Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

African-American Student Achievement, Reading and Math Proficiency, (Science, Writing and Social Studies Proficiency)

Needs Assessment: Processes, Practices, or Conditions

Faculty completed the Key Core Work Processes review.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	52.3	+10.8
State Assessment Results in science, social studies, and writing	39.1	+.9
English Learner Progress	72.6	+25.6
Quality of School Climate and Safety	75.6	+2.6

1: State Assessment Results in Reading and Mathematics

By October 2028 Mary Todd Elementary will increase the Reading and Math combined status percentage from 52.3 to 57.3

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Mary Todd Elementary will increase the Reading and Math combined status percentage from 52.3 to 53.9.	Continue to implement UFLI teaching strategies in K-2 classrooms to supplement foundational skills.	K-2 Classroom Teachers have been trained in UFLI and implementing these strategies in classrooms.	PLC agendas, lesson plans, classroom observations, and walk-through data. RDIF release days/training	Weekly by administration	RDIF Grant
	MAF Coach- will continue to work with select teachers individually and provide school-wide training around the mathematical practices.	Intentional planning with MAF math coach across the building with a specific focus on increasing student discourse. Professional Learning conducted by our math coach for the entire teaching staff.	PLC agendas, lesson plans, classroom observations, and walk-through data. MAF co-teaching, professional learning	Bi-weekly by administration	MAF Grant

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

By October 2028 Mary Todd Elementary will increase the Science, Social Studies and Combined Writing status percentage from 39.1 to 44.1

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Mary Todd Elementary will increase student achievement in Science from 25% P/D to 30 % P/D.	KCWP 2 Master Schedule will continue to provide dedicated instructional time for Science at all grade levels. STEM teacher will intentionally collaborate with classroom teachers to support and supplement Science instruction in STEM and classroom.	Ensure the connection between learning intentions and success criteria from the curriculum framework utilizing backwards design protocols to plan instruction along with formative and summative assessments as the foundation of the PLC process that includes analyzing student data in science, social studies, and writing.	PLC agendas, lesson plans, classroom observations, and walk-through data.	Weekly by administration	N/A
	Ensure students have more opportunities to write in response to content specific texts. l	Students will utilize student investigation journals to bolster their mastery of content and improve their writing.	Formative and summative assessment will be analyzed. PLC agendas, lesson plans, classroom observations, and walk-through data.	Bi-weekly by administration	N/A

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
African-American Student Achievement in Math. Increase the percent of Proficient and Distinguished in Math from 19.1% to 24.1%	KCWP 2 Employ targeted student engagement strategies to allow more opportunities for student discourse and peer collaboration.	Teachers will use student engagement strategies along with support from our MAF coach to provide students more opportunities for collaboration and discourse.	Formative and summative assessment will be analyzed. PLC agendas, lesson plans, classroom observations, and walk-through data.	Bi-weekly by administration	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

4: English Learner Progress

By April 2028, 100% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, 100% of our EL students will grow by at least .5 on their ACCESS composite score.	KCWP 1	Ensure students are receiving grade level Tier I instruction that uses specific academic vocabulary along with the implementation of learning strategies to increase student discourse and engagement.	PLC agendas, lesson plans, classroom observations, and walk-through data. Formative and summative assessment will be analyzed.	bi-weekly by administration	N/A

5: Quality of School Climate and Safety

By October 2028 Mary Todd Elementary will increase the Quality of School Climate and Safety status from 75.6 to 81.6

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Mary Todd Elementary will increase the Quality of School Climate and Safety percentage from 75.6 to 77.2.	KWCP 5 Each classroom will have a classroom management plan that aligns with the school-wide PBIS/MTSS Plans, and can be articulated by all stakeholders.	Ensure academic and behavioral expectations are actively modeled and are an existing part of the school culture. Ensure the expectations of students are clearly defined, and that group norms have been established within the classroom and common areas.	Student Support Team notes, ODRs, school-wide PBIS (eOS) data analysis, classroom walkthroughs and DESSA Data	PBIS committee- monthly SST- Bi-weekly Weekly- walkthrough data	N/A

