create small writing groups to focus on specific needs, such as organizing ideas, supporting arguments with evidence, or revising drafts. ○ Use evidence-based tools and resources tailored to SPED students, such as adaptive writing software. ● Engage students in publishing their work: ○ Provide opportunities for students to share their writing with an audience, such as displaying work in the classroom, publishing in a school newsletter, or submitting to student writing contests.	● Progress in meeting IEP-aligned writing goals as measured by rubrics and progress monitoring tools.	identify and address gaps. ● Quarterly review of MAP and state-aligned benchmarks.	Title I- To support small-group interventions and differentiated materials.

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4. English Learner Progress

Goal 4: By 2025, LTMS will grow 100% of English Language Learners by at least .5 in their composite score as measured by ACCESS. Current level was 42.4 in 2024 ACCESS data		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● 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	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Grow all EL students by 0.5 in their composite score as measured by ACCESS	**KCWP 2: Design and Deliver Instruction-** Use differentiated instruction and language-rich environments to support English language development in all domains (listening, speaking, reading, and writing). **KCWP 4: Review, Analyze, and Apply Data-** Use formative and summative assessments aligned with WIDA standards to track EL progress and guide instruction. **KCWP 5: Design, Align, and Deliver Support-** Provide individualized and small-group language interventions aligned	● Implement targeted language instruction: 　○ Incorporate daily small-group instruction focusing on the four language domains, using WIDA descriptors to tailor activities. 　○ Use sentence frames, graphic organizers, and visual aids to scaffold learning and encourage language production. ● Embed language development across all content areas: 　○ Train teachers to incorporate academic language objectives into daily lessons, ensuring EL students develop vocabulary and structures specific to each subject. 　○ Use strategies like Think-Pair-Share and structured academic discussions to promote speaking and listening. ● Engage families in language learning:	● Growth in ACCESS composite scores, with all students achieving at least a 0.5 increase. ● Improved performance on WIDA-aligned classroom activities and assessments. ● Increased engagement and participation in language-rich classroom activities.	● Weekly review of small-group progress and language tool usage. ● Bi-weekly analysis of formative assessments aligned with WIDA standards. ● Quarterly review of interim assessments and ACCESS preparation data.	Title III- For professional development and bilingual resources. Title I- To support small-group interventions and supplemental resources.

with students' language proficiency levels.	○ Provide bilingual resources for parents to support language development at home. ● Provide professional development for staff: ○ Offer training on WIDA standards and strategies for integrating language development into content instruction. ○ Focus on using formative assessments to adjust instruction and monitor language growth.			

5. Quality of School Climate and Safety

Goal 5: By 2025, LTMS will increase the quality of school climate and safety index to 75% as measured by KSA.		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● 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	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* ● KCWP1: Design and Deploy Standards - Continuous Improvement Activities ● KCWP2: Design and Deliver Instruction - Continuous Improvement Activities ● KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities ● KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities ● KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities ● KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the quality of school climate and safety index from 60.9% to 65% by May 2026	**KCWP 4: Review, Analyze, and Apply Data-** Use surveys and data collection tools to monitor and address areas impacting school climate and safety. **KCWP 5: Design, Align, and Deliver Support-** Implement targeted programs and initiatives	● Conduct regular surveys and feedback sessions: ○ Administer climate and safety surveys to students, staff, and families quarterly. ○ Use survey results to identify key areas of concern and create actionable plans to address them. ● Enhance PBIS implementation:	● Increase in positive responses on climate and safety surveys. ● Reduction in disciplinary incidents as tracked by school behavior logs. ● Improved student engagement in customized	● Quarterly review of survey results and feedback data. ● Monthly analysis of PBIS and behavior data trends to inform customized SEL lessons.	Title I- For SEL curriculum development and PBIS rewards. Title IV-For safety and

	to improve student and staff relationships and create a positive environment. **KCWP 6: Establish Learning Culture and Environment-** Foster a culture of mutual respect, inclusivity, and accountability.	○ Reinforce Positive Behavioral Interventions and Supports (PBIS) with consistent recognition of positive behaviors through rewards and celebrations. ○ Train staff to implement PBIS strategies consistently across all grade levels. • Implement restorative practices: ○ Introduce restorative circles and conflict resolution programs to reduce disciplinary incidents and build stronger relationships. ○ Provide training for staff and students on using restorative approaches to address conflicts. • Promote social-emotional learning (SEL): ○ Fully implement the Second Step SEL curriculum during advisory or flex periods to build emotional resilience and interpersonal skills. ○ Conduct monthly SEL-focused activities or events to reinforce skills. ○ Customized SEL lessons: The counseling department will create grade-specific SEL lessons tailored to address areas of need identified through PBIS and behavior data trends. • Increase visibility and engagement of school leadership: ○ Schedule regular walkthroughs by administrators to observe and support classrooms and non-instructional spaces. ○ Host quarterly student focus groups with school leadership to discuss safety and climate concerns directly.	SEL lessons and PBIS programs.	• Bi-weekly SEL implementation checks during staff meetings or PLCs.	wellness initiatives aligned with improving school climate.

