

1. Kentucky Summative Assessment Reading and Math

<p>Goal 1: Proficiency: Improve Proficiency in Reading from 29% to 60% and improve Math Proficiency from 20% to 55% by May 2025 as measured by KSA.</p>					
Which Strategy will the school/district use to address this goal? <i>(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.)</i> <ul style="list-style-type: none"> • 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? <i>(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.)</i> <ul style="list-style-type: none"> • 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 2024 Reading P/D from 24% to 39%.	KCWP 1: Design and Deploy Standards	Refine behavioral support system that aligns with student action plans for self-monitoring and immediate feedback for executive function and social/emotional needs (MTSS Academic/ Behavior).	Increase course performance and content/skill mastery	weekly	Title 1
Objective 2: Increase 2024 Math P/D from 11% to 32%.	KCWP 2: Design and Deliver Instruction	Ensure that formative, interim, summative assessment results, as well as universal screener Weekly meetings of department PLCs for data analysis and planning discussions; backwards planning release day; additional math group for equivalent of 1/2 of school year; flex time to address gap skills in an intentional, direct way; tier 3 math groups to close achievement gaps; use of iXL for math data, are used appropriately to determine tiered intervention needs.	Increase course performance and skill mastery	weekly/bi-weekly	Title1/Title 2
Objective 3: Decrease 2024 Novice Reading from 48% to 39%	KCWP 3: Design and Deliver Assessment Literacy				
Objective 4:	KCWP 4: Review, Analyze and Apply Data	A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be	Increase course performance on State Standards and increase	weekly	
	KCWP 5: Design, Align, Deliver Support Processes)				

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Decrease 2024 Novice Math from 55% to 47%		provided for each PLC. Tier 2 strategies will continue to be designed per student need. Weekly meetings of department PLCs for data analysis and planning discussions; backwards planning release day; additional literacy group for equivalent of 1/2 of school year; flex time to address gap skills in an intentional, direct way; tier 3 reading groups to close achievement gaps	number of students on grade level per Universal Screener (MAP)		
		Adapt and expand Collections/Envisions curriculum to allow appropriate State Standard Measure.	Diagnostic/Common Assessments and Course Standards Measures.	weekly/bi-weekly	

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

Goal 2:
 Separate Academic Indicator: By **2025**, LTMS will Increase Science proficiency level from 9% to 45%; increase Social Studies proficiency level from 25% to 60%; and increase Combined Writing proficiency from 34% to 60% as measured by KSA.

Which Strategy will the school/district use to address this goal? <i>(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.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i>	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.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: Increase 2024 Science P/D from 4% to 21%.	KCWP 1: Design and Deploy Standards	Refine behavioral support system that aligns with student action plans for self-monitoring and immediate feedback for executive function and social/emotional needs (MTSS Academic/ Behavior).	Increase course performance and content/skill mastery	weekly	Title1/Title 2
Objective 2:	KCWP 2: Design and Deliver Instruction	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Increase course performance and skill mastery	weekly	

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Increase 2024 Social Studies P/D from 16% to 37%	KCWP 3: Design and Deliver Assessment Literacy	A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need. Weekly meetings of department PLCs for data analysis and planning discussions; co teaching advanced students' for acceleration; dedicated writing class; schoolwide use of claim, evidence, reasoning strategy	Increase course performance on State Standards and increase number of students on grade level per Universal Screener (MAP)	weekly/bi-weekly	
Objective 3: Increase 2024 Combined Writing P/D from 29% to 43%	KCWP 4: Review, Analyze and Apply Data				
	KCWP 5: Design, Align, Deliver Support Processes)				

3. Achievement Gap

<p>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 2024.</p>					
<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 		<p>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.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease AA Novice in Reading from 48%(49) to 43%	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Refine behavioral support system that aligns with student action plans for self-monitoring and immediate feedback for executive function and social/emotional needs (MTSS Academic/ Behavior).	Increase course performance and content/skill mastery	weekly	
Objective 2:					

