

Stonewall Elementary's Comprehensive School Improvement Plan (CSIP) 2022-25

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

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.

Our economically disadvantaged students fell far below our non-economically disadvantaged students in Reading and Math. In reading, only 47% were P/D versus 71% of the non-economically disadvantaged students. In Math, only 34% were P/D versus 79% of the non-economically disadvantaged students. This group encompasses a large percentage of other groups such as AA and Sped students so this is an area that needs to be targeted.

Additionally, when breaking down our KSA data by subgroup- our African American and students of two or more races are falling significantly below their same-aged peers in both reading and Math. Culturally responsive teaching and learning is a critical area of professional learning needed.

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.

- PLC Solution Tree Training and Continuous Improvement Cycle Implementation
- Tools for Equity Professional Learning
- Acceleration Training
- Kentucky Center for Mathematics Conference Professional Learning to give teachers effective math strategies

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Reading in 22-23 = 83.1 Math in 22-23 = 70.8	Reading = +7.7 Math = +2.7
State Assessment Results in science, social studies and writing	Science in 22-23 = 68.0 SS in 22-23 = 69.4 Writing in 22-23 = 65.7	Science = +5.0 SS = +9.7 Writing = +3.5
English Learner Progress	2022-2023- 80.1	+21.1
Quality of School Climate and Safety	Climate 22-23 = 80.7 Safety in 22-23 = 72.8	Climate = +4.2 Safety = +3.2
Postsecondary Readiness (high schools and districts only)	N/A	N/A
Graduation Rate (high schools and districts only)	N/A	N/A

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By May 2025, Stonewall will increase combined Reading and Math proficiency from 82.2 to 84.0 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2025, Stonewall will increase Reading proficiency from 83.1 to 85.1 as measured by state assessments	Review, Analyze, and Apply Data	Weekly PLCs along with an additional day for teams to plan with the Curriculum Coach / Administration Monthly Data PLCs with all grade levels, intervention teachers, and the MTSS Lead to analyze and review Tier 1, 2, & 3 data Flexible groupings of Tier 2 students to target skill deficits	MAP data CBM and CBA data for all Tier 2 and 3 students Summative and Unit Assessment Data		None
	Design and Deliver Instruction	CRTL training for all staff to address the learning needs of all students	Lesson Plans PLC minutes Walk Through Observations Formal Observations		None unless an outside presenter is needed as the district currently has no one in this role.
Objective 2 By May 2025, Stonewall will increase Math proficiency from 70.8 to 73.0 as measured by state assessments	Review, Analyze, and Apply Data	Weekly PLCs along with an additional day for teams to plan with the Curriculum Coach / Administration Monthly Data PLCs with all grade levels, intervention teachers, and the MTSS Lead to analyze and review Tier 1, 2, & 3 data Flexible groupings of Tier 2 students to target skill deficits	MAP data CBM and CBA data for all Tier 2 and 3 students Summative and Unit Assessment Data		
	Design and Deliver Instruction	CRTL training for all staff to address the learning needs of all students.	Flexible groupings of Tier 2 students to target skill deficits KCM Conference Professional Learning for Math Team participants	Lesson Plans PLC minutes Walk Through Observations Formal Observations	