6. Family and Community Engagement

Goal 6: LTMS will improve/increase family and community engagement in our school community.		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

justification and/or attach evidence for why the strategy was chosen.) • 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	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

Objective 1: Improved communication between schools and homes	**KCWP 4: Review, Analyze, and Apply Data-** Use surveys and communication tools to gather feedback on the effectiveness of current communication practices. **KCWP 5: Design, Align, and Deliver Support-** Implement systems and tools to streamline and enhance communication between the school and families. **KCWP 6: Establish Learning Culture and Environment-** Foster a culture of transparency and partnership with families through consistent and meaningful communication.	• Adopt a consistent communication platform:
		  ○ Use platforms such as TalkingPoints or ClassDojo to streamline school-home communication and support two-way messaging in families' preferred languages.
		  ○ Train teachers and staff on effectively using these tools to share updates, resources, and announcements.
		• Create a centralized communication calendar:
		  ○ Develop a school-wide digital calendar accessible to all families that includes important dates, events, and deadlines.
		  ○ Send reminders through multiple channels (email, text, or app notifications) to ensure accessibility.
		• Conduct regular communication audits:
		  ○ Review the effectiveness of school communication practices by analyzing parent feedback and participation rates in events and initiatives.
		  ○ Adjust strategies based on feedback to address gaps in communication.
		• Host quarterly family engagement meetings:
		  ○ Provide updates on school initiatives, policies, and progress toward goals.
		  ○ Include opportunities for families to ask questions, share concerns, and provide input.
			• Increased family participation in school events and engagement with communication platforms.
			• Positive feedback on surveys about the quality and clarity of communication from the school.
			• Reduction in the number of missed deadlines or confusion about school events as reported by families.
				• Monthly reviews of communication platform analytics to track engagement.
				• Quarterly analysis of family feedback and survey data.
				• Semi-annual audits of communication practices and adjustments based on findings.	

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		● Provide professional development for staff: 　○ Train teachers and administrators on effective communication strategies, including using positive and culturally sensitive language. 　○ Focus on building relationships with families to foster trust and collaboration.			
Objective 2: Increase two-way communication between schools and families	**KCWP 4: Review, Analyze, and Apply Data-** Collect feedback on current communication methods to identify opportunities for enhancing two-way engagement. **KCWP 5: Design, Align, and Deliver Support-** Promote and train staff and families on effective use of tools to facilitate two-way communication. **KCWP 6: Establish Learning Culture and Environment-** Foster a culture where families feel welcomed, heard, and valued in school discussions and decision-making processes.	● Maximize use of TalkingPoints and Infinite Campus Messenger: 　○ Encourage staff to consistently use TalkingPoints for multilingual communication with guardians. 　○ Use Infinite Campus Messenger to send timely updates and reminders and provide families with opportunities to respond or ask questions. ● Train staff on communication tools: 　○ Provide professional development sessions on best practices for using TalkingPoints and Infinite Campus Messenger for two-way communication. 　○ Include training on creating accessible and engaging messages to encourage family response. ● Promote tool usage among families: 　○ Offer workshops or tutorials on using TalkingPoints and Infinite Campus Messenger to ensure families are comfortable with the platforms. 　○ Share step-by-step guides through email, social media, or printed materials. ● Conduct regular check-ins with families: 　○ Schedule periodic surveys or focus groups to gather feedback on school communication and address family concerns. 　○ Use the results to adapt and improve communication strategies. ● Encourage interactive communication through multiple channels: 　○ Set up dedicated times for virtual office hours or Q&A sessions where families can connect directly with staff.	● Increased family engagement rates in TalkingPoints and Infinite Campus Messenger as measured by usage analytics. ● Positive survey feedback on the accessibility and responsiveness of school communication. ● Higher rates of family-initiated interactions and responses to school messages.	● Monthly reviews of TalkingPoints and Infinite Campus Messenger usage data. ● Quarterly surveys to assess family satisfaction and identify areas for improvement. ● Regular staff meetings to review communication trends and share successful practices.	

		○ Promote two-way messaging by responding promptly and meaningfully to family inquiries through communication platforms.			
Objective 3: Increase the number of positive family contacts throughout the school year	**KCWP 5: Design, Align, and Deliver Support-** Establish systems and processes for staff to engage families consistently with positive communication. **KCWP 6: Establish Learning Culture and Environment-** Foster a culture of collaboration and partnership by highlighting students' achievements and efforts through family engagement.	● Develop a school-wide positive contact policy: ○ Establish a goal for each staff member to make a certain number of positive family contacts each month. ○ Encourage staff to share student successes, milestones, and positive behaviors with families. ● Leverage TalkingPoints and Infinite Campus Messenger: ○ Use these platforms to send regular positive updates about student progress, accomplishments, and classroom highlights. ○ Include templates or examples of positive messages to make the process easier for teachers. ● Recognize positive student achievements: ○ Share student achievements through newsletters, classroom updates, and school-wide announcements. ○ Include "Student of the Month" or similar recognition programs where families are notified and involved. ● Host family appreciation events: ○ Invite families to participate in celebrations of student successes, such as award ceremonies, art showcases, or academic nights. ○ Use these events as opportunities to build stronger school-family connections. ● Track and monitor positive contacts: ○ Utilize the Infinite Campus PLP tracking system where teachers can document positive family interactions. ○ Celebrate and recognize staff members who meet or exceed their goals for positive communication.	● Increase in the number of positive messages sent to families as tracked in TalkingPoints and Infinite Campus Messenger. ● Positive feedback from families through surveys or focus groups about the frequency and quality of communication. ● Higher attendance rates at school events celebrating student achievements.	● Monthly review of communication logs and platform analytics. ● Quarterly analysis of family feedback on communication practices. ● Semi-annual recognition of staff members for achieving positive contact goals.	Title I- To support communication tools, recognition events, and resources for family engagement.
Objective 4: Increase the number of opportunities for families to engage with the school	**KCWP 5: Design, Align, and Deliver Support-** Plan and promote events that encourage meaningful family involvement in the school community.	● Host a variety of family-focused events: ○ Plan events such as curriculum nights, multicultural celebrations, student showcases, and family volunteer days. ○ Include both academic and non-academic events to appeal to diverse family interests and schedules.	● Increased attendance rates at family events as tracked through sign-in sheets or RSVPs. ● Positive feedback from families about event quality	● Monthly tracking of attendance and feedback from family events. ● Quarterly reviews of event participation	Title I- For event planning, materials, and incentives.