6: Family Engagement

By Feb 2028 Mary Todd Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well-being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025 Mary Todd Elementary will have developed a FACE (Family and Community Engagement) Plan to increase parent involvement and efficacy.	Implement and monitor the strategies developed in the plan.	FACE committee with support from the district FACE liaisons will develop the focus for the year	- FACE plan - Family Surveys - Parent/Community participation in committees/FRC advisory council/volunteer opportunities	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC
		Offer a variety of events, activities and supports for families per the FACE plan.	Participation/Attendance at events	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	- Section 6 - Title 1 - FRC

Special Considerations for Targeted Support and Improvement (TSI)

Components of Turnaround Leadership Development and Support:

Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?

Response:

Identification of Critical Resources Inequities:

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

Response:

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

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

Response:

Targeted Subgroups and Evidence-Based Interventions:

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

Response:

TSI Evidence-based Practices

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

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	☒
		☐
		☐
		☐
☒		☒

2024-2025 Mary Todd Elementary Phase One: Executive Summary
for Schools_09232024_12:19

2024-2025 Phase One: Executive Summary for Schools

Mary Todd Elementary School
Michael Jones
551 Parkside Dr
Lexington, Kentucky, 40505
United States of America

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Mary Todd Elementary Phase One: Executive Summary for Schools_09232024_12:19 - Generated on 01/17/2025

Mary Todd Elementary School

Table of Contents

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Mary Todd Elementary Phase One: Executive Summary for Schools_09232024_12:19 - Generated on 01/17/2025

Mary Todd Elementary School

2024-2025 Phase One: Executive Summary for Schools

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mary Todd Elementary School is located in an older, established neighborhood on the northeast side of Fayette County. Many of the houses in the school community are rentals, and there is a large Section 8 apartment complex within walking distance of the school. Another nearby neighborhood also has two large Section 8 apartment complexes with some of the highest crime rates in the county. Due to several Section 8 housings accommodations in our school district, our student population is transient which provides us with significant challenges.

Educating students at Mary Todd Elementary far exceeds the priorities of the traditional academic model. The majority of our students require social and emotional learning to meet their needs before they can even begin to focus on academic learning. Many of our students are also in need of medical and counseling services, including mental health. We have an onsite medical clinic providing both medical and psychological services. We also have a school social worker in addition to our school counselor to address many of our student needs. We are a Title 1 school with over 81% of our student population that are FRAM eligible.

We house 2 District programs within our building. MSD, and Pre-School are all programs that operate within our building everyday.

We currently have a population of 409 students at Mary Todd. Our demographic breakdown is as follows: 12% White, 34% Black, 48% Hispanic 6% 2 or more races.

School Stakeholders

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

We currently have a SBDM with teacher committees, FRYSC Advisory Board, Student Council to gather input from our stakeholder Groups. We are also actively trying to elect new officiers for our PTA.

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.

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Mary Todd Elementary Phase One: Executive Summary for Schools_09232024_12:19 - Generated on 01/17/2025

Mary Todd Elementary School

The mission statement of Mary Todd Elementary School is excellence for all in academics, wellness, and citizenship. Our beliefs are as follows: We believe all children can be successful learners and that learning promotes future success in school and life.

We believe this can best be accomplished by: Schools, parents, and students working together to create a positive and safe learning environment. Having high expectations so that all students can reach their potential. Helping students overcome obstacles that prevent them from doing their best. Providing many experiences that broaden our children's horizons. We believe the primary purpose of schools is to create challenging, meaningful, and developmentally appropriate work for every student, every day. We believe that students, families, educators, and the community share in the responsibility for learning results. The mission and belief statements were developed in 2009 through a collaborative effort.