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

Goal 2 (State your science, social studies, and writing goal.): By May 2025, Stonewall will increase combined Writing, Science, and Social Studies proficiency from 67.7 to 70.0 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2025, Stonewall will increase our Science proficiency index score from 68.0 to 70.0 as measured by state assessments</p>	<p>Design and Deliver Instruction / Design and Deploy Standards</p>	<p>Vertical Alignment Meetings each semester for all grade level teachers to focus on utilizing the Amplify Science Program and to make sure all standards are being covered at each grade level to assure students master the Science standards.</p> <p>Release Days twice a year to design Performance Tasks, lesson planning, and analyze Science data.</p> <p>Weekly PLCs along with an additional day for teams to plan with the Curriculum Coach / Administration.</p>	<p>Science Unit Assessment Data</p> <p>Performance Tasks</p> <p>Common Unit Planning</p> <p>Lesson Planning based on District Unit Frameworks</p> <p>Science On-Demand Writing</p>		<p>Cost of subs for Release Days</p>
<p>Objective 2</p> <p>By May 2025, Stonewall will increase our Social Studies proficiency index score from 69.4 as measure by state assessments</p>	<p>Design and Deliver Instruction / Design and Deploy Standards</p>	<p>Vertical Alignment Meetings each semester for all grade level teachers to focus on utilizing the My World Social Studies Program and to make sure all standards are being covered at each grade level to assure students master the Social Studies standards.</p> <p>Release Days twice a year to design Performance Tasks, lesson planning, and analyze Science data.</p> <p>Weekly PLCs along with an additional day for teams to plan with the Curriculum Coach / Administration.</p>	<p>Social Studies Unit Assessment Data</p> <p>Inquiry Based Performance Tasks</p> <p>Common Unit Planning</p> <p>Lesson Planning based on District Unit Framework</p> <p>Social Studies On Demand Writing</p>		<p>Cost of subs for Release Days</p>

Goal 2 (State your science, social studies, and writing goal.): By May 2025, Stonewall will increase combined Writing, Science, and Social Studies proficiency from 67.7 to 70.0 as measured by state-required academic assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 3 By May 2025, our school will increase our Writing index score from 65.7 proficiency index score to 68.0 as measured by state assessments.	Design and Deliver Instruction/Design and Deploy Standards	Core Connections Writing Professional Learning	Common ODW ADAM Assessments Writing end-of-unit assessments Live scoring/wrong answer analysis		District-funded professional learning
		Vertical Writing Alignment across grade levels and Writing resource planning	Writing performance tasks (Short answer, ERQ), common assessment scores		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2025, Stonewall will increase the proficiency of economically disadvantaged students in Math from 51.3 to 55.0 as measured by state assessments</p>	Review, Analyze, and Apply Data	Triangulate data to ensure student's growth toward standards at all three tiers of instruction in Math and use the data to determine next steps for each student.	MAP Math data CBM and CBA data Math Unit assessments Data, along with district common assessments		
	Design and Deliver Instruction	Continued PD with Debbie Waggoner focused on Math differentiation, utilizing assessment data to guide instruction, and student engagement in Math Weekly PLC meetings KCM Math Conference PL for Math team members	MAP Math data CBM and CBA data Math Unit assessments Data, along with district common assessments Lesson Plans Student Math Interest Surveys quarterly		
		Book study with new Math Team Members followed by a PD led by the team			\$500 for books
<p>Objective 2</p> <p>By May 2025, Stonewall will increase the proficiency of ELL students in Reading from 41% to 50% measured by state assessments</p>	Review, Analyze, and Apply Data	Based on data from NSGR assessments, we will enter student data in the data and review data all tiers to determine skill deficit needs and progress to mastery of standards and what instructional steps next to happen next.	MAP reading data NSGR data Common Assessment Data		None
	Design and Deliver Instruction	Utilize the Learning Continuum and the data dashboard to plan instructional needs of students, along with making sure	ELL and Homeroom lesson plans		District ELL department funded training

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>grade level content is being taught in the classroom and in the ELL classroom so students are making progress toward grade level standards.</p> <p>Weekly PLCs along with an additional day for teams to plan with the Curriculum Coach / Administration</p> <p>Establish a schedule for the ELL teacher to work with homeroom teachers with ELL students.</p> <p>Tools for Equity for ML Learners Professional Learning</p>	<p>Data Dashboard tracking</p> <p>Team Planning minutes and PLC minutes.</p>		