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community (e.g., school events)	**KCWP 6: Establish Learning Culture and Environment-** Create a welcoming and inclusive environment where families feel valued and connected to the school.	● Offer flexible event formats: ○ Provide both in-person and virtual options for families to participate in events. ○ Record sessions or create take-home materials for families who cannot attend in real-time. ● Engage families in event planning: ○ Form a family advisory committee to help plan events and identify activities that align with community interests. ○ Collect feedback after events to improve future offerings. ● Promote events through multiple channels: ○ Use TalkingPoints, Infinite Campus Messenger, social media, and printed flyers to ensure families are informed about upcoming events. ○ Include reminders and RSVP options to increase participation. ● Recognize family involvement: ○ Celebrate and publicly acknowledge families who actively participate in events, such as through newsletters or event recaps. ○ Create incentives, such as raffles or recognition certificates, to encourage ongoing engagement.	and inclusivity via surveys or focus groups. ● Greater diversity in the types of events offered and participation demographics.	data and family engagement trends. ● Annual evaluation of event offerings to identify successful strategies and areas for improvement.	PTSA Contributions- For refreshments, decorations, and event-specific costs.
Objective 5: Increase the positive responses on the PBIS (Positive Behavioral Interventions and Supports) culture survey	**KCWP 4: Review, Analyze, and Apply Data-** Use PBIS survey data to identify trends and areas for improvement in school culture and behavioral supports. **KCWP 5: Design, Align, and Deliver Support-** Strengthen PBIS systems with targeted initiatives to reinforce positive behavior. **KCWP 6: Establish Learning Culture and Environment-** Build a culture of recognition and celebration for positive behaviors among students and staff.	● Analyze PBIS culture survey data: ○ Review survey results to identify specific areas where students, families, and staff feel improvements are needed. ○ Use data to inform action plans for enhancing PBIS implementation. ● Strengthen PBIS rewards and recognition systems: ○ Increase the frequency and visibility of rewards for positive behavior, such as through classroom incentives, school-wide celebrations, or recognition programs like "Student of the Week." ○ Implement grade-level PBIS challenges to promote teamwork and positive behavior. ● Provide professional development on PBIS strategies:	● Increase in positive responses on PBIS culture surveys as measured annually. ● Reduction in behavioral incidents as tracked in school behavior logs. ● Improved staff and student participation in PBIS rewards and recognition activities.	● Monthly review of behavior data and PBIS participation rates. ● Quarterly analysis of interim survey feedback to monitor culture trends. ● Annual evaluation of PBIS survey results to measure progress.	Title I- For PBIS materials, rewards, and professional development. PTSA Contributions- For student and staff recognition events.

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		○ Train staff on consistent application of PBIS expectations, rewards, and interventions. ○ Share effective practices for fostering a positive classroom culture and addressing behavioral challenges. ● Engage families in PBIS initiatives: ○ Communicate PBIS goals and strategies to families through newsletters or events. ○ Involve families in supporting PBIS at home by sharing resources and tips for reinforcing positive behaviors. ● Monitor and celebrate progress: ○ Regularly share progress updates with students, staff, and families, highlighting improvements in behavior and survey responses. ○ Celebrate milestones, such as meeting behavior goals, with school-wide recognition or events.			
Objective 6: Increase the number of hours/days that community members are engaged at the school and/or students are engaged at the community level	**KCWP 5: Design, Align, and Deliver Support-** Develop partnerships with community organizations to enhance engagement opportunities for both students and community members. **KCWP 6: Establish Learning Culture and Environment-** Build a sense of shared purpose and collaboration between the school and the broader community.	● Develop community partnerships: ○ Build relationships with local businesses, nonprofits, and cultural organizations to provide guest speakers, mentorship programs, and real-world learning experiences for students. ○ Invite community members to participate in school events, such as career days or cultural celebrations. ● Create student-led community service initiatives: ○ Organize service projects, such as neighborhood clean-ups, food drives, or visits to local senior centers, to increase student involvement in the community. ○ Recognize students for their community service efforts through awards or school-wide announcements. ● Establish a community engagement calendar: ○ Schedule regular opportunities for community members to visit the school, such as open house events, volunteer days, or classroom presentations. ○ Promote opportunities for student engagement in community events, such as local festivals or service projects.	● Increase in the number of hours logged by community members at the school and students engaged in community activities. ● Positive feedback from students, families, and community members about engagement opportunities. ● Greater participation in school-organized events and community partnerships.	● Monthly tracking of engagement hours and participation rates. ● Quarterly review of community engagement calendar and feedback from participants. ● Annual evaluation of engagement metrics to measure progress and identify new opportunities.	Title I- To support school-community events and engagement initiatives. PTSA Contributions- For volunteer appreciation efforts and event support.

		● Promote family and community participation in school programs:
		  ○ Encourage families and community members to volunteer as classroom aides, club advisors, or event helpers.
		  ○ Provide flexible volunteer options to accommodate varying schedules.
		● Track and celebrate engagement milestones:
		  ○ Monitor the number of hours community members contribute to the school and the hours students spend engaged in community activities.
		  ○ Share milestones and success stories through newsletters, social media, and school-wide announcements.			

Objective 7: Increase the interaction between students within the East End feeder pattern schools	**KCWP 5: Design, Align, and Deliver Support-** Establish programs and initiatives that encourage collaboration and interaction among students across feeder schools.
	KCWP 6: Establish Learning Culture and Environment- Build a sense of shared community and pride among students within the East End feeder pattern.
		● Organize cross-school collaborative events:
		  ○ Host joint academic competitions or arts showcases to bring students from different feeder schools together.
		  ○ Plan athletic scrimmages or tournaments that promote sportsmanship and camaraderie among feeder schools.
		● Develop shared enrichment programs:
		  ○ Create extracurricular clubs or programs, such as robotics, drama, or music, that are open to students across the feeder pattern.
		  ○ Offer summer camps or after-school programs focused on shared interests or academic goals.
		● Implement a peer mentoring program:
		  ○ Pair older students with younger peers across feeder schools to provide mentorship and foster connections.
		  ○ Use these programs to support academic, social, and emotional growth for participating students.
		● Facilitate cultural and service-learning projects:
		  ○ Collaborate on community service initiatives, such as neighborhood beautification projects, where students from different schools work together.
		  ○ Include cultural exchange events, such as storytelling nights or international days, to celebrate diversity and build connections.
			● Increased participation in cross-school events and programs as tracked by attendance records.
			● Positive feedback from students, families, and staff on the value of interactions between feeder schools.
			● Enhanced collaboration and shared initiatives across feeder pattern schools.
				● Monthly review of participation data and event outcomes.
				● Quarterly student feedback surveys to assess the effectiveness of cross-school interactions.
				● Annual evaluation of feeder pattern engagement metrics to identify successes and opportunities for improvement.
					Title I- To support cross-school programs and events.
					.
					Community Partnerships- To sponsor events and provide resources for joint initiatives.