The mission and belief statements are the fundamental core of everything we do regarding programs and expectations for all of our students. Our structures for success are geared towards novice reduction and closing the achievement gap. Our multi-tiered system of supports for students utilizes multiple sources of data and problem solving to allocate small-group targeted resources to improve student achievement for those identified as having gaps in their learning in reading and/or math. Teacher lesson plans follow the plan, do, study, act (PDSA) template to ensure formative data is being used effectively to identify those students in need of reteaching or enrichment. Weekly grade-level and PLC meetings are used to reflect and act upon data and provide differentiated instruction to meet the needs of all our students. We regularly monitor student progress through weekly formative assessments, summative unit assessments, FastBridge for progress monitoring, MAP Reading Fluency, intervention assessment data, MAP, and K-PREP for grades 3-5. School-wide behavior expectations established by the PBIS team include our P.A.W.S. which are monitored through Eos and Class Dojo. Our office referrals and suspensions have dramatically decreased within the last three years. Positive student behavior celebrations are held each month. The Bulldog Bash is a time for students to celebrate a month of following our school-wide behavior system at 80% or above. Our staff strives to make personal connections with student families throughout each school year. We have classroom newsletters, a monthly principal newsletter, phone calls home, and parent-teacher conference nights. We also have multiple family events to provide positive school experiences outside the regular school day. Examples include, Robotics Club, E-Gaming Club, Girl Scouts, Art Club and this year we have partnered with the YMCA to provide no cost afterschool care for students. We also have partnerships with several organizations that connect with our students to supoort and broaden their perspectives. We have grandparent breakfast, academic conferences in the Spring and Fall to inform families of the progress of their students. etc. We also provide information, including newsletters, in Spanish and any language needed to remove communication barriers. We are very intentional about ensuring all our families have access to the information they need to support their student's learning.

Notable Achievements and Areas of Improvement

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Mary Todd Elementary Phase One: Executive Summary for Schools_09232024_12:19 - Generated on 01/17/2025

Mary Todd Elementary School

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our school clinic is open and fully operational. Healthcare services provided by the clinic include a daily nurse, twice weekly nurse practitioner, a Licensed Clinical Social Worker, and weekly a psychiatrist who can prescribe medication. We have also streamlined our PBIS school-wide expectations to strengthen our Tier 1 behavior system. Our behavior interventionist oversees the Tier 1 behavior issues and concerns. Our school counselor and school social worker collaboratively implement the Second Steps program in all classrooms.

All students K-5 now have Chromebooks, and our Library Media Specialist implements the district-required Digitial Citizenship learning for all grade levels. There are two Student Technology Coordinators in our building who cans support technology needs of students and teachers. Areas for improvement in the next three years include continuing to raise the level of proficiency in reading and math for all students. As of the 2017-2018 school year, we had a new reading curriculum, Wonders, that will ensure all students have equitable access to the same Tier 1 reading program. For the 18-19 school year we implemented the new math curriculum that was purchased for us by the district. We have tightened the structures in our MTSS program to delineate exactly what learning deficits our students have and target their areas of need. We have an MTSS Coach who works with teachers and students. We have also streamlined our PBIS structures to ensure each classroom will adhere to the same Tier 1 system. This same behavior system was also implemented in special area classes as well. According to our KPREP data from the 18-19 school year, we are effectively closing the gap for our Special Education and English Language Learner students.

As we look to the future, our goals for the next three years are as follows:

1. Increase proficiency levels in Reading to 50%, in Math to 42%, in Science to 21%, in Social Studies to 37% and in Combined Writing to 36%.

2. We will continue to focus on strengthening our Tier 1 instruction to meet the needs of all our learners while providing them with the necessary supports to be successful.

3. As we increase our academic achievement we will see a decrease in our students that score in the novice range as measured by KSA.

4. We will continue to develop and intensify our family and community engagement. We are electing a new PTA leadership board in hopes that it will continue the great work carried out by the organization for the last two years.

We have fostered several partnerships with community partners that expose our students to experience and interactions to better prepare them for success now and into the future.

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Mary Todd Elementary Phase One: Executive Summary for Schools_09232024_12:19 - Generated on 01/17/2025

Mary Todd Elementary School

5. While we work towards increasing the Tier 1 rigor academically, we know that we educate the whole child. We will tirelessly work to support the social-emotional well being of all our students. We want them to feel like Mary Todd is their home.