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May of 2024, Stonewall will increase our English Learner Progress score from 80.1 to 84.0 as measured by state required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May of 2022, Stonewall will increase our English learner proficiency score from 80.1 to 84.0 as measured by state-required academic assessments.</p>	Establishing Learning Culture and Environment •	Culturally Responsive Teaching for Multilingual Learners- Professional Development and Training	<ul style="list-style-type: none"> Walkthrough and observation data EL student ACCESS data MAP data CBM and CBA data for EL students receiving intervention supports 		\$800 to purchase books and material for PD
	Design and Deliver Instruction	Design culturally responsive lessons that are standards-based to engage multilingual learners	<ul style="list-style-type: none"> Walkthrough and observation data EL student ACCESS data MAP data CBM and CBA data for EL students receiving intervention supports Co-teaching observations between EL teacher and homeroom teacher 		

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By May of 2024, Stonewall will increase our overall School Climate and Safety score from 78.4 to 81.0 as measured by state required assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By May 2025, Stonewall will increase Climate Index score from 80.7 to 82.0 as measured by state assessments</p>	<p>Establishing Learning Culture and Environment</p>	<p>Daily SEL lessons using Caring School Community</p> <p>PBIS Lessons</p> <p>Continue Utilization of the DMHS</p> <p>Student Behavior Celebrations quarterly to celebrate student behavior</p> <p>Student of the Month celebrations focused on character education</p>	<p>Dojo / Behavior Data</p> <p>SEL Observations</p> <p>CBA Data from counseling groups</p> <p>DESSA Data</p>		<p>\$1500 for Behavior Celebrations</p>
<p>Objective 2</p> <p>By May 2025, Stonewall will increase the school Safety index from 76 to 79 as measured by state assessments</p>	<p>Establishing Learning Culture and Environment</p>	<p>PBIS Lessons to review school rules and expectations at the beginning of the school year, and again following Winter Break, and then as needed.</p> <p>School Safety Trainings with students and the FCPS School Police, DMHS, and administration at the appropriate level for each grade.</p>	<p>SEL progress monitoring data in the fall and spring semesters</p> <p>Restorative Circle observations and modeling for staff</p> <p>Quarterly review with staff about behavior expectations between students and how to address these needs effectively, along with how to utilize the EOS system</p> <p>Core Behavior Team Meetings where we evaluate behavior data,</p>		<p>None</p>

Goal 5 (State your climate and safety goal.): By May of 2024, Stonewall will increase our overall School Climate and Safety score from 78.4 to 81.0 as measured by state required assessments.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			EOS Focus referrals, recognition referrals, and behavior referrals to determine next steps.		

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

8: Other (Optional)

Goal 8 (State your separate goal.):					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
<p>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?</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<p>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.</p> <p>Response:</p>
Targeted Subgroups and Evidence-Based Interventions:
<p>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?</p> <p>Response:</p>
<p>Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.</p>

TSI/ATSI 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) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), 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, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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Special Considerations for Comprehensive Support and Improvement (CSI) Schools

Schools identified for Comprehensive Support and Improvement (CSI) must complete the CSIP process and meet all applicable deadlines while identified for Comprehensive Support and Improvement (CSI). Following the completion of the school audit, CSI schools must revise their CSIP to account for the improvement priorities identified by the audit team. The newly revised CSIP, referred to as a Turnaround Plan, must include the following items: (1) evidence-based interventions to be utilized to increase student performance and address the critical needs identified in the school audit, (2) a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process, and (3) a review of resource inequities, which shall include an analysis of school level budgeting to ensure resources are adequately channeled towards school improvement (703 KAR 5:280). Each of the three aforementioned requirements must be embedded throughout the CSIP document. Once the CSIP has been revised, the turnaround plan must be submitted to the LEA for approval before it is submitted to the Commissioner of Education for final approval.

Provide narrative information regarding the additional requirements for CSI schools in the following chart:

Turnaround Team:
<p>Consider: Provide a comprehensive list of persons and entities involved in the turnaround efforts and the specific roles each shall play in the school’s turnaround process</p> <p>Response:</p>
Identification of Critical Resources Inequities:
<p>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.</p> <p>Response:</p>

CSI 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) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), 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, ATSI and CSI 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 Continuous Improvement Platform (CIP).

