

## Lansdowne Elementary Comprehensive School Improvement Plan 2022-25

### State Assessment Results in Reading

- By 2025, **Lansdowne Elementary** will increase Reading proficient and distinguished level to **60%** as measured by KSA. Current level is **37** %.

### State Assessment Results in Math

- By 2025, **Lansdowne Elementary** will increase Math proficient and distinguished level to **55%** as measured by KSA. Current level is **32**%.

### State Assessment Results in Science

- By 2025, **Lansdowne Elementary** will increase Science proficient and distinguished level to **45%** as measured by KSA. Current level is **25**%.

### State Assessment Results in Social Studies

- By 2025, **Lansdowne Elementary** will increase Social Studies proficient and distinguished level to **60%** as measured by KSA. Current level is **29**%.

### State Assessment Results in Combined Writing

- By 2025, **Lansdowne Elementary** will increase Combined Writing proficient and distinguished level to **60%** as measured by KSA. Current level is **17**%.

### Achievement Gap

- By 2025 Lansdowne Elementary will decrease the percentage of students with Disabilities scoring novice in Reading from **52**% to 9%.
- By 2025 Lansdowne Elementary will decrease the percentage of students with Disabilities scoring novice in Math from **69**% to 11%

### English Learner Progress

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

### Quality of School Climate and Safety

- By 2025, **Lansdowne Elementary** will increase the quality of school climate and safety index to 97.9% as measured by KSA. Current level is

73.7%.

| Reading and Math Objectives   |  |   |
|---|--|---|
| Year 1  | Year 2   | Year 3  |
| By 2023, Lansdowne Elementary will increase P/D in Reading to 43%.<br><br>By 2023, Lansdowne Elementary will increase P/D in Math to 42%. | By 2024, Lansdowne Elementary will increase P/D in Reading to 51%.<br><br>By 2024, Lansdowne Elementary will increase P/D in Math to 49 %. | By 2025, Lansdowne Elementary will increase P/D in Reading to 60%.<br><br>By 2025, Lansdowne Elementary will increase P/D in Math to 55%. |

| Science, Social Studies, and Combined Writing Objectives  |  |  |
|---|--|--|
| Year 1  | Year 2   | Year 3   |
| By 2023, Lansdowne Elementary will increase P/D in Science to 30%.<br><br>By 2023, Lansdowne Elementary will increase P/D in Social Studies to 40%.<br><br>By 2023, Lansdowne Elementary will increase P/D in Combined Writing to 27 %. | By 2024, Lansdowne Elementary will increase P/D in Science to 37%.<br><br>By 2024, Lansdowne Elementary will increase P/D in Social Studies to 50%.<br><br>By 2024, Lansdowne Elementary will increase P/D in Combined Writing to 43%. | By 2025, Lansdowne Elementary will increase P/D in Science to 45%.<br><br>By 2025, Lansdowne Elementary will increase P/D in Social Studies to 60%.<br><br>By 2025, Lansdowne Elementary will increase P/D in Combined Writing to 60%. |

| Achievement Gap Objectives   |   |  |
|--|---|--|
| Year 1   | Year 2  | Year 3   |
| By 2023, Lansdowne Elementary will reduce % of students with IEPs scoring in the novice range in Reading from 74%. To 37%<br><br>By 2023, Lansdowne Elementary will reduce % | By 2024, Lansdowne Elementary will reduce % of students with IEPs scoring in the novice range in Reading from 37% to 18%.<br><br>By 2024, Lansdowne Elementary will reduce % of | By 2025, Lansdowne Elementary will reduce % of students with IEPs scoring in the novice range in Reading from 18% to 9%.<br><br>By 2025, Lansdowne Elementary will reduce % of |

|  |   |   |
|--|---|---|
| of students with IEPs scoring in the novice range in math from 82%. To 41% | students with IEPs scoring in the novice range in Math from 41% to 21%. | students with IEPs scoring in the novice range in Math from 21% to 11%. |
|--|---|---|

| English Learner Progress Objectives  |  |  |
|--|--|--|
| Year 1   | Year 2   | Year 3   |
| By 2023, Lansdowne Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 55%. | By 2024, Lansdowne Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. | By 2025, Lansdowne Elementary will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. |

| Quality of School Climate and Safety  |   |   |
|---|---|---|
| Year 1  | Year 2  | Year 3  |
| By 2023, Lansdowne Elementary will increase the Quality of School Climate and Safety Index to 82.9% | By 2024, Lansdowne Elementary will increase the Quality of School Climate and Safety Index to 90.4% | By 2025, Lansdowne Elementary will increase the Quality of School Climate and Safety Index to 97.9% |