6. Mary Todd is included in the Toyota Driving Possibilities Grant that will work to positively impact the entire Bryan Station High School feeder pattern. The grant will run for 5 years and seek to overcome various obstacles and barriers within the community while bringing more opportunity to the students, and families in this district.

7. We applied for and received a RDIF grant which will help improve our foundational phonics instruction will in turn help to improve student outcomes, reduce novice scores and continue to improve our Tier I instruction.

8. We applied for and received a MAF grant which allows us to dedicate a staff member to working with and coaching our teachers around improved mathematics instruction. This grant will last for two years with the otion to renew for an additional two years. This grant will also help to improve student outcomes and reduce novice scores along with improving our Tier I instruction.

   Additional Information

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

Our free and reduced population along with our Hispanic population has steadily increased over the last few years. We have several teams within the school that meet regularly to discuss student needs from several perspectives. Our Academic Leadership Team (ALT) discusses the specific academic needs of our students and any assistance our teachers may need. Our MTSS team meets to discuss the MTSS structures for students receiving intervention services and any needs or adjustments that need to be made.

We have Student Progress Meetings (SPM) each month to review progress monitoring data and receive teacher input for each student receiving intervention. Decisions are made about whether to move students between tiers, change the intervention resource, discuss possible referrals, or exit students from the program. Our Student Assistance Team (SAT) meets monthly to discuss any students in need of extra behavioral supports before they enter the Tier 2 behavior support system. Together these teams and meetings are helping us meet the needs of our students. Additionally, our support for our ELL students has increased; with a total of 3.0 ELL teachers.

2024-2025 Phase One: Executive Summary for Schools - 2024-2025 Mary Todd Elementary Phase One: Executive Summary for Schools_09232024_12:19 - Generated on 01/17/2025

Mary Todd Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2024-2025 Mary Todd Elementary Phase Two: The Needs Assessment for Schools_10312024_10:10

2024-2025 Phase Two: The Needs Assessment for Schools

Mary Todd Elementary School
Michael Jones
551 Parkside Dr
Lexington, Kentucky, 40505
United States of America

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Mary Todd Elementary Phase Two: The Needs Assessment for Schools_10312024_10:10 - Generated on 01/17/2025

Mary Todd Elementary School

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Mary Todd Elementary Phase Two: The Needs Assessment for Schools_10312024_10:10 - Generated on 01/17/2025

Mary Todd Elementary School

2024-2025 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

> Our instructional leadership team. made up of team leads, department leads, school based i
> school for the past 3 years. We looked primarily at behavior data, survey data, MAP, and guide
> 3 years. Mary Todd teachers record assessment data in living data" wall called the MTE Data C
> previous year and fall from the current year, along with guided reading levels from the end of
> 2023). As assessments are administered across the school year, data will be added to this dat
> assessment data for all content areas). Meeting notes are housed in PLC agendas.

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?

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Mary Todd Elementary Phase Two: The Needs Assessment for Schools_10312024_10:10 - Generated on 01/17/2025

Mary Todd Elementary School

In a review of the previous year's CSIP/Needs Assessment we will continue to focus on our Tier 1 processes and instruction. The results as evidenced by our new KSA show that we made significant gains increasing our overall score from a 41.3 Orange ranking to a 56.2 Yellow ranking.

We saw improvements in multiple areas including combined Math and Reading, (2023- 42.4 2024 63.1), combined Science, Social Studies and Writing(2023-37.9, 2024 40.0), and in English Learner Progress (2023-31.4, 2024- 98.2

The AP and SBIC will continue to monitor these instructional processes in team plannings and on lesson plan templates. We changed the model of planning and moved away from departmentalized planning to team common planning for all content areas. Focus on exemplars and backwards planning proved to be a successful tool as we saw an increase in student achievement on summative assessments and common assessments.