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

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

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). Visible Learning: a synthesis of over 800 meta-analyses relating to achievement. Routledge: New York, NY.	<input checked="" type="checkbox"/>
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2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Schools

Stonewall Elementary School
Holly Vogler
3215 Cornwall Dr
Lexington, Kentucky, 40503
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?

Stonewall Elementary School is a well-established school located in southern Fayette County. It was built in 1961 and has undergone two major renovations; one in 1989 and again in 2013. There is very little staff turnover. The student population is also very stable with very little transiency. Most students who enter the school as Kindergarten students remain at the school through fifth grade. The school serves roughly 700 students and has students from pre-school through fifth grade. The school is 74% white, 6% black, 8% Hispanic, and 5% Asian. Thirty three percent of the students qualify for free and reduced lunch. The school services 9% of the student population with ELL services, and 16% of the students receiving some form of Special Education services. The school has an extremely active PTA and extremely devoted families. Within the community, the school is at the center of the Stonewall Neighborhood Association and works well with them as a place to meet for their meetings and for voting. Our biggest struggle, along with all public schools, is trying to bounce back after Covid. We are offering intervention services to more students than ever before focusing on Reading, Writing, and Math. The district funded us one additional Intervention teacher for a total of three with each teacher focusing on two different grades. The additional Assistant Principal has a Special Education background and is a great resource assisting homeroom teachers and the intervention teachers with MTSS support. We have also been able to purchase a Curriculum Coach who works with Homeroom in designing lessons and assessments that align with the Kentucky Standards. These additional supports that have been put in place are going to be instrumental in helping the school help kids reach their potential and get all students on grade level.

School Stakeholders

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

Our parents are our number one asset. They have a passion for our school the reputation that it holds in the local community. Many of our families are second generation families going through the school. When school event happen, we anticipate that most families will attend. They are very generous with providing financial aid during fundraisers or various supplies when requested for food drives, clothing drives, etc. We also have a very active PTA the provides countless hours of volunteer time, supporting our students through the Student Allotment Program where each homeroom teacher can access \$14 per student to help cover the cost of field trips or other needs such as student t-shirts, or in-school performances. We also have two strong sets of stakeholders that work in conjunction with our FRC and FACE committee. The school also has a good working relationship with our City

Council that has continued to help our school out for many years. They helped get a turn lane into the school to assist with traffic flow. They arranged for railing to be installed on a sidewalk that had a steep drop off into a culvert to make sure students were safe. They also help with traffic issues that happen from time to time, along with providing crossing guards. Parents and families are communicated multiple times each week by their teacher, principal, FRC, and other forms to help them stay informed and provide them with opportunities where they can participate in the life of the school.

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.

As a school, our focus is to create a safe and nurturing environment where all children are encouraged to reach their maximum potential as self-sufficient, life-long learners. Through well-established relationships with our families, we are committed to meeting the academic, social, and emotional needs of the whole child. This mission statement was created by the staff and they continue to demonstrate that every single day. At the root of everything are the relationships created with families, and mainly our students. Within the classroom, teachers do focus on the academic requirements of the job; however, they also know that a student needs an adult who teaches them but also cares about them. To meet the academic needs of students, teachers focus on Tier I and Tier II instruction within the classroom. They meet these academic needs through a PLC framework where support is provided by the Curriculum Coach. They utilize data to continuously check for mastery of content. They also work with the Assistant Principal to create plans for students needing Tier III support for academic success via the intervention teachers. We also offer social/emotional support through District Mental Health Specialists, along with the school counselor, who provide in-school counseling and support, or help obtain assistance from outside agencies.

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.

While our school continues to do well in Reading, our biggest area for growth is currently Math in almost all grades, with an emphasis also in Writing, especially On-Demand Writing in fifth grade. While we are currently in the process, along with all schools, of waiting for our 2022-2023 KSA results to be shared, we are hopeful that the structures that were put in place during the last school will provide evidence that we implemented effective strategies in the area of Math. For the 2023-2024

school year, our school was fortunate enough to be selected to pilot an On-Demand writing program for our fifth grade students that has shown to be very promising.