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<p>Decrease SPED Novice in Reading from 73%(72) to 68%</p> <p>Objective 3: Decrease ELL Novice in Reading from 60% to 55%</p> <p>Objective 4: Decrease AA Novice in Math from 59%(58) to 54%</p> <p>Objective 5: Decrease SPED Novice in Math from 73%(74) to 68%</p> <p>Objective 6: Decrease ELL Novice in Math from 49% to 45%</p> <p>Objective 7: Decrease AA Novice in Social Studies from 63% to 51%</p> <p>Objective 8: Decrease SPED Novice in Social Studies from 82% to 51%</p> <p>Objective 9: Decrease AA Novice in Science from 48%(64)to 43%</p> <p>Objective 10: Decrease SPED Novice in Science from 67%(79) to 62%</p>	<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Processes)</p>	<p>Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.</p>	<p>Increase course performance and skill mastery</p>	<p>weekly</p>	
		<p>A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need.</p>	<p>Increase course performance on State Standards and increase number of students on grade level per Universal Screener (MAP)</p>	<p>weekly</p>	

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Objective 11: Decrease AA Novice in Combined Writing from 28% to 22%					
Objective 12: Decrease SPED Novice in Combined Writing from 76% to 51%					

4. English Learner Progress

<p>Goal 4: By 2025, LTMS will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level was 22.6% in 2024 ACCESS data</p>					
<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 		<p>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.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Grow all EL student .5 in their composite score as measured by ACCESS	KCWP 1: Design and Deploy Standards	Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.	Planning documents, PLC	weekly	
	KCWP 2: Design and Deliver Instruction	Data Protocol Meetings for subject and grade-level formative and summative assessments, including district assessments	Item analysis study of formative assessments	weekly	

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	KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, Deliver Support Processes)	Data Meetings will be held regularly within each department to discuss vertical alignment and student achievement and make adjustments as necessary.	MAP, KSA, WIDA Access, school common assessments	weekly	
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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. Current level is 57.6 %.

Which Strategy will the school/district use to address this goal? <i>(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.)</i>	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i>	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.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: Increase the quality of school climate and safety index from 61.8% to 66.2 by May 2023	Establishing a Learning Culture and Environment (KCWP 6)	Students will attend monthly program sessions throughout the school year. PBIS rewards programs monthly. Monthly team level rewards for attendance, academics, and behavioral goal challenges	SEL Surveys, Student and Staff Surveys, Walkthroughs	weekly	
	KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest	LTMS will fully implement the Second Steps SEL curriculum at all grade levels through a Flex Period	SEL Surveys, Student and Staff Surveys, Walkthroughs	weekly	

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	quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential				
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established systems for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	LTMS will continue to implement PBIS systems with high fidelity.	SEL Surveys, Student and Staff Surveys, Walkthroughs	weekly	

6. Family and Community Engagement

Goal 6: Family and Community Engagement: LTMS will increase family and community engagement in our school..

<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 	<p>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.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
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<p>Objective 1: Increase School to Family Support and Communication</p> <p>Objective 2: Grow our Network of Community Resources</p> <p>Objective 3: Increase Family Participation in Decision Making</p> <p>Objective 4: Equip Families with the tools to enhance and extend learning at home</p>	<p>Establishing a Learning Culture and Environment (KCWP 6)</p>	<p>LTMS will engage and apply to become a family friendly certified school through the support of the Prichard Committee</p> <p>LTMS will utilize the Talking Points platform to support two way communications between families and school.</p> <p>LTMS will host Parent University Nights to support family engagement</p> <p>LTMS will increase the number of positive family contacts throughout the school year</p> <p>LTMS will increase the number of opportunities for families to engage with the school community (e.g., school events)</p> <p>LTMS will increase the positive responses on the PBIS (Positive Behavioral Interventions and Supports) culture survey</p> <p>LTMS will increase the number of hours/days that community members are engaged at the school and/or students are engaged at the community level</p> <p>LTMS will increase the interaction between students within the East End feeder pattern schools</p> <p>Increase the engagement of community members and potential students from outside the East End with students who reside in the neighborhood area.</p>	<p>Evaluate Family Engagement efforts and evaluations for continuous improvement</p>		
			<p>Platform Usage</p>	<p>weekly</p>	<p>Title 1</p>
					<p>Grant Funded</p>

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.