The entire district is learning the two new curricula this year in ELA and Math. That has been aided by the addition of a MAF grant funded position that allows us to have a full-time math coach to support teachers in the classroom, planning and all phases of instruction.

As part of the grant, we will focus on increasing student discourse in our math lesson and teams will continue to work through math instructional processes by ensuring students understand math at the concrete, representational, and abstract level (CRA).

PLC will continue to be the vehicle that drives our student success. We will use this time to analyze, reflect and scrutinize student data in the context of PDSA (Plan, Do, Study, Act) to adjust our instruction. We will continue with our collegial planning time of twice a week. This will allow for more time for teachers to PDSA. This will continue to help us refine and ensure that our Tier 1 instruction continues to improve student outcomes.

The gains in our KSA data from 2023 to 2024 indicate that the systems and processes currently in place are working to improve student outcomes and we need to continue to hone our practice to keep our academic momentum.

Our instructional leadership team, made up of team leads, department leads, SBIS, and administrators, reviewed data from our MTE Data overview tool along with previous CSIP documents, KSA data trends to identify and develop a plan of action to create systems and practices that will continue to move all our students toward proficiency.

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

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Mary Todd Elementary Phase Two: The Needs Assessment for Schools_10312024_10:10 - Generated on 01/17/2025

Mary Todd Elementary School

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic Trends

Cultural- Over the past two years at Mary Todd, our student demographics have continued to change. We are currently 49% Hispanic, 24% African-American, 11% White and 6.2% 2 or more races. This means that we have more active and exited EL students in our building than non-EL students. That present a unique challenge as our staff is learning to become more adept at teaching to meet our student needs. Our attendace numbers have improved over the last two schools years. We have been intentional about stressing attendance with our students and families and it has yeilded results. In 22-23 our overall attendance was 92.25%, in 23-24 it was 93.13% and currently it is 94.65%. We had 41.34 ODRs per 100 student in the 22-23 school year and that number dropped to 30.41 in 23-24 school year. OSS suspensions dropped as from 4.85 per 100 students to 1.37 per 100 students. We also obtained a Gold rating from PBIS for the 23-24 school year. Impact data shows an overall decline from the previous year in areas related to coaching and culture in building and relationships with administrators.

Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Mary Todd Elementary Phase Two: The Needs Assessment for Schools_10312024_10:10 - Generated on 01/17/2025

Mary Todd Elementary School

In the fall of 2022, 21% of our kindergarten students entered kindergarten as "ready with enrichment". (2023), 29% of our students entered kindergarten as "ready with enrichments". This Fall (2024) 30% of our students were ready with enricments.

KSA Data:

Overall rating is 56.2 (Yellow), Reading and Math is 63.1, Science, Social Studies & Writing is 40.0 English Learner Progress is 98.2 and Quality of School Climate and Safety is 77.8 all of which are higher than last year.

36% of students are proficient or distinguished in reading. 32% of students are proficient or distinguished in Math. 7% of students are proficient or distinguished in Combined Writing.

Spring 23 MAP scores : 35% of students are proficient or distinguished in reading and 27% are proficient or distinguished in Math.

Fall 24   MAP scores: 25% of students are proficient or distringuished in reading and 29% are proficient or distinguished in Math.

Priorities/Concerns
5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Our African American students are still our lowest performing subgroup. There was significant increase from 23-24 (26.4) to 24-25 (52.2) overall score in Reading and Math combined.

In Science, Social Studies and Writing we saw a regressions from 23-24 (34.6) to 24-25 (18.1) for the same subgroup.

Only 19% of our Africa-American students scored proficient/distinguished in math in comparison to 57% of our white students. Only 30% of our EL students scored proficient/distinguished in math.

In 2022, we had 0% proficient/distinguished in Science; we increased this to 16% p/d in 2023; in 2024 we had 0% Proficient/Distinguished in Science. We will continue to intentionally plan and implement Science lessons daily at all grade levels, and 4th

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Mary Todd Elementary Phase Two: The Needs Assessment for Schools_10312024_10:10 - Generated on 01/17/2025

Mary Todd Elementary School

Grade is focusing more on writing in science to improve student outcomes. Collaborative planning with our STEM teacher will continue as well.