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

### Year 1 Focus Areas

| PLC            |          |            |                    |                |
|----------------|----------|------------|--------------------|----------------|
| Goal Alignment | Strategy | Activities | Measure/Monitoring | Funding Source |
|                |          |            |                    |                |

|  |       |   |  |  |
|--|-------|---|--|--|
| Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap | KCWP2 | Process - Ensure instructional effectiveness by conducting item analysis  | PLC Observations   |  |
| Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap | KCWP3 | Process - Formal and informal processes to gather student learning data; academic monitoring during instruction, identification of enrichment or reteach, formative weekly assessments, unit assessments. | PLC Observations<br>Grade Level Data Sheets<br>Grade Level Assessments |  |
| Reading, Math, Social Studies, Science, Combined Writing, EL Progress, Achievement Gap | KCWP4 | Process - Develop and use a tracking system for monitoring student progress by learning intentions/standards. System for tracking standard attainment weekly (start with ELA standards).                  | Grade Level Data Sheets  |  |
| <b><u>Progress Monitoring</u></b>  |       |   |  |  |

| <b>Instructional Delivery</b>  |                 |   |   |                       |
|--|-----------------|---|---|-----------------------|
| <b>Goal Alignment</b>  | <b>Strategy</b> | <b>Activities</b>   | <b>Measure/Monitoring</b>                       | <b>Funding Source</b> |
| Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap | KCWP2           | Practice - Students have an opportunity to unpack standards (teachers will review the learning intention, define academic vocabulary, using picture representation cards with students prior to and during instruction) | Classroom Observations<br><br>Grade Level Plans |                       |
| Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap | KCWP2           | Practice - Teachers will review with students visible success criteria within each learning intention that students can reference throughout instruction.   | Classroom Observations<br><br>Grade Level Plans |                       |
| Reading, Math,   | KCWP2           | Practice - Plan and implement active student  | Classroom                                       |                       |

|   |       |  |  |  |
|---|-------|--|--|--|
| Social Studies, Science, Combined Writing, EL progress, Achievement Gap |       | engagement strategies (intentional planning of engagement activities by grade level teams; new teachers will attend student engagement January 2, 2023)              | Observations<br>Grade Level Plans                      |  |
| Achievement Gap   | KCWP5 | Practice - Provide behavior specific praise and reinforcement. Implement and commit to scheduled monitoring efforts in accordance with continuous improvement needs. | Observations<br>Student Behavior Plans and Charts      |  |
| Achievement Gap   | KCWP5 | Practice - Identify curricular modification needs and front load concepts where high levels of prerequisite skills are identified.                                   | Special Education Teacher Lesson Plans<br>Observations |  |
| Achievement Gap   | KCWP5 | Practice - Incorporate knowledge of best practice and high yield strategies to match individual student needs and increase achievement.                              | Special Education Teacher Lesson Plans<br>Observations |  |
| Achievement Gap   | KCWP4 | Practice - Create opportunities for students to receive and offer feedback during learning; opportunities for students to set learning goals and self assess.        | Special Education Teacher Lesson Plans<br>Observations |  |
| <b><u>Progress Monitoring</u></b>                                       |       |  |  |  |

| <b>Allocation of Resources</b> |                 |   |                           |   |
|--------------------------------|-----------------|---|---------------------------|---|
| <b>Goal Alignment</b>          | <b>Strategy</b> | <b>Activities</b>   | <b>Measure/Monitoring</b> | <b>Funding Source</b>                             |
| Achievement Gap                | KCWP5           | Condition - Allocate human resources and modify master schedule to better meet the needs of students with IEPs leads to: <ul style="list-style-type: none"> <li>- Teaching smaller interactive groups</li> <li>- Teaching in multiple ways</li> <li>- Providing feedback</li> <li>- Teaching self regulation and self monitoring</li> </ul> | Master schedule           | District Staffing Allocation (additional teacher) |
|                                |                 |   |                           |   |

**Progress Monitoring**

**Quality of School Climate and Safety**

| <b>Goal Alignment</b>                | <b>Strategy</b> | <b>Activities</b>  | <b>Measure/Monitoring</b>  | <b>Funding Source</b> |
|--------------------------------------|-----------------|--|--|-----------------------|
| Quality of School Climate and Safety | KCWP6           | Practice - Ensure expectations of students are clearly defined and group norms have been established in the classroom and school <ul style="list-style-type: none"> <li>- Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school</li> <li>- Daily review of manner of the week</li> </ul>  | Beginning of school plans<br><br>Midyear plans<br><br>Morning announcements                        |                       |
| Quality of School Climate and Safety | KCWP6           | Process - Ensure implementation of character education practices <ul style="list-style-type: none"> <li>- Implementation of CARING SCHOOL COMMUNITY curriculum in all classrooms.</li> <li>- Daily review of manner of the week</li> <li>- Monthly character trait recognitions</li> <li>- Weekly instruction in mindfulness of traits such as compassion and empathy</li> <li>- Monthly PBIS celebrations/recognitions</li> <li>- Small group instruction with Second Steps (Tier 2)</li> </ul> | EOS System<br><br>Monthly behavior reports   |                       |
| Quality of School Climate and Safety | KCWP6           | Process - Ensure effective implementation of anti-bullying policies and procedures   | Beginning of school year plans<br><br>Use of EOS system<br><br>PLP<br><br>Monthly behavior reports |                       |
| Quality of School Climate and Safety | KCWP6           | Process - Ensure that classrooms operate within the school's guidelines of cultural responsiveness   | Morning Announcements  |                       |