		● Establish a feeder pattern council: 　○ Create a student council or advisory group with representatives from each feeder school to plan events and initiatives collaboratively. 　○ Use this council to gather student input on programs and opportunities that interest them.			
Objective 8: Increase the engagement of community members and potential students from outside the East End with students who reside in the neighborhood area	**KCWP 5: Design, Align, and Deliver Support-** Develop programs and initiatives to connect students and community members from outside the East End with those in the neighborhood. **KCWP 6: Establish Learning Culture and Environment-** Promote inclusivity and collaboration through activities that highlight the strengths and diversity of the East End community.	● Host community-building events: 　○ Plan events such as cultural fairs, family fun nights, or open house showcases to invite community members and potential students into the school. 　○ Highlight the unique history and culture of the East End neighborhood during these events. ● Develop cross-community mentorship programs: 　○ Pair students from the East End with peers or mentors from outside the community to build relationships and exchange perspectives. 　○ Include career mentoring, academic support, or shared interest groups as part of the program. ● Promote collaborative learning experiences: 　○ Organize joint academic or arts-based projects, such as science fairs, art installations, or musical performances, that include students from various backgrounds. 　○ Use these projects to showcase the talents of East End students while fostering collaboration. ● Leverage partnerships with local organizations: 　○ Collaborate with community organizations, universities, or local businesses to provide resources, guest speakers, or joint events. 　○ Use these partnerships to create opportunities for students from different areas to engage with one another. ● Expand outreach efforts: 　○ Use communication platforms like TalkingPoints and social media to promote events and programs to families outside the East End. 　○ Highlight student successes and unique opportunities available at the school to attract potential students.	● Increased participation from community members and potential students from outside the East End in events and programs. ● Positive feedback from families, students, and community members about engagement opportunities. ● Greater diversity in school events and activities as reflected in attendance records.	● Monthly tracking of participation in outreach events and programs. ● Quarterly review of feedback and participation data to assess engagement efforts. ● Annual evaluation of engagement metrics to identify growth and areas for improvement.	Title I- To support community-building events and outreach programs. Community Partnerships- To provide sponsorships or in-kind resources for events and activities.

7. Arts Integration

Goal 7: Arts Integration: Staff will explore arts integrated strategies to support the mastery of skills and comprehension of content in all academic areas.		
Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* - 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	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* - KCWP1: Design and Deploy Standards - Continuous Improvement Activities - KCWP2: Design and Deliver Instruction - Continuous Improvement Activities - KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities - KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities - KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities - KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase academic achievement among all students by developing and implementing high-quality, standards-aligned thematic programs	**KCWP 1: Design and Deploy Standards-** Develop thematic programs that align with state standards and integrate interdisciplinary learning. **KCWP 2: Design and Deliver Instruction-** Use thematic units to connect content across subjects and enhance student engagement and understanding. **KCWP 6: Establish Learning Culture and Environment-** Promote a school culture that values innovation and	- Develop high-quality thematic units: - Create standards-aligned thematic programs that integrate multiple content areas around a common theme, such as sustainability, innovation, or cultural heritage. - Ensure themes reflect student interests and provide opportunities for real-world application of learning. - Provide professional development for teachers: - Train teachers on designing and implementing interdisciplinary thematic units that align with standards and promote deeper learning. - Share examples of successful thematic programs and best practices for assessment and differentiation. - Incorporate project-based learning (PBL):	- Increased student achievement as measured by formative and summative assessments within thematic units. - Positive feedback from students and teachers on the engagement and impact of thematic programs. - Higher participation rates in project-based and interdisciplinary learning opportunities.	- Monthly PLC reviews of thematic unit implementation and assessment results. - Quarterly analysis of student performance data related to thematic programs. - Annual evaluation of program effectiveness through surveys, feedback, and achievement trends.	Title I- For teacher training, resources, and materials to support thematic programming. Community Partnerships- For guest speakers, experiential learning opportunities,

	collaborative learning through thematic programming.	○ Design thematic programs around PBL, where students complete in-depth projects that require critical thinking, collaboration, and creativity. ○ Use rubrics and formative assessments to evaluate both content mastery and skill development. ● Engage community partners in thematic programming: ○ Collaborate with local organizations, businesses, and universities to provide resources, guest speakers, and experiential learning opportunities related to program themes. ○ Arrange field trips or virtual visits to connect students with real-world applications of thematic content. ● Showcase student work: ○ Host exhibitions, performances, or presentations to highlight student learning and achievement in thematic programs. ○ Invite families and community members to participate in these events and celebrate student success.			and program sponsorships.
Objective 2: LTMS will achieve School-wide National STEAM Certification	**KCWP 1: Design and Deploy Standards-** Align arts-integrated STEAM instruction with national certification standards and state academic requirements. **KCWP 2: Design and Deliver Instruction-** Integrate the arts into STEAM disciplines to foster creativity, engagement, and deeper learning. **KCWP 6: Establish Learning Culture and Environment-** Promote a culture that values the arts as a critical component of interdisciplinary STEAM education.	● Develop arts-integrated STEAM units: ○ Create interdisciplinary units that weave visual arts, music, theater, or dance into STEM learning objectives. ○ Align these units with both STEAM certification requirements and state academic standards. ● Provide professional development for arts integration: ○ Train teachers in strategies for embedding the arts into STEAM instruction, such as designing creative assessments, leveraging arts-based problem-solving, and fostering collaboration between arts and STEM teachers. ○ Share resources and successful examples of arts-integrated STEAM instruction to inspire implementation. ● Engage students in arts-based STEAM projects: ○ Use project-based learning (PBL) to have students create artistic representations of STEAM concepts. ○ Encourage students to document and present their work through multimedia portfolios or exhibitions.	● Achievement of School-wide National STEAM Certification, with strong performance in arts integration criteria. ● Increased student participation and engagement in arts-integrated STEAM projects as tracked by project completion and event attendance. ● Positive feedback from students, families, and community partners on the value of arts integration in STEAM learning.	● Monthly PLC meetings to review the development and implementation of arts-integrated STEAM units. ● Quarterly audits of arts integration in STEAM instruction aligned with certification requirements. ● Annual evaluation of program effectiveness through feedback, participation metrics, and	Federal Grant