Additional Information

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

As a school, we are very inviting. We strive to involve parents, grandparents, former students, and guests from the community into our building to help our students experience different cultures and help enrich their learning while at Stonewall. We would love to let you experience all of the great things happening at our school. Please feel free to come by and take a tour, meet with the principal, attend an evening event, have lunch, or just stroll around the campus.



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2023-2024 Phase Two: The Needs Assessment for Schools

Stonewall Elementary School
Holly Vogler
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

2023-24 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

The review of KSA data began with the administrative staff. We reviewed data to look for improvements since the previous year in all tested areas and have since begun reviewing sub groups within each tested area. The data is now in the process of being shared with staff during PLC meetings. We have also begun reviewing data from "like schools" to see if their strengths areas are areas we can utilize to improve our weak areas.

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?

We had gains in all areas assessed by KSA. Under the new system, we were green in all assessed areas, and our EL students gained so many points that we were blue in the area. Our school went from yellow to green. We were given the opportunity to participate in a Writing Pilot this year even though we did see gains in ODW based on the most recent KSA data. A focus on creating assessment on our own in Reading and Math apparently helped the kids perform better on KSA, along with a focus of most testing being done on the computer versus paper and pencil.

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.

Reading continues to be an area where kids outperform scores on Math. Our low SES students continue to be our biggest gap group in all tested areas. Based on KSA, we did increase our overall index rating from 75.4 to an 83.1. In Math, we increased our academic index from a 68.1 to a 70.8.

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.

Our economically students fell far below on our non-economically disadvantaged students in Reading and Math. In reading, only 47% were P/D versus 71% of the

non-economically disadvantaged students. In Math, only 34% were P/D versus 79% of the non-economically disadvantaged students.

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.

Our economically students fell far below on our non-economically disadvantaged students in Reading and Math. In reading, only 47% were P/D versus 71% of the non-economically disadvantaged students. In Math, only 34% were P/D versus 79% of the non-economically disadvantaged students. This group encompasses a large percentage of other groups such as AA and Sped students so this is an area that needs to be targeted.

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.

Based on the data, we clearly need to focus on Math as an overall area for improvement. Along with that, based on P/D data, we need to implement strategies that target our low SES students.

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

 Key Element Template

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

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

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

At this point, the data is so fresh that we have not enough time to fully analyze the data and select which area(s) to focus on. There are many strategies in place; however, there are strategies that need to be added, as well as strategies to be strengthened. Math will obviously continue to be a target area and we will continue to have a strong focus on addressing the learning of our low SES students.



2023-2024 Phase Two: School Assurances_11132023_11:03

2023-2024 Phase Two: School Assurances

Stonewall Elementary School
Holly Vogler
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

A. timely information about programs under Title I;

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Schoolwide Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Targeted Assistance School Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS



2022-23 Phase Four: Professional Development Plan for Schools
for School Year 2023-2024_06012023_11:36

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

Stonewall Elementary School
Holly Vogler
3215 Cornwall Dr
Lexington, Kentucky, 40503
United States of America

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

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

Our focus at Stonewall Elementary is to create a safe and nurturing environment where all children are encouraged to reach their maximum potential as self-sufficient, life-long learners. Through well-established relationships with our families, we are committed to meeting the academic, social, and emotional needs of the whole child.

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.

In analyzing the data and Needs Assessment, our Top Two areas of focus are:

A. Increase the Science, Social Studies, and Writing proficiency of our all students.

B. Increase Student Achievement for all subgroups in Reading and Math through research-based and culturally responsive teaching practices

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

Our KSA scores over the past two years indicate that Science, Social Studies, and Writing

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.

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

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.)

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.

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

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.)

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.

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.

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

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.)

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.

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

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.)

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

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.