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<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.)</i></p> <ul style="list-style-type: none"> • 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 	<p>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.</p>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase academic achievement among all students by developing and implementing high-quality, standards-aligned thematic programs</p>	<p>KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</p>	<p>Full integration of VAPA instruction into the existing instructional pathways</p> <p>Increase in the number of teachers with micro-credentials in one or more areas of VAPA</p> <p>Provision of opportunities for arts-integration professional learning for every teacher.</p> <p>Formation of an Arts Integration Core Team</p>	<p>Reduction of the number/percentage of students who are scoring below proficiency on the Kentucky Summative Assessment (KSA) in Math and ELA;</p>	<p>weekly</p>	<p>grant funded</p>
<p>Objective 2: LTMS will achieve School-wide National STEAM Certification</p>	<p>KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</p>	<p>Through The Institute for Arts Integration and STEAM</p>		<p>Year</p>	<p>grant funded</p>



2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Schools

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

2023-2024 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 centrally located in the heart of downtown Lexington. As Fayette County Public School's first specialized program, our school has evolved to reflect the core values and needs of the surrounding community. New this year has been the reimagining of our school's New Magnet Program VAPA (Visual and Performing Arts) which provided all students in our school with wall-to-wall arts enrichment. LTMS has become a school in transition redefining our vision, mission, and programming to meet the needs of our community and today's 21st Century Learner. Lexington Traditional Magnet School has an enrollment of around 303 students with a diverse population: 21.45% white, 57.43% African American, 12.2% Hispanic, 7.26% Two or More, 86.47% Free and Reduced meal qualifiers, and 20.13% Special Education.

School Stakeholders

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

LTMS has an active SBDM council that governs our school and represents the interests of every stakeholder. LTMS has prioritized Family and Community Engagement as a strategic priority this year, and is going through the rigorous process of earning a Family Friendly Certified status. In addition to our numerous Title 1 Family engagement opportunities, our new VAPA concept has created numerous nights centered around student work exhibits and student performances. All of this work has helped glean parent feedback to support continuous improvement efforts. Teacher feedback and job satisfaction is critical to our work, and admin work hard to foster an environment of trust and collaboration. Student Voice is also an important data point, and our students have been integral in identifying areas of growth and improvement as we undergo transformation.

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.

UCLA professor, Pedro Noguera states it well, "You don't have to change the student population to get results, you have to change the conditions under which they learn". In an effort to move our student achievement, we are embracing change in

our programming and pedagogy. The LTMS professional community is striving to improve the quality of teaching, have a rich and balanced curriculum, and have supportive, informative systems of assessment. Through our 1:1 student technologies, professional learning, innovative curriculum with focus on rigor and student engagement, and arts integration across all content areas, our students will experience education as never before at LTMS. Every LTMS student will begin their discovery process. Our goal as LTMS educators is to enable our students to craft a vision of their future, find a passion and along the way, make some pretty amazing changes in their lives through our Pathways Programming. Our school motto is "High-Interest Content Meets Personalized Learning". Our student's discovery process will occur through the programming and pedagogy we have adopted. We've taken strategic and faithful steps toward personalizing education with our Pathways of Study. It means: Recognizing that intelligence is diverse and multifaceted Enabling students to pursue their particular interests and strengths Adapting the schedule to the different rates at which students learn Assessing students in ways that support their personal progress and achievement (Robinson 2015) Ken Robinson writes in his book, *Creative Schools*, "This process of personalization seems to be everywhere, but it has yet to take root in education. This is ironic because it is in education that personalization is most Description of the School School's Purpose 2022-23 Phase One: Executive Summary for Schools - 2022-23 Phase One: Executive Summary for Schools_10092022_10:56 - Generated on 09/27/2023 Lexington Trad Magnet School Page 4 of 6 urgently needed." Our Pathways of Study, most pronounced in Summit Learning, set us apart from all other schools in our community. Pathways of Study at LTMS are: Project Based, Goal Setting, and Presentations Visual Performing Arts Performances, Drama, Individualized STEM- Math applications, Cooperative, PLTW, LEGO Robotics, and TSA Liberal Arts- Media Arts, Civics and Presentation LTMS Professional Learning Community's mission remains the same, to enhance student performance through examining work samples, reflecting upon our standardsbased assessments and developing priorities for remediation, intervention, and enrichment. If there ever was a silver bullet in education; it is creating a culture of staff members focused on learning and all matters related to learning.