		● Collaborate with community arts organizations: ○ Partner with local arts institutions, museums, and performance groups to provide workshops, guest artists, and field experiences that enhance arts-integrated STEAM learning. ○ Use these collaborations to give students exposure to careers and real-world applications of STEAM and the arts. ● Showcase student achievements: ○ Host STEAM exhibitions and performances to highlight student projects that demonstrate arts integration, where students present their interdisciplinary work to families and the community. ○ Create digital portfolios or virtual galleries to share student accomplishments more broadly. ● Equip classrooms with arts-based resources: ○ Invest in materials that support arts integration, such as digital art tools, musical equipment, or theater supplies. ○ Ensure equitable access to these resources across classrooms and programs.		readiness for certification.	
Objective 2: LTMS will achieve School-wide National STEAM Certification	KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities	Through The Institute for Arts Integration and STEAM		Year	grant funded

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2024-2025 Phase One: Executive Summary for Schools

Lexington Trad Magnet School
Bryne Jacobs
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Lexington, Kentucky, 40508
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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?

Lexington Traditional Magnet School is a vibrant and diverse middle school located in the heart of downtown Lexington, Kentucky. As Fayette County Public Schools' first specialized program, LTMS has a rich history of serving the community and adapting to its evolving needs. The LTMS student body has approximately 288 students, representing a diverse range of backgrounds. The student population is predominantly African American (64.58%), followed by White (17.36%), Hispanic (10.42%), and Two or More Races (6.94%). A significant portion of students qualify for free or reduced-price meals (83.33%), and the school serves a notable number of students with special needs (18.4%). The school's dedicated staff is committed to providing a supportive and engaging learning environment for all students.

LTMS fosters strong relationships with various local community partners and arts organizations in Lexington. These collaborations enrich students' educational experiences and provide opportunities for exposure to diverse cultures and perspectives. By working together, the school helps address the unique needs of its students and community.

In recent years, LTMS has undergone significant transformations to better meet the needs of 21st-century learners. The school has reimagined its curriculum to emphasize visual and performing arts, providing all students with access to enriching arts experiences. Additionally, the school has focused on developing a strong school culture that promotes academic excellence, personal growth, and community engagement.

LTMS is proud to offer a Visual and Performing Arts (VAPA) magnet program, which provides students with immersive arts education. Through this program, students have the opportunity to explore a variety of artistic disciplines, including music, theater, dance, and visual arts. The school's commitment to arts integration ensures that students have access to wall-to-wall arts enrichment throughout their academic experience.

As a school located in downtown Lexington, LTMS offers students unique opportunities for exposure to the arts, culture, and civic engagement. However, the school also faces challenges associated with serving a diverse student population with varying needs. By leveraging partnerships with community organizations, LTMS strives to provide students with the resources and support they need to succeed.

School Stakeholders

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

Lexington Traditional Magnet School (LTMS) is committed to fostering a collaborative and inclusive environment that values the input of all stakeholders. The school's active School-Based Decision Making (SBDM) council plays a pivotal role in governing the school and representing the interests of students, parents, teachers, and community members.

LTMS actively engages with its stakeholders through various strategies, including surveys, its Parent Teacher Association (PTA), student leadership committees, and collaborative planning. These initiatives ensure that all stakeholders have a voice in shaping the school's direction and that their perspectives are reflected in decision-making processes. By nurturing a culture of collaboration and inclusivity, LTMS is able to create a more responsive and effective school environment that meets the needs of all students and the community it serves.

LTMS is committed to fostering strong partnerships with families and the community. The school offers a variety of Title I family engagement opportunities, including parent-teacher conferences, workshops, and volunteer activities. These initiatives provide parents with valuable information about their children's education and opportunities to support their academic success. Additionally, LTMS's VAPA magnet program hosts regular VAPA open house nights, showcasing student work and performances. These events provide a platform for families to celebrate their children's achievements and connect with other members of the school community.

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.

Lexington Traditional Magnet School (LTMS) is committed to providing a rigorous, personalized, and culturally responsive education that empowers students to discover their passions, achieve academic excellence, and become engaged citizens. LTMS envisions a future where all students are equipped with the knowledge, skills, and creativity to thrive in a rapidly changing world. The school will be a place where students feel valued, supported, and inspired to reach their full potential.

The school's core values include equity, innovation, collaboration, personalized learning, and arts integration. LTMS believes in creating a just and equitable learning environment where all students have equal opportunities to succeed. The school embraces innovation and creativity as essential tools for teaching and learning. LTMS fosters a collaborative culture that values teamwork, communication, and respect. The school recognizes that students learn at different paces and have diverse interests. The goal is to provide personalized learning experiences that cater to each student's individual needs. LTMS believes that the

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arts are integral to a well-rounded education and promote creativity, critical thinking, and communication skills.

LTMS offers a variety of Pathways of Study, including visual and performing arts, STEM, and liberal arts. These pathways provide students with opportunities to explore their interests, develop specialized skills, and prepare for future academic and career pursuits.

