

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

We will continue to work toward increasing the number of students scoring on or above grade level in reading and math as reflected in MAP scores. We will also continue to decrease novice scores on KSA in all areas and work to increase the number of students scoring proficient and distinguished in all areas.

Needs Assessment: Processes, Practices, or Conditions

Key Core Work Process 2: Design and Deliver instruction:

- Establish a **practice** to ensure that students have an opportunity to “unpack” standards.
- Establish a **practice** that ensures planning and implementation of active student engagement strategies.
- Establish a **practice** to strategically select high/yield instructional strategies for lessons

Key Core Work Process 3: Design and Deliver Assessment Literacy

- Establish a **practice** to create intentional opportunities for students to receive and offer effective feedback during learning.
- Establish a **practice** of students participating in self-assessments and goal setting to adjust their own learning.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	51.6	-0.2
State Assessment Results in science, social studies, and writing	51.4	+6.8
English Learner Progress	80.9	-2.9
Quality of School Climate and Safety	72.5	-1.2

1: State Assessment Results in Reading and Mathematics

By October 2025, Lansdowne Elementary School will increase Reading and Math proficiency from **51.6 to 56.6** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
<p>By October 2025 Lansdowne will increase students scoring Proficient or Distinguished in Reading from 36% to 41%</p>	<p>Key Core Work Process 2: Design and Deliver Instruction</p>	<p>Establish a practice to ensure that students have an opportunity to “unpack” standards</p>	<p>*Review and define content vocabulary within the Learning Intentions and Success criteria before, during and at the end of lessons as created as part of team lesson plans</p>	<p>Increase in frequency of specific indicators on the walkthrough data related to student review of Learning Intentions/Standards/Success Criteria</p>	<p>*Walkthrough data specific to Visible Learning indicators, including class review of Academic Vocabulary included in the learning intentions and success criteria. (Ex: Objective Vocabulary cards, etc)</p> <p>*Formative data analysis during PLC to determine need for reteach.</p> <p>*Analysis of Map data to determine needs of students</p> <p>*Weekly/Unit assessments results</p>	<p>Sec. 6 funds</p> <p>Title 1 funds</p>
		<p>Establish a practice that ensures planning and implementation of active student engagement strategies. Establish a practice to strategically select high/yield instructional strategies for lessons</p>	<p>Team lesson plans will include engagement strategies: Active Learning Examples:</p> <ul style="list-style-type: none"> *Debates and discussions *Frequent OTRs (opportunities to respond) to effective complex questions. *Feedback, peer review, self reflection (metacognition) *Real world application of content. (science/math inquiry, group projects, problem based learning, research, presentation of learning) *Visual Models of Thinking - “Thinking Maps” 	<p>Evidence of engagement strategies in team planning documents</p> <p>KSA data</p>	<p>Review of team planning documents during PLC planning meetings.</p>	<p>Sec. 6 funds</p> <p>Title 1 funds</p>

By October 2025, Lansdowne Elementary School will increase Reading and Math proficiency from **51.6 to 56.6** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
		Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	*Use of Exemplars *Student access to grade level expectations	Student data folders that indicate grade level standard and students level (students awareness of where they need to be)	*Student knowledge of formative assessment data *Student documenting Weekly/Unit assessments results in data folders	Sec. 6 funds Title 1 funds
	Key Core Work Process 3: Design and Deliver Assessment Literacy	Establish a practice to create intentional opportunities for students to receive and offer effective feedback during learning.	*Communication Structures: Ex: turn and talk, Rally Coach, Peer Assessment *Use of Rubrics *Specific feedback from teacher or peer on written responses	Evidence of feedback given reflected in walkthrough data - either directly on written assignments, rubric scoring or teacher/peer conferencing about work product	Walkthrough data specific to student feedback indicators. *Formative data analysis during PLC to determine need for reteach. *Analysis of MAP data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds
	Establish a practice of students participating in self-assessments and goal setting to adjust their own learning.	*Student goal setting - Ex: goal setting session with Admin before MAP *Data Folders	Evidence of Student data tracking (Data Folders)	Review of Data Folders	Sec. 6 funds Title 1 funds	