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.

Notable Achievements and Areas of Improvement (Past 3 Years) Notable Accomplishments include: LTMS Visual Arts Recognitions and Accomplishments: Visual Arts Major, Alyssa Pyles was the 6-8 overall winner in the KEA (Kentucky Education Association) #differencemaker student art contest. Her drawing was featured in the KEA and FCPS news and website and presented framed to the teacher. Alyssa and her teacher Mrs. Jaime Giger both received certificates and a reward. LTMS Visual Arts Major, Aasha Brown's painting was selected to be displayed in the University of Kentucky Hospitals permanent collection. Three LTMS students took 2nd place in their age group in the Kentucky Environmental Health Summit Emoji poster Contest, 6th grader Caylin Gunip, 7th Grader Alyssa Pyles and

8th Grader Bionna Webb. Each student was awarded a \$50 visa gift card for their Environmental drawings. 6th grader Oralia Soto was recognized and awarded a check and certificate form the Local Lexington Lion's club for her "Peace Poster" drawing. 8th grader Alyssa Pyles scratchboard artwork "OWL" was accepted and to be printed in the 2020-2021 FCPS calendar that is distribute to all teachers, staff, administrators, parents and students in FCPS. 8th graders Sara Grace Eames and Alyssa Pyles Received the award of excellence for their middle school age group from the FCPS PTA 16th district Reflections contest. They attended a ceremony in the FCPS board of education auditorium. Technology 2018-2019 Regional TSA 1st Children stories- Kendrick Vanzant and Sara Grace Eams 1st UAV(drones)-Tim Kern and Liam Tobin 1st Problem Solving- Brian Favela and Josiah Smith 2nd Dragster Tim Kern 2nd Problem Solving -Tim Kern and Liam Tobin 2nd Off the Grid - Tim Kern and Liam Tobin 2nd Video Game- Brian Favela, Bryan Ilunga, Josiah Smith and Angela Osborne 3rd Dragster- Annika Pence 3rd Digital Photo Liam Tobin 3rd Essays on Technology- Kendrick Vanzant 3rd Tech Bowl- Tayvon Starks, Oscar Conrad, and Aidan Hall 3rd Video game - Alice Ragsdale and Keegan Reynolds STLP Stem Fair showcase 1st Children stories- Kendrick Vanzant and Sara Grace Eams 1st Original Photo Liam Tobin Chinese Awards University of Kentucky Confucius Institute Competition 8th grader Nikko Bowman has won 2nd prize in Moon Festival Art & Essay Competition and Outstanding Performance in UKCI Chinese Speech Contest. 7th grader Harris Hall has won 2nd prize in UKCI Chinese Speech Contest. 6th grader Kyndaul Ramsey, 7th grader Neiko Durrah has won the Outstanding Performance in UKCI Chinese Speech Contest. 6th grader Tolley Carter, Micah Walker, Devyn Lattimore Samajea Hill, and 8th grader Albert Munoz Castro have won the Participation Prize in UKCI Chinese Speech Contest.