LTMS values the input of all stakeholders in shaping its purpose and direction. The school's mission and vision statements are currently under the process of being updated to reflect the evolving needs of the community and the school's commitment to equity, innovation, and personalized learning. School staff and community stakeholders are actively involved in the development of these statements, sharing their insights and ideas about the school's core values and priorities. By involving stakeholders in the development of its purpose, LTMS ensures that the school's programs and initiatives align with the needs and aspirations of its students, families, and the community.

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.

Lexington Traditional Magnet School (LTMS) has achieved significant accomplishments and made strides in various areas over the past three years. The school has demonstrated consistent growth in student academic performance, as evidenced by Kentucky School Assessment (KSA) results. In addition to academic achievements, LTMS students have excelled in visual and performing arts competitions, with multiple students winning awards and showcasing their work in prestigious venues. The school has also invested in upgrading its facilities, including remodeling the dance studio and performance stage area to enhance artistic opportunities.

LTMS has taken several initiatives to improve its educational offerings, such as starting a KYA delegation to provide students with leadership and community engagement experiences, and implementing a master schedule change to facilitate arts integration across all content areas and offer a wider range of courses. The school has also implemented a wall-to-wall arts integration approach, ensuring that students have exposure to the arts across all subjects.

Specific Achievements:

- TSA National Conference: The school's Technology Student Association (TSA) team placed 4th in Mechanical Engineering at the National Conference, demonstrating their technical skills and problem-solving abilities.
- Curriculum Innovation: The master schedule change to block scheduling has allowed for increased arts integration across all content areas and the addition of new course offerings.

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Areas for Improvement:

While LTMS has made significant progress, there are always areas for continued improvement. The school is committed to strengthening its equity initiatives, expanding arts integration, enhancing professional development, and expanding community partnerships. By focusing on these areas of improvement, LTMS can continue to build upon its successes and create an even more exceptional learning environment for its students.

Additional Information

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

Lexington Traditional Magnet School (LTMS) is actively pursuing Arts/STEAM accreditation through The Institute for Arts Integration and STEAM. This rigorous process involves a comprehensive self-assessment, site visit, and review of the school's arts integration practices. By pursuing accreditation, LTMS demonstrates its commitment to providing a high-quality arts education that integrates the arts across all subject areas. This process will also help the school identify areas for improvement and strengthen its arts integration initiatives.

Accreditation will provide LTMS with valuable recognition of its arts integration efforts and provide students with additional opportunities for enrichment and engagement. It will also help the school to attract talented educators and students who are passionate about the arts.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Phase Two: The Needs Assessment for Schools_10252024_12:36

2024-2025 Phase Two: The Needs Assessment for Schools

Lexington Trad Magnet School
Bryne Jacobs
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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.

Administrative Team Members meet regularly. Members include: Bryne Jacobs, Principal; Leigh Nahra and Chenita Adamson, Assistant Principals; Emily Tighe, Professional Growth Coach; Tom Morgan, Administrative Dean; Lolita Cartwright, Guidance Specialist. The Instructional Leadership Team meets regularly. During weekly meetings, the team analyzes data from Infinite Campus and eOS to identify trends in student achievement, attendance, and behavior. This data-driven approach allows us to make informed decisions regarding instructional strategies, resource allocation, and targeted interventions.

The Administrative Team and Instructional Leadership Team work collaboratively to develop school-wide goals aligned with district priorities. Regular meetings provide opportunities to share best practices, address common challenges, and ensure that all stakeholders are working towards a unified vision. Members of the Instructional Leadership Team include: Sarah Blades, Social Studies Department Chairperson; Julie Moore and Amy Smith, Special Education Chairpersons; David Page and

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Charles Pardue, Related Arts Chairpersons; Angela Merrick, Science Department Chairperson; Julie Adler, ELA Department Chairperson; and Haley Spillman, Math Department Leader.

Each week, strategic planning and implementation are reviewed by the Administrative Team and Instructional Leadership Team. Additionally, teams of teachers review student progress, lesson planning, and assessment results. All meetings are documented through agenda and minutes, which are digitally archived.

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?

The implementation of the previous year's Comprehensive School Improvement Plan (CSIP) led to progress in several areas. The goal to reduce the percentage of African American students scoring Novice in Social Studies from 63% to 51% was nearly achieved, with a reduction to 52%. The school also met its target for math, decreasing Novice scores among African American students from 59% to 54%. A significant achievement was seen in writing, where the goal to increase Proficient and Distinguished scores from 29% to 43% was surpassed, with 45% of students reaching these levels.

To further support academic growth, the school has adopted a block schedule and introduced a blended learning model, focusing on small groups and stations. This shift aims to provide more targeted support, backed by professional learning and instructional coaching. Classrooms that implemented these strategies successfully met their CSIP goals, which informs this year's efforts to extend these practices across other subgroups. The blend of adjusted scheduling and focused instruction reflects a strategic approach to continue improving student outcomes.

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.

Over the past two academic years, certain academic measures have continued to be significant areas for improvement, but there have been positive shifts in school culture and behavior. While behavior referrals previously increased from 204 in 2021-22 to 288 in 2022-23, there has been a significant decrease in the most recent year, indicating notable progress in addressing behavioral challenges. Efforts to

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improve school culture have contributed to this positive trend, showing that interventions in this area are yielding results.

Academically, there are still areas that require focused attention. Recent data shows that 46% of students scored Novice in reading, while 50% scored Novice in math. Among students with IEPs, 75% scored Novice in reading and 73% in math, maintaining prior levels of performance. Science also remains a concern, with 59% of students scoring Novice on the most recent KSA assessment. While progress in behavior and culture is evident, the academic performance data emphasizes the need for continued, targeted support, particularly for students with disabilities.

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.