|  |  |  |                 |  |
|--|--|--|-----------------|--|
|  |  | - Morning announcements with recognition of achievements within diverse cultures | Library Catalog |  |
|--|--|--|-----------------|--|

## Year 2 Focus Areas

### Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

Increase the number of students scoring Proficient and Distinguished in Reading and Math

Continue to decrease Novice scores for student with IEPs as we were TSI following 22-23 state testing.

Increase Proficiency in Combined Writing

### Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

**KCWP 2: Design and Deliver Instruction**

- Develop a practice that ensures planning for and implementing active student engagement strategies.
- Develop a practice that ensures that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap
- Develop a practice that ensures students understand the success criteria within each learning target

**KCWP 3: Design and Deliver Assessment Literacy**

- Develop a practice that ensures student participation in self-assessment and goal setting

| <b>Indicator</b>   | <b>Status</b>    | <b>Change</b>               |
|--|------------------|-----------------------------|
| <i>State Assessment Results in reading and mathematics</i>             | <i>Low</i>       | <i>increase</i>             |
| <i>State Assessment Results in science, social studies and writing</i> | <i>Low</i>       | <i>maintain</i>             |
| <i>English Learner Progress</i>  | <i>Very High</i> | <i>Significant increase</i> |
| <i>Quality of School Climate and Safety</i>                            | <i>Low</i>       | <i>maintain</i>             |

| <b>PLC</b>   |   |   |                                |                           |
|--|---|---|--------------------------------|---------------------------|
| <b>Goal Alignment</b>  | <b>Strategy</b>   | <b>Activities</b>   | <b>Measure/<br/>Monitoring</b> | <b>Funding<br/>Source</b> |
| Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap | <b>KCWP2:Design and Deliver Instruction</b><br>Develop a practice that ensures planning for and implementing active student engagement strategies                 | Teams will include active engagement strategies in unit plans         | Unit plans                     |                           |
|  |   | Staff will review engagement strategies in staff learning sessions    |                                |                           |
|  |   | PLC – reflect on success of engagement strategies used                | PLC data meeting discussions   |                           |
| Quality of School Climate and Safety   | <b>KCWP6:Establishing Learning Culture and Environment</b><br>Establish a process to ensure implementation <b>and monitoring</b> of character education practices | Weekly PLC data meetings will include review of student behavior data | EOS                            |                           |
| <b><u>Progress Monitoring</u></b>  |   |   |                                |                           |



**Instructional Delivery**

| Goal Alignment   | Strategy  | Activities  | Measure/<br>Monitoring   | Funding Source                      |
|--|---|---|--|-------------------------------------|
| Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap | <b>KCWP2:Design and Deliver Instruction</b><br>Develop a practice that ensures students understand where they are going, where they currently are, and how they can close the gap | Students will maintain student data folders indicating where they are and where they need to be   | Observational Walkthroughs<br><br>Student data folder review         |                                     |
| Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap | <b>KCWP2:Design and Deliver Instruction</b><br>Develop a practice that ensures students understand the success criteria within each learning target                               | During instruction – teachers will review success criteria and have students summarize criteria for the lesson  | Walkthroughs<br><br>Coaching observations<br><br>Formal observations | Sec. 7 - Instructional Coach salary |
|  |   | Teachers will reference the learning target throughout the lesson(beginning, middle and end) and “unpack” the target with students  | Walkthroughs<br><br>Coaching observations<br><br>Formal observations | Sec. 7 - Instructional Coach salary |
| Reading, Math, Social Studies, Science, Combined Writing, EL progress, Achievement Gap | <b>KCWP3: Design and Deliver Assessment Literacy</b><br>Develop a practice that ensures student participation in self-assessment and goal setting                                 | Teachers will have students use self assessment strategies to reflect on current learning. <ul style="list-style-type: none"> <li>· Fist to Five</li> <li>· Rating =Able to reteach, need practice, do not understand</li> <li>· Rubrics</li> <li>· Comparing students work to exemplars</li> </ul> | Walkthroughs<br><br>Coaching observations<br><br>Formal observations | Sec. 7 - Instructional Coach salary |
| Combined Writing   | <b>KCWP 2: Design and Deliver Instruction</b><br>Develop a practice that ensures students understand the success criteria within each learning                                    | Students will be required to write in all content areas- understanding the purpose, audience and form   | Unit Plans<br><br>Walkthroughs<br><br>Coaching                       | Sec. 7 - Instructional Coach salary |