Additional Information

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

n/a



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

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

2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Administrative Team Members meet regularly. Members include- Bryne Jacobs Principal, Antonio Blackman Associate Principal, David Scholl Associate Principal, Leigh Nahra Professional Growth Coach, Cory Canter Dean of Students, Tom Morgan Behavior Specialists, Lolita Cartwright Counseling, JJ Viera Counseling and Julie Adler Interventionist and MTSS Coordinator. Instructional Leadership Team meets regularly. Members include Sarah Blades Social Studies Department Chairperson, Julie Moore and Amy Smith Special Education Chairpersons, Caitlin Goble and Charissa Riley Related Arts Chairperson, Angela Merrick Science Department Chairperson, Julie Adler ELA Department Chairperson, Haley Summer Math Department Leader. Each week strategic planning and implementation is reviewed by the Administrative Team and Instructional Leadership Team. Each week teams of teachers review student progress, lesson planning and assessment results. All meetings are document through agenda and minutes 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?

Current Academic State: 24% of all students scored proficient/distinguished on KSA Reading, which was a decrease (29%) from the previous school year result's. 11% of all students scored proficient/distinguished on KSA Math, which was a decrease 20% during the previous school year. 29% of all students scored proficient / distinguished on KSA Writing which was a decrease from 34%. 4% of all students scored Proficient/ Distinguished on the Science KSA, which was a decrease 9% from the previous year administration. 16% Of all students tested scored Proficient/ Distinguished on the Social Studies KSA which was a decrease from 24% the year prior.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
 - Low performance in Math (55% Novice) overall an increase in Novice in 21-22 (52%).
 - Low performance in Reading (48 % Novice) over an increase in Novice in 21-22 (44%).
 - Low performance from African American in reading (56% Novice) and mathematics (59% Novice) and Students with Disabilities in reading (73%) and mathematics (73% Novice).

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state

average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
 - Survey results and perception data indicated 62% of the school's teachers feel they receive adequate professional development.
 - Teacher attendance Rate improved greatly during the 22-23 SY and the trend appears to be improving this SY
 - School Quality and Climate student data on KSA score in the LOW Range. This will be an area of focus for our school
 - Attendance Rate- One of our big rocks is student daily attendance. Our student attendance growth for the current year has improved by more than a percent compared to last SY.
 - Family Engagement is another area of focus. We will be participating in the process of earning our school certification as a Family Friendly Partner School

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Priority focus will be placed on our federally identified sub groups that earned our school TSI status (African American and Students with Disabilities)

- 56% of African American students scored novice on KSA reading.
- 73% of Students with Disabilities scored novice on KSA reading.
- 59% of African American students scored novice on KSA math.
- 73% of Students with Disabilities scored novice on KSA math.
- Social Studies novice percent grew

Strengths/Leverages

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

of concern listed above.

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

- Percent of AA Scholars scoring Novice in Reading decreased from 63% to 59%
- Percent of Students with disabilities decreased in both Reading and Math
- Percent of students scoring in the Novice range in science decreased by 10 percent
- 6th-grade scores remained stagnant when compared to 21-22 school KSA data

Evaluate the Teaching and Learning Environment

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

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

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

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

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

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

[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

 2023-2024 LTMS Key Element Template

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

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

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

- Focus will be placed on improving Tier 1 Instruction and Student Behavior
- Instructional Priorities:
 - Literacy: Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses (Core Action #2B)
 - Math: The enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed (Core Action #1C)



2023-2024 Phase Two: School Assurances_11072023_12:58

2023-2024 Phase Two: School Assurances

Lexington Trad Magnet School
Bryne Jacobs

350 N Limestone St
Lexington, Kentucky, 40508
United States of America

2023-24 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

Yes

No

N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

Yes

No

N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

Yes

No

N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

Yes

No

N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

Yes

No

N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

Yes

No

N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

Yes

No

N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

Yes

- No
- N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes**
- No
- N/A

COMMENTS

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes**
- No
- N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

Yes

No

N/A

COMMENTS

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

Yes

No

N/A

COMMENTS

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

Yes

No

N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

Yes

No

N/A

COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

Yes

No

N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

Yes

No

N/A

COMMENTS**Title I Targeted Assistance School Programs**

23. In a school implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

Yes

No

N/A

COMMENTS

24. In a school implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

Yes

No

N/A

COMMENTS

25. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

Yes

No

N/A

COMMENTS

26. In a school implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

Yes

No

N/A

COMMENTS

27. In a school implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

Yes

- No
- N/A

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- Yes
- No
- N/A

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- Yes
- No
- N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- Yes
- No
- N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

Yes

No

N/A

COMMENTS



2022-23 Phase Four: Professional Development Plan for Districts
for School Year 2023-2024_05122023_15:31

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

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

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

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the district'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.