Strengths/Leverages

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

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

KSA Data:

Overall rating is 56.2 (Yellow), Reading and Math is 63.1, Science, Social Studies & Writing is 40.0 English Learner Progress is 98.2 and Quality of School Climate and Safety is 77.8 all of which are higher than last year.

36% of students are proficient or distinguished in reading. 32% of students are proficient or distinguished in Math. 7% of students are proficient or distinguished in Combined Writing.

Novice percentages dropped in both Math (2023 48%) to (2024- 30%) and Reading (2023- 44% to (2024 36%)

The continued focus on content specific vocabulary, foundational reading skills and making learning visible are positively impacting student achievement along with our PLC and data analysis processes.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support Processes
KCWP 6: Establish Learning Environment and Culture

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

a. Complete the Key Elements Template.

- **b. Upload your completed template in the attachment area directly below.**

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Mary Todd Elementary Phase Two: The Needs Assessment for Schools_10312024_10:10 - Generated on 01/17/2025

Mary Todd Elementary School

ATTACHMENTS

Attachment Name

📄 24-25 School Key Elements

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

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

NOTE: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Our instructional focus will continue to be around accelerating learning, specifically responsive Tier 1 instruction (specifically Math and ELA), academic vocabulary, foundational literacy skills, increased writing opportunities for students, along with small group instruction, and test taking strategies.

Our MAP growth data does not align to our KSA data; our hypothesis for this is that our students do better with multiple choice questions but struggle with the technology enhanced questions, short answer, and extended response. We will continue to use our PLC structures to analyze formative and summatie data, backwards plan, and embed test taking strategies into our instructional practices.

The additional support of the MAF grant and RDIF grant will aid in developing capacity in mathematics instruction along with the UFLI work on foundational skills that many of our students may need to improve on.

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Mary Todd Elementary Phase Two: The Needs Assessment for Schools_10312024_10:10 - Generated on 01/17/2025

Mary Todd Elementary School

Attachment Summary

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

2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33

2024-2025 Phase Two: School Assurances

Mary Todd Elementary School
Michael Jones
551 Parkside Dr
Lexington, Kentucky, 40505
United States of America

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

Table of Contents

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

2024-2025 Phase Two: School Assurances
Introduction

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

Federal Programs

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

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

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

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

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

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

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

● **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

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

● **Yes**

○ No

○ N/A

COMMENTS

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

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

A. timely information about programs under Title I;

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

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No
- N/A

COMMENTS

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

- **Yes**
- No

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

○ 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

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Schoolwide Programs

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

20. In a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

- ● **Yes**
- ○ No
- ○ N/A
- **COMMENTS**

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

- ● **Yes**
- ○ No
- ○ N/A
- **COMMENTS**

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

- ● **Yes**
- ○ No
- ○ N/A

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

COMMENTS

Title I Targeted Assistance School Programs

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

○ Yes
○ No
● **N/A**
COMMENTS

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

○ Yes
○ No
● **N/A**
COMMENTS

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

○ Yes
○ No
● **N/A**
COMMENTS

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

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

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

○ Yes

○ No

● **N/A**

COMMENTS

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

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

○ Yes

○ No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement in the previous year, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

○ Yes

○ No

● **N/A**

COMMENTS

32. If identified this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

○ Yes

○ No

● **N/A**

COMMENTS

33. If identified in the previous year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

2024-2025 Phase Two: School Assurances - 2024-2025 Mary Todd Phase Two: School Assurances_10312024_13:33 - Generated on 01/17/2025

Mary Todd Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48

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

Mary Todd Elementary School
Michael Jones
551 Parkside Dr
Lexington, Kentucky, 40505
United States of America

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

Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

Table of Contents

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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

Annual Professional Development Plan:

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

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

1. A clear statement of the school or district mission

2. Evidence of representation of all persons affected by the professional development plan

3. A needs assessment analysis

4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and

5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL),

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

 1. What is the school's mission?
Preparing leaders for excellence in academics, wellness, and citizenship

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

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

 Improving Tier 1 Instruction to Lead to Student Mastery in Reading, Math, Science, Social Studies, and Writing.