|                                   |   |   |  |                                     |
|-----------------------------------|---|---|--|-------------------------------------|
|                                   | target (writing target NOT content target)  |   | observations<br>Formal observations  |                                     |
|                                   |   | Teachers will use exemplars and rubrics that reflect writing success criteria           | Unit Plans<br>Walkthroughs<br>Coaching observations<br>Formal observations | Sec. 7 - Instructional Coach salary |
|                                   | <b>KCWP 2: Design and Deliver Instruction</b><br>Develop a practice that ensures students understand where they are going, where they currently are, and how they can close the gap | Students will compare/contrast their writing to the exemplars                           | Walkthroughs<br>Coaching observations<br>Formal observations               | Sec. 7 - Instructional Coach salary |
|                                   | <b>KCWP3: Design and Deliver Assessment Literacy</b><br>Develop a practice that ensures student participation in self-assessment and goal setting                                   | Students will be required to use rubrics and/or checklists to self-assess their writing | Walkthroughs<br>Coaching observations<br>Formal observations               | Sec. 7 - Instructional Coach salary |
| <b><u>Progress Monitoring</u></b> |   |   |  |                                     |

| <b>Allocation of Resources</b> |   |   |                            |   |
|--------------------------------|---|---|----------------------------|---|
| <b>Goal Alignment</b>          | <b>Strategy</b>                           | <b>Activities</b>   | <b>Measure/ Monitoring</b> | <b>Funding Source</b>                             |
| Achievement Gap                | <b>KCWP5: Design and Delivery Support</b> | Condition - Allocate human resources and modify master schedule to better meet the needs of students with IEPs leads to:<br>- Teaching smaller interactive groups | Master schedule            | District Staffing Allocation (additional teacher) |

|                                   |  |   |   |   |
|-----------------------------------|--|---|---|---|
|                                   |  | <ul style="list-style-type: none"> <li>- Teaching in multiple ways</li> <li>- Providing feedback</li> <li>- Teaching self regulation and self monitoring</li> </ul> |   |   |
|                                   | <b>KCWP5: Design and Delivery Support</b><br>Establish a practice to create and monitor a “Watch (Cusp) List” for students performing below proficiency.   | All teachers will create a name and claim for TSI students as well as at least 2 other students to target for movement to next level of proficiency                 | School Wide Name and Claim list                                 |   |
|                                   | <b>KCWP5: Design and Delivery Support</b><br>Establish a practice to identify curricular modification needs using pre-assessment strategies, and use data to frontload concepts where high level of below proficient prerequisite skills are identified (ACCELERATION) | Grade level pre-assessment data will be used to identify students in need of frontloading prerequisite skills   | Pre assessment data<br><br>Instructional plans for acceleration | District special Education staffing allocation<br><br>District EI staffing Allocation |
| <b><u>Progress Monitoring</u></b> |  |   |   |   |

| <b>Quality of School Climate and Safety</b> |  |  |  |                       |
|---|--|--|--|-----------------------|
| <b>Goal Alignment</b>                       | <b>Strategy</b>  | <b>Activities</b>  | <b>Measure/ Monitoring</b>                 | <b>Funding Source</b> |
| Quality of School Climate and Safety        | <b>KCWP6: Establishing Learning Culture and Environment</b><br>Establish a practice to ensure expectations of students are clearly defined | <ul style="list-style-type: none"> <li>- Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school</li> <li>- Daily review of manner of the week</li> </ul> | Beginning of school plans<br>Midyear plans |                       |

|                                      |   |   |  |  |
|--------------------------------------|---|---|--|--|
|                                      | and group norms have been established in the classroom and school   |   | Morning announcements                      |  |
| Quality of School Climate and Safety | <b>KCWP6:Establishing Learning Culture and Environment</b><br>Establish a process to ensure implementation <b>and monitoring</b> of character education practices | <ul style="list-style-type: none"> <li>- Implementation of CARING SCHOOL COMMUNITY curriculum in all classrooms.</li> <li>- Daily review of manner of the week</li> <li>- Monthly character trait recognitions</li> <li>- Weekly instruction in mindfulness of traits such as compassion and empathy</li> <li>- Monthly PBIS celebrations/recognitions</li> <li>- Small group instruction around SEL skills (Tier 2)</li> <li>- Review student EOS in weekly PLC data meetings</li> </ul> | EOS System<br><br>Monthly behavior reports |  |
|                                      |   |   |  |  |
| <b><u>Progress Monitoring</u></b>    |   |   |  |  |