By October 2025, Lansdowne Elementary School will increase Reading and Math proficiency from **51.6 to 56.6** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
<p>By October 2025 Lansdowne will increase students scoring Proficient or Distinguished in Math from 30% to 35%</p>	<p>Key Core Work Process 2: Design and Deliver Instruction</p>	<p>Establish a practice to ensure that students have an opportunity to “unpack” standards</p>	<p>*Review and define content vocabulary within the Learning Intentions and Success criteria before, during and at the end of lessons as created as part of team lesson plans</p>	<p>Increase in frequency of specific indicators on the walkthrough data related to student review of Learning Intentions/Standards/Success Criteria</p>	<p>*Walkthrough data specific to Visible Learning indicators, including class review of Academic Vocabulary included in the learning intentions and success criteria. (Ex: Objective Vocabulary cards, etc)</p> <p>*Formative data analysis during PLC to determine need for reteach.</p> <p>*Analysis of MAP data to determine needs of students</p> <p>*Weekly/Unit assessments results</p>	<p>Sec. 6 funds</p> <p>Title 1 funds</p>
		<p>Establish a practice that ensures planning and implementation of active student engagement strategies. Establish a practice to strategically select high/yield instructional strategies for lessons</p>	<p>*Use discussion structures in math: iREady - Try It, Discuss It, Connect It protocol</p> <p>Team lesson plans will include engagement strategies: Active Learning Examples: *Frequent OTRs (opportunities to respond) to effective complex questions. *Real world application of content. (science/math inquiry,problem based learning,) *Visual Models of Thinking - “Thinking Maps”</p>			<p>Sec. 6 funds</p> <p>Title 1 funds</p>

By October 2025, Lansdowne Elementary School will increase Reading and Math proficiency from **51.6 to 56.6** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
Key Core Work Process 3: Design and Deliver Assessment Literacy		Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	*Use of Exemplars *Student access to grade level expectations	Students Data folders that indicate Grade level standard and students level (students awareness of where they need to be)	*Student knowledge of Formative assessment data *Student documenting Weekly/Unit assessments results in data folders	Sec. 6 funds Title 1 funds
		Establish a practice to create intentional opportunities for students to receive and offer effective feedback during learning.	*Use discussion structures in math: iReady - Try It, Discuss It, Connect It protocol * Communication Structures: Ex: turn and talk, Rally coach, Peer Assessment *Live scoring of short answer and extended response questions	Evidence of feedback during “discuss it” *rubric scoring or teacher/peer conferencing about work product	Walkthrough data specific to student feedback indicators. *Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds
		Establish a practice of students participating in self-assessments and goal setting to adjust their own learning.	*Student goal setting - Ex: goal setting session with Admin before MAP *Data Folders	Evidence of Student data tracking (Data Folders)	Review of Data Folders	

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

By October 2025, Lansdowne Elementary School will increase Science, Social Studies, and Combined Writing proficiency from **51.4 to 56.4** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
<p>By October 2025 Lansdowne will increase students scoring Proficient or Distinguished in Science from 20% to 25%</p>	<p>Key Core Work Process 2: Design and Deliver Instruction</p>	<p>Establish a practice to ensure that students have an opportunity to “unpack” standards</p>	<p>*Review and define content vocabulary within the Learning Intentions and Success criteria before, during and at the end of lessons as created as part of team lesson plans</p>	<p>Increase in frequency of specific indicators on the walkthrough data related to student review of Learning Intentions/Standards/Success Criteria</p>	<p>*Walkthrough data specific to Visible Learning indicators, including class review of Academic Vocabulary included in the learning intentions and success criteria. (Ex: Objective Vocabulary cards, etc) *Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results</p>	<p>Sec. 6 funds Title 1 funds</p>
		<p>Establish a practice that ensures planning and implementation of active student engagement strategies. Establish a practice to strategically select high/yield instructional strategies for lessons</p>	<p>Team lesson plans will include engagement strategies: Active Learning Examples: *debates and discussions *<u>Content writing in EVERY LESSON</u> *Frequent OTRs (opportunities to respond) to effective complex questions. *Feedback, Peer review, self reflection (metacognition) *Real world application of content. (science/math inquiry, group projects, problem based learning, research, presentation of learning)</p>	<p>Evidence of engagement strategies in team planning documents KSA data</p>	<p>Review of team planning documents during PLC planning meetings.</p>	