2. The needs assessment provides the framework for **all** districts 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 district'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 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 district goals?

1. MTSS- Tier II and Tier III support for reading and math
2. Special Education Prgoraming
3. Tier I Focus

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the district 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.)

LTMS educators will be better equipped to engage and respond to students experiencing learning difficulties and below grade level competence.

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 planning process and PLC minutes will determine learning results, intervention impact and 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

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 district 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, 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 district 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.

**FCPS Office of Human Resources
Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations
2023-2024**

School: Lexington Traditional Magnet School

PL Representative: Leigh Nahra; Bryne Jacobs

	Work Calendar Date	Total PL Hours	Funding Source	Brief Description of Planned PL Activity	Comprehensive School Improvement Plan (CSIP) Objective	District Strategic Priority Alignment	Comprehensive District Improvement Plan (CDIP) Focus Area
PL Day #1	Aug 7, 2023	6	Title 1/ Literacy Grant	<p>Workshop focused on Classroom Environment (Routines/Procedures/Expectations/Management)</p> <p>Consultant (Ms. Ussin) will lead a session: Your Classroom or Their Playground</p> <p>Some time protected in the PM for Additional PL prescribed by District</p>	Goals 1, 2, and 3: All focused on improvement areas in Achievement		<p>Focus Area 1 (Planning/Preparation)</p> <p>Focus Area 4 (Culture Climate)</p>

PL Day #2	Aug 8, 2023	6	Title II/	<ul style="list-style-type: none"> ● Arts Integration Work (AM) ● Blackcat Professional Conference w/ Breakout Sessions: <ul style="list-style-type: none"> ○ Thinking MAPS) ○ Kagan Strategies ○ Gradual Release Model/PDSA and Planning ○ Teacher Clarity - Evaluating LI/SC 	Will target all objectives aligned to our 6 CSI Goals		Will target all focus Areas of the districts Improvement Plan (Focus Areas 1-4)
PL Day #3	Aug 9, 2023	6	District Funded	FCPS Professional Learning Conference			
PL Day #4	Aug 10, 2023	6	District Funded	FCPS Teacher Institute			

PL Day #5	Aug 11, 2023		No Costs	<ul style="list-style-type: none">● Classroom Setup● Department Work● PLC/Backwards Planning Time● Special Education- Learning Strategies Support (Jennifer Sellers/Paige Hale/Tracy DeSpain)● Welcome Back/Nuts and Bolts Staff Meeting● Family Engagement Training/Work			
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	Aug 14, 2023			<ul style="list-style-type: none"> ● Classroom Setup ● Department Work ● PLC/Backwards Planning Time ● Special Education- Learning Strategies Support (Jennifer Sellers/Paige Hale/Tracy DeSpain) ● Welcome Back/Nuts and Bolts Staff Meeting ● Family Engagement Training/Work 			
	Aug 15, 2023			<ul style="list-style-type: none"> ● Team Building Work (In the AM) ● Whole Group Focus in the PM <ul style="list-style-type: none"> ○ SEL ○ Restorative Circles ○ CRTL/Implicit Bias- (possibly Dr. Cleveland) 			
PL Day #6	Jan 3, 2024	TBD	TBD	TBD			

Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.

Additional PL Plans	August 25, 2023	6	No Costs	Thinking MAPs Staff training			
Additional PL Plans							
Additional PL Plans							
Additional PL Plans							

Principal Approval: _____ *Signature* _____ *Date* **Date Approved by SBDM Council:** _____ *Date*

KRS 158.070 (3)(a) Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.