 Novice Reduction for Student Groups including Students with Disabilities and English Learners

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

 These priorities will improve our overall Tier 1 instruction and drive student learning and achievement to address our concerns with KSA proficiency rates in both Math and Reading along with helping to reduce the number of students testing in the novice category .

 4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

 Standards Based Instruction to Improve Tier 1 instruction.

 Short-Term Changes: Teachers and administrators will participate in common professional learning activities related to school and district goals as a way to strengthen tier 1 instructional practices, data collection, evaluation, and analysis, and the overall PLC process. Teachers and administrators will work to develop systems for evaluating Tier 1 instruction by engaging in backwards planning from all summative assessments, monitoring formative assessments, making instructional changes based on data, and the creation of exemplars for all assessments and independent student practice/work.

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

Long-Term Changes: Teachers and administrators will consistently apply these instructional practices, data collection, evaluation and analysis to the PLC process to continually improve the academic outcomes for our students.   Data recorded in the formative assessment tracker and the data overview will reflect consistent and lasting increased outcomes for students in the identified areas (reading, math, writing, science, social studies, writing).

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)
- By 2025, Mary Todd Elementary will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 25%.
- By 2025, Mary Todd Elementary will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 25%.
- By 2025, Mary Todd Elementary will increase Science proficient and distinguished level to 37% as measured by KSA. Current level is 16%

- By 2025, Mary Todd Elementary   will increase Social Studies proficient and distinguished level to 42%

- By 2025, Mary Todd Elementary will increase Combined Writing proficient and distinguished level to 2

- By 2025, Mary Todd Elementary will grow 100% of EL students by at least .5 in their composite score

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.)
- **Formative assessments**

- **Independent practice work (compared to teacher created exemplars)**

- **Summative assessments (compared to and evaluated against teacher created exemplars**

- **Summative Analysis/Reflection documents**

- **MAP**

- **KSA**

- **ACCESS**

- **Guided Reading Levels**

- **CBA data (tier 2)**

- **CBM data (tier 3)**

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

Who is responsible for gathering data?

- **Teachers**

- **MTSS Lead**

- **SPED Teachers**

- **EL Teachers**

- **School Leadership Team**

How frequently will it be analyzed?

- **Formative assessment data will be analyzed as it is collected (i.e. daily, twice weekly)**

- **Data will be analyzed weekly in intervention PLCs and grade level PLCs**

- **Summative assessment data will be analyzed during scheduled PLCs corresponding to the completion of summati**

- **MAP data will be disaggregated by grade level teams during PLCs 3 times per year after each testing window**

- **Guided reading benchmark data will be evaluated 3 times per year (BOY, MOY, EOY)**

- **Guided reading level formal running records will be analyzed monthly**

- **Tier 2/tier 3 data will be evaluated monthly at MTSS meetings/MTSS PLCs**

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved. **Please describe in detail.**

- **The number of students scoring in the "novice" range on all assessments will decrease**

- **The number of students demonstrating mastery of standards will increase with the goal being 80% of students mas**

- **Teachers will consistently be using data in discussion about making needed changes to instructional practices in**

- **PLC notes will reflect data conversations between teachers resulting in teachers collaborating during collegial plan**

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

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)
- Foundational Literacy K-2 (Heggerty)
- Sight Word Fidelity K-2

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

- Student Engagement-
- Co-Teaching
- Thinking Maps- (Visible Learning for writing instruction)

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.