By October 2025, Lansdowne Elementary School will increase Science, Social Studies, and Combined Writing proficiency from **51.4 to 56.4** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
			*Visual Models of Thinking - “Thinking Maps”			
		Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	*Use of Exemplars for Content writing * Student access to grade level expectations	Students Data folders that indicate Grade level standard and students level (students awareness of where they need to be)	*Student knowledge of Formative assessment data *Student documenting Weekly/Unit assessments results in data folders	
	Key Core Work Process 3: Review, Analyze and Apply Data	Establish a practice to create intentional opportunities for students to receive and offer effective feedback during learning.	* Communication Structures: Ex: turn and talk, Rally coach, Peer Assessment *Use of Rubrics *Specific feedback from teacher or peer on written responses	Evidence of feedback given reflected in walkthrough data - either directly on written assignments, rubric scoring or teacher/peer conferencing about work product	Walkthrough data specific to student feedback indicators. *Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	
Establish a practice of students participating in self-assessments and goal setting to adjust their own learning.		*Student self assessment/reflection of learning (metacognition)at the end of lessons *Data Folders	Evidence of Student data tracking (Data Folders)	Review of Data Folders		

By October 2025, Lansdowne Elementary School will increase Science, Social Studies, and Combined Writing proficiency from **51.4 to 56.4** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
<p>By October 2025 Lansdowne will increase students scoring Proficient or Distinguished in S.Studies from 34% to 39%</p>	<p>Key Core Work Process 2: Design and Deliver Instruction</p>	<p>Establish a practice to ensure that students have an opportunity to “unpack” standards</p>	<p>*Review and define content vocabulary within the Learning Intentions and Success criteria before, during and at the end of lessons as created as part of team lesson plans</p>	<p>Increase in frequency of specific indicators on the walkthrough data related to student review of Learning Intentions/Standards/Success Criteria</p>	<p>*Walkthrough data specific to Visible Learning indicators, including class review of Academic Vocabulary included in the learning intentions and success criteria. (Ex: Objective Vocabulary cards, etc) *Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results</p>	<p>Sec. 6 funds Title 1 funds</p>
		<p>Establish a practice that ensures planning and implementation of active student engagement strategies. Establish a practice to strategically select high/yield instructional strategies for lessons</p>	<p>Team lesson plans will include engagement strategies: Active Learning Examples: *debates and discussions * <u>Content writing in EVERY LESSON</u> *Frequent OTRs (opportunities to respond) to effective complex questions. *Feedback, Peer review, self reflection (metacognition) *Real world application of content. (inquiry, group projects, problem based learning, research, presentation of learning) *Visual Models of Thinking - “Thinking Maps”</p>	<p>Evidence of engagement strategies in team planning documents KSA data</p>	<p>Review of team planning documents during PLC planning meetings.</p>	<p>Sec. 6 funds Title 1 funds</p>

By October 2025, Lansdowne Elementary School will increase Science, Social Studies, and Combined Writing proficiency from **51.4 to 56.4** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
		Establish a practice to ensure formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	*Use of Exemplars for Content writing * Student access to grade level expectations	Students Data folders that indicate Grade level standard and students level (students awareness of where they need to be)	*Student knowledge of Formative assessment data *Student documenting Weekly/Unit assessments results in data folders	Sec. 6 funds Title 1 funds
	Key Core Work Process 3 : Review, Analyze and Apply Data	Establish a practice to create intentional opportunities for students to receive and offer effective feedback during learning.	* Communication Structures: Ex: turn and talk, Rally coach, Peer Assessment *Use of Rubrics *Specific feedback from teacher or peer on written responses	Evidence of feedback given reflected in walkthrough data - either directly on written assignments, rubric scoring or teacher/peer conferencing about work product	Walkthrough data specific to student feedback indicators. *Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds
		Establish a practice of students participating in self-assessments and goal setting to adjust their own learning.	*Student self assessment/reflection of learning (metacognition)at the end of lessons *Data Folders	Evidence of Student data tracking (Data Folders)	Review of Data Folders	Sec. 6 funds Title 1 funds