### Year 3 Focus Areas

| Goal Alignment                    | Strategy | Activities | Measure/Monitoring | Funding Source |
|-----------------------------------|----------|------------|--------------------|----------------|
|                                   |          |            |                    |                |
|                                   |          |            |                    |                |
|                                   |          |            |                    |                |
|                                   |          |            |                    |                |
|                                   |          |            |                    |                |
| <b><u>Progress Monitoring</u></b> |          |            |                    |                |

| Goal Alignment                    | Strategy | Activities | Measure/Monitoring | Funding Source |
|-----------------------------------|----------|------------|--------------------|----------------|
|                                   |          |            |                    |                |
|                                   |          |            |                    |                |
|                                   |          |            |                    |                |
|                                   |          |            |                    |                |
| <b><u>Progress Monitoring</u></b> |          |            |                    |                |



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

**Lansdowne Elementary School**  
**Jennifer Fish**  
336 Redding Rd  
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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?

We are a large elementary school in urban Lexington, KY serving nearly 600 students from all over the world. Our student population includes individuals speaking about 18 languages from their native countries. 80% of our students come from families of poverty, and about 25% of our students are English Language Learners. We have a highly supportive PTA and have partnerships with many local business and faith-based organizations as well. What makes Lansdowne unique is that all our students, regardless of who they are or where they are from, "fit in" here. The staff at Lansdowne pride themselves on their dedication to our students and expectations for success are held for ALL students. Growth data for the school is the best indication of how well we meet students where they are and grow them from there.

### School Stakeholders

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

Lansdowne stakeholder groups include parents, teachers and community members. All parents are invited to join Lansdowne committees that make recommendations for policy and School Improvement plans to our SBDM committee. Committees include Curriculum/Instruction/Parent Advisory, PBIS, Family and Community Engagement, Climate/Culture and Wellness. Committees meet monthly. We also have a PTA that meets monthly who are invited to join committees and make recommendations. PTA also helps fund stakeholder engagement events. Our Family Resource Center, which also supports the School Improvement Plan is made up of teachers, parents and community members.

Our SBDM committee includes 2 parent members elected by parents to represent them at the decision making level. This committee meets monthly and is a public meeting open to all families wishing to attend. These meetings are publicly advertised and reminders go out on family communication platforms, through newsletters and through digital marquee in our office.

### 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.

Lansdowne's Mission: To provide the foundation for students to become critical and creative thinkers, effective communicators, independent learners, and responsible citizens.

Our school's purpose is to provide a world class education to all students regardless of the risk factors they come to school with. We believe ALL students can achieve academic success. We believe that language barriers can be overcome. We believe that language instruction can be integrated into all content areas to enrich and accelerate learning for all kids not just our ELL students. We believe that although, according to Brigance testing, the majority of our students come to us ill-prepared for school, we can meet them where they are and close many of those gaps in their Kindergarten year. Our decisions, programs and supports are based on what is best for students. We were one of the first schools in the district to start the Minds in Motion program, a multisensory approach to increasing the brain's abilities to focus, track print and be prepared for learning by exercising both fine and gross motor skills through the obstacle course. Initial results have shown promise for all students but mainly those with the most deficits in this area.

Our school's professional learning community (PLC) continues to implement weekly grade level data meetings during which teachers will analyze student data and plan intervention toward mastery of that standard or extensions. Teams of teachers also meet each week to plan for instruction together using the identified best practices to meet student needs.

In order to meet the needs of the whole child, we continue to rely on our Guidance Counselor, Mental Health Specialist, Family Resource Center, and Mindfulness teacher to provide resources and instruction on Social Emotional skills and address barriers student may face that interferes with their learning. We are committed to addressing all parts of a child's life to make the greatest impact.

### 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.

For the past eight years, Lansdowne has shown amazing student growth despite our changing population and the barriers our students face. All students, including those living in poverty, those whose first language is not English, and those with disabilities continue to show growth toward proficiency, however gaps still exist. With a focus on collective efficacy and intentional focus on continuous improvement we continue to push all learners to reach proficiency. We will continue to address the emotional effect of the global pandemic as well as the effects of poverty on our student population. We have also met the GOLD standard for PBIS schools for several years as proof that we strive for positive culture and behavior throughout the school.



### Additional Information

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

none



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

**Lansdowne Elementary School**

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## **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.