The current condition of the school is reflected through various academic, cultural, and behavioral data sources. The latest Kentucky Summative Assessment (KSA) results from 2023-2024 indicate that 46% of students scored Novice in reading, with 24% at the Apprentice level, 21% at Proficient, and 10% at Distinguished. In math, 50% scored Novice, 29% Apprentice, 17% Proficient, and 5% Distinguished. Science scores show 59% Novice, 34% Apprentice, 6% Proficient, and 1% Distinguished. Social Studies data reveals 51% Novice, 21% Apprentice, 19% Proficient, and 9% Distinguished. Combined writing outcomes include 29% Novice, 27% Apprentice, 38% Proficient, and 7% Distinguished. Only 4.9% of students met or exceeded proficiency targets across all tested areas.

Student demographics include 59% African American, 17% White (non-Hispanic), 12.5% Hispanic or Latino, 1.3% Asian, and 10.2% identifying as two or more races. Additionally, 16.1% are English Learners (EL), 86.9% qualify for free and reduced

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lunch, and 19.3% receive special education services. Growth data reveals positive trends, with significant increases among 6th-grade students: a 10.4% rise in reading and a 14% improvement in math, along with a 15% gain in 8th-grade math scores from the previous year.

Fall NWEA MAP results show varied growth across grade levels. Sixth graders achieved an 86th growth percentile, surpassing the median conditional growth percentile of 54%. Seventh graders had a 6% growth, falling short of the 34% goal, while 8th graders reached a 50% growth percentile against a 43% median goal. Overall, 21.3% of students met or exceeded their Mathematics MAP growth goals, while 39.41% met or exceeded their Reading MAP goals.

The KSA assessment indicated a "Significant Increase" in reading and mathematics scores among "All Students," "White," and "African American" categories, with an "Increase" noted for "Hispanic" and "Economically Disadvantaged" groups. In the KSA Culture and Climate Survey, several items scored above 70, demonstrating that students feel supported by teachers, can safely report bullying, and receive respect for their differences. Additionally, the school climate and culture categories showed improvements, particularly among "All Students," "White," "African American," EL, and economically disadvantaged students, with a 4.5% growth score in overall school climate quality.

Efforts to earn certification as a Family Friendly Partner School are ongoing, aligning with the school's focus on fostering a welcoming environment for families and strengthening community ties. Teacher attendance rates have shown improvement, and staff surveys reflect positive perceptions.

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.

The most significant areas of weakness for the school, based on recent data, are concentrated among Students with Disabilities, who are the only subgroup identified with a Targeted Support and Improvement (TSI) label. In reading, 75% of these students scored at the Novice level, while 73% scored Novice in math. Science scores show 77% of Students with Disabilities at the Novice level, with only 7% of all students reaching Proficient or Distinguished. Social Studies has the highest percentage of Novice scores among this group, at 82%. Combined Writing also remains a challenge, with 71% of Students with Disabilities scoring Novice.

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The performance of other subgroups also highlights critical areas for improvement. In science, 77% of students with IEPs, 67% of English Learners (EL), and 65% of African American students scored Novice, indicating widespread struggles across multiple federally identified subgroups. These numbers reflect the need for targeted interventions, particularly in reading, math, and science, to address the persistent performance gaps.

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.

The school's current strengths are evident in its small class sizes, with an average of 14.6 students in math classes and 14.9 in ELA classes. This allows for more individualized instruction and targeted interventions, which can be leveraged to address the persistent challenges in reading, math, and science. The smaller class sizes provide more opportunities for personalized support, particularly for Students with Disabilities, who currently have the highest rates of Novice scores.

Additionally, the collaboration between the 7th-grade science teacher and the 7th-grade writing intervention teacher to incorporate cross-curricular writing is another strength. This approach not only reinforces writing skills but also deepens understanding of scientific concepts, which could help reduce the high percentage of students scoring Novice in science and improve writing outcomes, where 71% of Students with Disabilities are scoring Novice.

These existing strengths can be expanded to create more targeted interventions across subjects. The successful strategies implemented in reading in previous years can serve as a model for improving math performance, where 73% of Students with Disabilities are still scoring Novice. Leveraging small group instruction and cross-curricular strategies can help provide the necessary support to boost achievement in all subjects.

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

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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

📄 LTMS 24-25 School 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.

Targeted Support for Special Education Students (linked to KCWP 5): As the identified TSI area, resources will be dedicated to enhancing supports for Students with Disabilities. This includes implementing additional intervention strategies, differentiated instructional practices, and consistent monitoring of progress through formative assessments and tailored support. The goal is to improve proficiency rates in reading, math, and science for this subgroup.

Data-Driven Instruction and Differentiation through Teacher Coaching (linked to KCWP 4 and KCWP 2): The school will prioritize coaching teachers in data-driven instruction and effective differentiation. Professional development will focus on using assessment data to inform instructional adjustments and addressing diverse student needs. By building teachers' capacity in these areas, the school aims to provide an equitable education for all students, ensuring that instruction is tailored to each learner's progress and strengths.

Integration of Blended Learning and Arts-Based Instructional Practices (linked to KCWP 2 and KCWP 6): The school will continue to implement blended learning strategies, small group instruction, and arts integration across content areas to create engaging, accessible, and differentiated learning experiences. This approach, combined with social-emotional and digital citizenship curricula, will support academic growth and foster a culturally responsive learning culture.

Attachment Summary

Attachment Name	Description	Associated Item(s)
LTMS 24-25 School Key Elements		• 7

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2024-2025 Phase Two: School Assurances

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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 assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

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ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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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

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○ 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

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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

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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

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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

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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.

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- **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

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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

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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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

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

Lexington Trad Magnet School
Bryne Jacobs
350 N Limestone St
Lexington, Kentucky, 40508
United States of America

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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),

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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?

The mission of Lexington Traditional Magnet School is to empower every child to perform at high academic levels of achievement. The vision of Lexington Traditional Magnet School is that students will actively participate in school through engaging technology and arts-enriched lessons as they grow toward academic mastery.