By October 2025, Lansdowne Elementary School will increase Science, Social Studies, and Combined Writing proficiency from **51.4 to 56.4** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
By October 2025 Lansdowne will increase students scoring Proficient or Distinguished in Combined Writing from 31% to 36%	Key Core Work Process 2 : Design and Deliver Instruction	Establish a practice to ensure that students have an opportunity to “unpack” standards	*Review and define content vocabulary within the Learning Intentions and Success criteria before, during and at the end of lessons as created as part of team lesson plans	Increase in frequency of specific indicators on the walkthrough data related to student review of Learning Intentions/Standards/Success Criteria	<p>*Walkthrough data specific to Visible Learning indicators, including class review of Academic Vocabulary included in the learning intentions and success criteria. (Ex: Objective Vocabulary cards, etc)</p> <p>*Formative data analysis during PLC to determine need for reteach.</p> <p>*Analysis of Map data to determine needs of students</p> <p>*Weekly/Unit assessments results</p>	Sec. 6 funds Title 1 funds
		Establish a practice that ensures planning and implementation of active student engagement strategies. Establish a practice to strategically select high/yield instructional strategies for lessons	<p>Team lesson plans will include engagement strategies:</p> <p>Active Learning Examples:</p> <p>*debates and discussions</p> <p>* <u>Content writing in EVERY LESSON</u></p> <p>*Frequent OTRs (opportunities to respond) to effective complex questions.</p> <p>*Feedback, Peer review, self reflection (metacognition)</p> <p>*Real world application of content. (research, presentation of learning)</p> <p>*Visual Models of Thinking - “Thinking Maps”</p>	<p>Evidence of engagement strategies in team planning documents</p> <p>KSA data</p>	Review of team planning documents during PLC planning meetings.	Sec. 6 funds Title 1 funds
		Establish a practice to ensure formative	*Use of Exemplars for Content writing	Students Data folders that indicate Grade	*Student knowledge of Formative assessment data	Sec. 6 funds

By October 2025, Lansdowne Elementary School will increase Science, Social Studies, and Combined Writing proficiency from **51.4 to 56.4** (for an increase of 5%)

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
		assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	* Student access to grade level expectations	level standard and students level (students awareness of where they need to be)	*Student documenting Weekly/Unit assessments results in data folders	Title 1 funds
	Key Core Work Process 3: Review, Analyze and Apply Data	Establish a practice to create intentional opportunities for students to receive and offer effective feedback during learning.	Evidence of: Writing Plan implementation including: *Daily writing in all content areas * Communication Structures: Ex: turn and talk, Rally coach, Peer Assessment *Use of Rubrics and checklists for writing pieces <u>including conventions</u> . *On Demand writing	Evidence of feedback given reflected in walkthrough data - either directly on written assignments, rubric scoring or teacher/peer conferencing about work product	Walkthrough data specific to student feedback indicators. *Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds
		Establish a practice of students participating in self-assessments and goal setting to adjust their own learning.	*Student self assessment/reflection of learning (metacognition)at the end of lessons *Data Folders	Evidence of Student data tracking (Data Folders)	Review of Data Folders	Sec. 6 funds Title 1 funds

3: Achievement Gap

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
By January 2025 African American Students scoring in the 40-60%tile range in math MAP will increase from 22% to 28%	Key Core Work Process 5: Design, Align an Deliver Support	Establish a process to ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts.	<ul style="list-style-type: none"> Prioritize AA students in 3rd, 4th, and 5th grades scoring in the 40-60%tile range for ESS. Prioritize AA students scoring 40-60%tile for Summer Ignite. 	MAP data	*Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds ESS funds District title 1 funding (summer programs)
		Establish a practice to create and monitor a “Watch List” for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.	Review progress of watch list students during PLC data analysis meetings. Create specific information/communication for parents of students below proficiency to support growth.	MAP data	*Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds
By May 2025 African American Students scoring in the 40-60%tile range in math MAP will increase from 28% to 35%	Key Core Work Process 5: Design, Align an Deliver Support	Establish a process to ensure that Needs Assessment results are reflected in the systemic approach to funding expenditures that support school improvement efforts.	<ul style="list-style-type: none"> Prioritize AA students in 3rd, 4th, and 5th grades scoring in the 40-60%tile range for ESS. Prioritize AA students scoring 40-60%tile for Summer Ignite. 	MAP data	*Formative data analysis during PLC to determine need for reteach. *Analysis of Map data to determine needs of students *Weekly/Unit assessments results	Sec. 6 funds Title 1 funds ESS funds District title 1 funding (summer programs)
		Establish a practice to create and monitor a	Review progress of watch list students during PLC data analysis meetings.	MAP data	*Formative data analysis during PLC to determine need for reteach.	Sec. 6 funds Title 1 funds