- **District Special Ed resource specialists to provide professional learning (Thinking Maps via PI**

- **Thinking Maps Learning Community online resource subscription**

- **District SPED specialist to provide training on Co-Teaching to whole staff**

- **School Based Instructional Specialist to support the work of common planning within each gr**

- **Training on the newly adopted ELA and Math Curriculum**

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Short-Term Changes: Teachers and administrators will participate in common professional learning activities related to school and district goals as a way to strengthen tier 1 instructional practices, data collection, evaluation, and analysis, and the overall PLC process. Teachers and administrators will work to develop systems for evaluating Tier 1 instruction by engaging in backwards planning from all summative assessments, monitoring formative assessments, making instructional changes based on data, and the creation of exemplars for all assessments and independent student practice/work.

Long-Term Changes: Teachers and administrators will consistently apply these instructional practices, data collection, evaluation and analysis to the PLC process to continually improve the academic outcomes for our students.   Data recorded in the formative assessment tracker and the data overview will reflect consistent and lasting increased outcomes for students in the identified areas (reading, math, writing, science, social studies, writing).

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

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

- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all

- Collaborative teams focus on improving the learning for all students.

- Collaborative teams will use district and school assessments as evidence of student learning.

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan g

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.)

- **Formative assessments**

- **Independent practice work (compared to teacher created exemplars)**

- **Summative assessments (compared to and evaluated against teacher created exemplars**

- **Summative Analysis/Reflection documents**

- **MAP**

- **KSA**

- **ACCESS**

- **Guided Reading Levels**

- **CBA data (tier 2)**

- **CBM data (tier 3)**

Who is responsible for gathering data?

- **Teachers**

- **MTSS Lead**

- **SPED Teachers**

- **EL Teachers**

- **School Leadership Team**

cognia

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

How frequently will it be analyzed?

- **Formative assessment data will be analyzed as it is collected (i.e. daily, twice weekly)**

- **Data will be analyzed weekly in intervention PLCs and grade level PLCs**

- **Summative assessment data will be analyzed during scheduled PLCs corresponding to the completion of summati**

- **MAP data will be disaggregated by grade level teams during PLCs 3 times per year after each testing window**

- **Guided reading benchmark data will be evaluated 3 times per year (BOY, MOY, EOY)**

- **Guided reading level formal running records will be analyzed monthly**

- **Tier 2/tier 3 data will be evaluated monthly at MTSS meetings/MTSS PLCs**

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.**

- **The number of students scoring in the "novice" range on all assessments will decrease**

- **The number of students demonstrating mastery of standards will increase with the goal being 80% of students mas**

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

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.)

- Foundational Literacy K-2 (Heggerty)
- Sight Word Fidelity K-2
- Student Engagement-
- Co-Teaching
- Thinking Maps- (Visible Learning for writing instruction)

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

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

supports should be connected to the specific professional development identified as the priority.

- **Thinking Maps Learning Community online resource subscription**

- **District SPED specialist to provide training on Co-Teaching to whole staff**

- **School Based Instructional Specialist to support the work of common planning within each gra**

- **Training on the newly adopted ELA and Math Curriculum**

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

n/a

2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025 - 2023-2024 Phase Four: Professional Development Plan for Schools for School Year 2024-2025_04222024_11:48 - Generated on 01/17/2025

Mary Todd Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2024-2025 PL PLan		•

FCPS Office of Human Resources
Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations
2024-2025

School:__Mary Todd Elementary_____   **PL Representative: ____Karen Martin_____**

	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 5, 2024	6	No Funds needed.	District focus PL from administrator training in June.			
PL Day #2	Aug 6, 2024	6	District Funded	FCPS Convocation			
PL Day #3	Aug 7, 2024	6	No Funds Needed	Team Planning with new ELA and Math Curriculum. Backwards planning Unit 1.			
PL Day #4	Aug 8, 2024	6	District Funded	Professional Learning Institutes			
PL Day #5	Aug 13, 2024	6	No Funds needed.	Opening Day Mandatory Training.			
PL Day #6	Jan 6, 2025	6	No Funds needed.	Thinking Maps/Unit Planning.			
Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.							
Additional PL Plans							

Additional PL Plans						
Additional PL Plans						
Additional PL Plans						

Principal Approval: _Michael Jones_   _4/22/24_   **Date Approved by SBDM Council:** ___3/28/24_____

Signature   Date   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.