In the fall, the Title 1 Advisory/Curriculum committee as well as school leadership and SBDM committee convene and review the data, review drafts of the School Diagnostic documents that require stakeholder input as well as the School Improvement Plan. Additional draft documents are compiled in the Eprove platform and shared with team members in late fall/early winter for additional review, input or any necessary revisions. Title 1 Advisory/Curriculum committee includes 1 admin, 1 teacher from every grade level K-5, at least 1 representative from ESL, Intervention team, Special Area team, Special Ed dept. and parent members. The team reviews the 5 Year Data Trend Document that includes MAP data, Ky State Assessment data, Attendance data, School working conditions data, Behavior/Discipline data, Brigrance Data, and English Language Proficiency data. Academic and Growth trends are analyzed by content as well as sub-groups.

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The school uses a sophisticated system for periodically reviewing data as a school through our School Problem Solving (MTSS) team. We initially use MAP data to identify students' immediate needs when scheduling extension/intervention support. This is the initial data that we use in order to ensure that all students are receiving targeted instruction at their level. We then incorporate the use of formative data during PLC meetings with grade level teams, FAST progress monitoring, Guided Reading data, and AVMR assessments to adjust tier 2/3 interventions. SBDM regularly reviews the 5 year trend data, MAP data 3 times per year as well as intervention data 2 times per year. Advisory/Curriculum committee, PLC committee, SPS committee and SBDM meetings are all documented with minutes.

### 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?

Last year's implementation successes were:

- Formal and informal processes to gather student learning data; academic monitoring during instruction, identification of enrichment or reteach, formative weekly assessments, unit assessments.
- Students have an opportunity to unpack standards (teachers will review the learning intention, define academic vocabulary, using picture representation cards with students prior to and during instruction)
- Identify curricular modification needs
- Allocate human resources and modify master schedule to better meet the needs of students with IEPs leads to: Teaching smaller interactive groups, Teaching in multiple ways, Providing feedback, Teaching self regulation and self monitoring
- Ensure expectations of students are clearly defined and group norms have been established in the classroom and school: Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school, Daily review of manner of the week

Continued areas of focus will be:

- Teachers will review with students visible success criteria within each learning intention that students can reference throughout instruction.
- Plan and implement active student engagement strategies (intentional planning of engagement activities by grade level teams.)
- Front load concepts where high levels of prerequisite skills are identified (Acceleration model)
- Create opportunities for students to receive and offer feedback during learning; opportunities for students to set learning goals and self assess (data folders)

## 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.

Looking at MAP students continue at most grade levels to make significant progress in Reading from fall to spring. However in math, only primary grades increase the % of students on or above grade level. Percentage of students scoring on or above grade level in Math in grades 3,4,5 decreased.

When looking at the fall scores from year to year, a higher percentage of students are coming into school below grade level than in previous years.

## 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.

At the time of submission for this document, KSA scores are still embargoed and cannot be reported here. We are using MAP data to indicate some of our "current state".

As KSA data is released we will use it to inform our School Improvement Plan.

Current % of students scoring on or above grade level on MAP. Less than 50% in all grade for both reading and math.

### ON or ABOVE grade level in READING

K = 45% 1=44% 2=37% 3= 44% 4=44% 5=47%

### ON or ABOVE grade level in MATH

K= 47% 1= 39% 2= 42% 3=39% 4=31% 5=30%

#### 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.

At the time of submission for this document, KSA scores are still embargoed and cannot be reported here. We are using MAAt P data to indicate some of our "current state".

As KSA data is released we will use it to inform our School Improvement Plan.

Increase the number of students scoring at or above grade level on MAP. Main focus will be on Math since the number of students scoring below grade level on MAP in most grade levels is less than 40%

Continue to decrease Novice scores for student with IEPs as we were TSI following 21-'22 state testing.

Increase overall writing scores for the school by implementing more school wide On-demand writing opportunities

#### 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.

---

Last year, more African American students met their RIT goal from fall-spring than the "total" school % making their goal.

EL learners continue to make strong progress, outperforming the district in students adequate growth.

Climate and Culture continues to be a strength in the school and focus on SEL learning for students (small group counseling, individual counseling, Mindfulness, Caring School community curriculum, Everyday Speech SEL curriculum with all students) has improved overall student skill in regulating emotions.

### 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**

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Data trend document



Key Elements document

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.



2023-2024 Phase Two: School Assurances\_09222023\_08:22

2023-2024 Phase Two: School Assurances

**Lansdowne Elementary School**

**Jennifer Fish**

336 Redding Rd

Lexington, Kentucky, 40517

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**

**Lansdowne Elementary/FCPS Professional Learning Plan 2023-2024**

*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*

**2022-2023 Phase 4**

**FCPS District Professional Learning Plan**

**High-Quality Professional Learning**

School Name: Lansdowne Elementary

**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**

To provide the foundation for students to become critical and creative thinkers, effective communicators, independent learners, and responsible citizens.