ATTACHMENTS

Attachment Name

📄 LTMS PL Plan 2024-2025

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

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

> Our two primary critical areas are the performance of our Special Education and African American sub-groups. As measured by KSA Reading percentages NAPD by student group: African American 15.2% P/D, Hispanic or Latino 35.5% P/D, White 52.8% P/D, Free/Reduced Price Meal 24.1% P/D, Disability-with IEP 10% P/D. KSA Math percentages NAPD by student group: African American 11.2% P/D, Hispanic or Latino 14.3% P/D, White 18.5% P/D, Free/ Reduced Price Meal 7.4% P/D, Disability with IEP 3.3% P/D. Significant decline in proficiency was observed in the following areas during fall MAP testing: Reading 28.5% P/D, Mathematics 11.1% P/D, Science 13.9% P/D. Fall MAP analysis indicates a drop in overall instruction readiness. Currently, 29.1% of students are P/D in the area of reading, 14.3% P/D in mathematics. KSA Science percentages NAPD by student group: African American 9.8% P/D, White 24% P/D, Free/Reduced Price Meal 10.6% P/D.

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

> 1. Improve Tier 1 Instruction 2. MTSS- Tier II and Tier III support for reading and math 3. Special Education Programming 4. Arts Integration

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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.

> Improve the instructional strategies related to the planning and response to instruction for Tier II and III students experiencing difficulties during Tier I instruction.

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

> Higher levels of achievement for all scholars. Teachers should have more strategies in their too boxes to differentiate, scaffold, and design engaging tasks aligned to grade-level standards. Arts Integration across all academic areas is a characteristic of our programing and will affect student outcomes positively.

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.)

> Our Instructional Leadership team will actively plan, monitor and adjust our Professional learning progress and needs. Our planning process and PLC minutes will determine learning results, intervention impact and formative/summative outcomes.

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.**

> Improved academic outcomes of students, and progress towards goals as identified in our CSIP

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

> Core Teachers- ELA, Math, Science and Social Studies. Special education and intervention teachers will be included, and all Related Arts areas

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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.)

Additional funding and support from the Middle School Instructional Support Team (OAS) will be included.

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.

Monitoring, Feedback and support. Phase 1 - Grade- appropriate assignments - High Expectations Modeling, practicing and feedback on design of grade - appropriate assignments. Collaboratively define 'meaningful engagement and grade-level content' Active learning in process Analyze student work samples Gradual release of leading Phase 2 - Strong Instruction - Deep Engagement - High Expectations Evidenced - based instructional practices Content -focused Teachers engaged in active - learning Models and effective practices Job -embedded Coaching and feedback

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.

To improve academic engagement of all students and see positive progress with all state assessment records.

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

Increase all teachers planning, instructional strategies, incorporation of vocabulary terms and improve overall student engagement. Thinking Maps, Keagan Strategies, Arts Integration, etc.

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations,

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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.)

> Our planning process and PLC minutes will determine learning results, intervention impact and summative outcomes.

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.**

> Improved academic outcomes of students, and progress towards goals as identified in our CSIP

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

> Core Teachers- ELA, Math, Science and Social Studies. Special education and intervention teachers will be included, and all Related Arts areas

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.)

> Additional funding and support from the Middle School Instructional Support Team (OAS) will be included.

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.

> Monitoring, Feedback and support

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.

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n/a

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 LTMS PL Plan 2024-2025		• 1

School Name: Lexington Traditional Magnet

District Mission
The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.
School Mission
At LTMS, we focus on traditional values, high educational expectations and strict discipline. Our enriched, structured curriculum develops intellectual skills and concepts for strong academic achievement.
Focus Area 1(Response Required) PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA : Plan- Do - Focus on Learning)
Focus Area 2(Response Required) Assessment: All schools will develop a balanced assessment system.

How do the identified top two focus areas requiring professional learning relate to district goals?(Respond Below)
 	
Strategic Plan Priority Areas are:
  ● **Student Achievement**
  ● **Diversity, Equity, Inclusion and Belonging**
  ● **Highly Effective and Culturally Responsive Workforce**
  ● **Stakeholder Engagement and Outreach**

- **Organizational Health and Efficiency**

<mark>(Response Required)</mark>Describe Strategic Plan Priority Areas:

The Fayette County Public Schools CDIP goals include:
- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**
- **Post-secondary Readiness**
- **Graduation Rate.**

<mark>(Response Required)</mark>Describe CDIP alignment:

Professional Learning Development Tools	
FCPS Professional Learning Timeline Brief 2024-2025	**FCPS Professional Learning Timeline 2024-2025 At-A-Glance**
FCPS Logic Model	**FCPS Monitoring and Evaluation Framework**

Core Elements of a Professional Learning Plan	

Focus Area 1

Focus Area 1 Objectives(Response Required)

Short-Term Changes:

Long-Term Changes:

Focus Area 1 Intended Results(Response Required)

Student Outcomes:

Educator Beliefs:

Educator Practices:

Focus Area 1 Monitoring(Response Required)

What data will be considered and gathered?

Who is responsible for gathering data?

How frequently will it be analyzed?
Focus Area 1 Indicators of Success (Please describe in detail.)<mark>(Response Required)</mark>
Focus Area 1 Targeted Audience<mark>(Response Required)</mark>
Focus Area 1 Resources<mark>(Response Required)</mark>
Focus Area 1 Ongoing Supports for Implementation<mark>(Response Required)</mark>
Focus Area 2
Focus Area 2 Objectives<mark>(Response Required)</mark>
Focus Area 2 Intended Results<mark>(Response Required)</mark> **Student Outcomes:** **Educator Beliefs:** **Educator Practices:**

Focus Area 2 Monitoring **(Response Required)** **What data will be considered and gathered?** **Who is responsible for gathering data?** **How frequently will it be analyzed?**
Focus Area 2 Indicators of Success **(Please describe in detail.)** **(Response Required)**
Focus Area 2 Targeted Audience **(Response Required)**
Focus Area 2 Resources **(Response Required)**
Focus Area 2 Ongoing Supports for Implementation **(Response Required)**
Optional Extension