**Focus Area 1 Culture/Climate: Lansdowne will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.**

**Focus Area 2 PLC: Lansdowne will utilize high functioning PLC's and use a PDSA model effectively to improve student learning.**

**How do the identified top two focus areas requiring professional learning relate to district goals?**

**Both of the chosen focus areas relate to district goals because they each impact the overall well being of students, both academically and socially/behaviorally. Therefore related to Student Achievement, Acceleration, and Climate/Culture.**

**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**

**Describe Strategic Plan Priority Areas: By focusing on using the PDSA model more intentionally, Lansdowne will increase student achievement in all areas**

(reading, math, science, social studies, writing). In grade level Professional Learning Communities teachers will work to identify essential standards, create assessments aligned to the standards

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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.**

**Describe  
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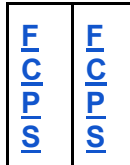
s CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress. In Professional Learning Communities teachers will identif

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rs will plan for differentiated student learning/activities/instruction to ensure that we are meeting the needs of each of our students.

### Professional Learning Development Tools



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### Focus Area 1

#### Focus Area 1 Objectives (Response Required)

##### Short-Term Changes:

**Knowledge:** Teachers and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning

##### Long-Term Changes:

**Behavior:** Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs

## Focus Area 1 Intended Results

**Student Outcomes:** By 2025, Lansdowne Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA.  
By 2025, Lansdowne Elementary will increase Math proficient and distinguished level to 55% as measured by KSA.  
By 2025, Lansdowne Elementary will increase Science proficient and distinguished level to 45% as measured by KSA.  
By 2025, Lansdowne Elementary will increase Social Studies proficient and distinguished level to 60% as measured by KSA.  
By 2025, Lansdowne Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA.  
By 2025, Lansdowne Elementary will increase the quality of school climate and safety index to 97.9% as measured by KSA.

### **Educator Beliefs:**

- Educators believe all students can be productive members of the school community and exhibit positive behavior
- Educators believe that their approach to student behavior can impact student behavior
- Educators believe that positive input and a positive approach is good for all students but especially students with “tough” behaviors

### **Educator Practices:**

- Staff will use positive input and a positive proactive approach for behavior management in their classrooms and school wide
- Staff will move from a “punitive” mindset for changing student behavior to a “praise” mindset for changing behavior

## Focus Area 1 Monitoring

### **What data will be considered and gathered?**

- Discipline referral data
- MAP Growth Reports Fall-Winter, Fall-Spring
- District common formative assessments
- Teacher summative and formative data points
- KSA data
- Teacher walkthrough data

### **Who is responsible for gathering data?**

- Classroom teachers
- SBDM
- School leadership team



**How frequently will it be analyzed?**

- **Data will be analyzed at different intervals depending on the type of data and how it can be used. KSA data will be used yearly. MAP data analysis will be done quarterly and integrated into different times of the year in our PLC meetings. Formative data will be weekly in PLC meetings to monitor student growth of mastery toward the standards.**
- **Discipline data will be reviewed monthly by admin/PBIS team/SBDM to analyze impact of teacher learning around Nurtured Heart Approach**

**Focus Area 1 Indicators of Success**

Increase in students scoring within the “typical” to “strength” range as measured by the DESSA.

Increase in school climate and safety indicator as measured by the Kentucky Summative Assessment.

Decrease in the number of in and out of school suspensions.

**Focus Area 1 Targeted Audience**

All Lansdowne certified staff

**Focus Area 1 Resources**

- The Inner Wealth Nurtured Heart Approach certified trainer training for 2 staff members - Title 1 funded
- Staff training on Nurtured Heart Approach by certified trainer
- Added school level Coaching position to coach teachers on classroom implementation and behavior management
- District check ins by PBIS coach
- Support from district PBIS coach as requested or needed
- New PASS program at the school with some availability for PASS teacher to consult on individual non-sped student specific cases
- Copy of The Inner Wealth - The Nurtured Heart Approach for Educators by Howard Glasser for each staff member

### Focus Area 1 Ongoing Supports for Implementation

- Classroom coaching for use of Nurtured Heart method
- Follow up reflections, revisions to approach during monthly faculty meetings
- PBIS committee reflections around impact of approach on behavior data
- New incentive “store/cart” for rewards for positive behavior

### Focus Area 2

### Focus Area 2 Objectives

#### **Short term objective:**

**Knowledge:** Teachers and school administrators will develop an understanding of the **Professional Learning Communities at Work Continuum**.

**Knowledge:** Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.

#### **Long term objectives:**

**Behavior:** Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.

**Belief/Aspiration:** Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.

## Focus Area 2 Intended Results

**Student Outcomes:** Student Outcomes:By 2025, Lansdowne Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA.

By 2025, Lansdowne Elementary will increase Math proficient and distinguished level to 55% as measured by KSA.

By 2025, Lansdowne Elementary will increase Science proficient and distinguished level to 45% as measured by KSA.

By 2025, Lansdowne Elementary will increase Social Studies proficient and distinguished level to 60% as measured by KSA.

By 2025, Lansdowne Elementary will increase Combined Writing proficient and distinguished level to 60% as measured by KSA.

By 2025, Lansdowne Elementary will increase the quality of school climate and safety index to 97.9% as measured by KSA.

**Educator Beliefs:** Educators believe in equity of access and opportunity.

- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

**Educator Practices:** All certified teachers participate in a collaborative team.

- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

## **Focus Area 2 Monitoring**

### **What data will be considered and gathered?**

PLC minutes and Data collection documents, grade level unit plans

### **Who is responsible for gathering data?**

Grade level PLC teams, School Admin, School Curriculum Coach

### **How frequently will it be analyzed?**

Weekly

## **Focus Area 2 Indicators of Success**

### **Clarifying What Students Must Learn**

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team’s expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

### **Monitoring Each Student’s Learning**

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system to develop common formative assessments for every essential outcome.

- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.

### Focus Area 2 Targeted Audience

Lansdowne Elementary teachers

### Focus Area 2 Resources

New Curriculum Coach will work with teachers and teams writing units, assessments and analyzing PLC data during meetings

### Focus Area 2 Ongoing Supports for Implementation

District leadership, principals, APs, and ITLs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS will provide responsive coaching based on need. The coaching emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

### Optional Extension

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

School: \_\_\_\_\_ Lansdowne Elementary \_\_\_\_\_

PL Representative: \_\_\_\_\_ Jennifer Fish \_\_\_\_\_

|                  | 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        |
|------------------|--------------------|----------------|--|---|--|---|--|
| <b>PL Day #1</b> | Aug 7, 2023        | 6              | Title 1 - for training and professional learning books | The Inner Wealth Initiative - The Nurtured Heart Approach for Educators | All objectives   | Student Achievement<br>Diversity, Equity, Inclusion, & Belonging<br>Highly Diverse and Culturally Responsive Workforce<br>Organizational Health and Efficiency                                    | PLC<br>Assessment<br>Accelerated Learning<br>Culture and Climate |
| <b>PL Day #2</b> | Aug 8, 2023        | 6              |  | Turnkey presentation from District based on priority needs              | All objectives   | Student Achievement<br>Diversity, Equity, Inclusion, & Belonging<br>Highly Diverse and Culturally Responsive Workforce<br>Organizational Health and Efficiency                                    | PLC<br>Assessment<br>Accelerated Learning<br>Culture and Climate |
| <b>PL Day #3</b> | Aug 9, 2023        | 6              | District Funded  | FCPS Professional Learning Conference                                   | All objectives   | Student Achievement<br>Diversity, Equity, Inclusion, & Belonging<br>Highly Diverse and Culturally Responsive Workforce<br>Family and Community Engagement<br>Organizational Health and Efficiency | PLC<br>Assessment<br>Accelerated Learning<br>Culture and Climate |

|                            |              |   |                 |  |                |   |  |
|----------------------------|--------------|---|-----------------|--|----------------|---|--|
| <b>PL Day #4</b>           | Aug 10, 2023 | 6 | District Funded | FCPS Teacher Institute<br>certified teachers only  | All objectives | Student Achievement<br>Diversity, Equity, Inclusion, & Belonging<br>Highly Diverse and Culturally Responsive Workforce<br>Family and Community Engagement<br>Organizational Health and Efficiency | PLC<br>Assessment<br>Accelerated Learning<br>Culture and Climate |
| <b>PL Day #5</b>           | Aug 15, 2023 | 6 |                 | First Day compliance training. Evaluation Plan, Harassment/Discrimination, Child Find, Emergency Plan review, PLC framework, Caring School Community | All objectives | Student Achievement<br>Diversity, Equity, Inclusion, & Belonging<br>Highly Diverse and Culturally Responsive Workforce<br>Family and Community Engagement<br>Organizational Health and Efficiency | PLC<br>Assessment<br>Accelerated Learning<br>Culture and Climate |
| <b>PL Day #6</b>           | Jan 3, 2024  | 6 |                 | Curriculum planning with coach support to strengthen use of PDSA model   | All objectives | Student Achievement<br>Organizational Health and Efficiency   | PLC<br>Assessment<br>Accelerated Learning<br>Culture and Climate |
| <b>CO</b>                  |              |   |                 |  |                |   |  |
| <b>Additional PL Plans</b> |              |   |                 |  |                |   |  |
| <b>Additional PL Plans</b> |              |   |                 |  |                |   |  |
| <b>Additional PL Plans</b> |              |   |                 |  |                |   |  |

**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.