Objective	Strategy	Activities	“Specific School Language”	Measure of Success	Progress Monitoring	Funding
		<p>“Watch List” for students performing below proficiency. Enact communication protocols for parents/guardians regarding placement and progress in intervention support systems.</p>	<p>Create specific information/communication for parents of students below proficiency to support growth.</p>		<p>*Analysis of Map data to determine needs of students</p> <p>*Weekly/Unit assessments results</p>	

4: English Learner Progress

By April 2025, Lansdowne Elementary will have 80% of EL students grow by at least .5 in their ACCESS composite score.
 - Lansdowne is currently exceeding this goal with 80.9% and will work to continue to meet this goal.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By April 2025 Lansdowne will maintain at least .5 growth on Access Scores for at least 80% of EL students.	No additional strategies needed: Currently meeting this goal.	Continue successful activities already in place for meeting EL goals.	KSA	checks of Listening, Speaking, Reading and Writing during EL support time	Sec. 6 funds Title 1 funds

5: Quality of School Climate and Safety

By October 2025 Lansdowne Elementary School will increase the Quality of School Climate and Safety status from **72.5 to 77.5** (for an increase of 5 on the total status)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase number of students indicating Agreement with survey statement “ All Students are treated the same if they break school rules” from 53% to 65%	Key Core Work Process 6: Establishing Learning Culture and Environment	Establish a practice to ensure expectations of students are clearly defined and that group norms have been established within the classroom	<ul style="list-style-type: none"> Educate all students about what to expect when a rule is broken. Educate students that fair does not mean “equal” 	KSA Quality of School Climate student survey	PBIS student survey. Title 1 funds
Increase number of students indicating Agreement with survey statement “Adults from my school stay calm when dealing with bad behavior” from 67% to 80%	Key Core Work Process 6: Establishing Learning Culture and Environment	Establish a process to ensure culturally responsive behaviors are modeled among faculty, staff, and students.	<ul style="list-style-type: none"> Educate staff on strategies for dealing with difficult students 	KSA Quality of School Climate student survey	PBIS student survey. Teacher coaching of behavior management when needed. Walkthrough data. Title 1 funds

6: Family Engagement

By Feb 2025 Lansdowne Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall wellbeing of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February Lansdowne will have developed a FACE (Family and Community Engagement Plan)	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	<ul style="list-style-type: none"> • Copy of FACE plan (see attached) • 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.	<ul style="list-style-type: none"> • Section 6 • Title 1 • FRC • PTA
		Execute the expectations established on the FACE action plan	<ul style="list-style-type: none"> • Pre-Post action plan data/reflection • Participation data 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> • Section 6 • Title 1 • FRC • PTA
		Offer a variety of events, activities and supports for families per the FACE plan.	<ul style="list-style-type: none"> • Participation at events • List of resources provided- and # or families accessing the resources 	Principal, FACE lead and FACE liaison will monitor FACE plan throughout the year.	<ul style="list-style-type: none"> • Section 6 • Title 1 • FRC • PTA



2024-2025 Phase One: Executive Summary for
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2024-2025 Phase One: Executive Summary for Schools

Lansdowne Elementary School
Jennifer Fish
336 Redding Rd
Lexington, Kentucky, 40517
United States of America

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2024-2025 Phase One: Executive Summary for Schools

Description of the School

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

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

School Stakeholders

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

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

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

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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

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

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

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

Notable Achievements and Areas of Improvement

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

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

Lansdowne has also been named a Family Friendly School by the Prichard Committee.

Additional Information

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

Lansdowne Elementary School

Jennifer Fish

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Lexington, Kentucky, 40517

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2024-2025 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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

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

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Last year's implementation successes were:

- During instruction – teachers will review success criteria and have students summarize criteria for the lesson
- Successful allocation of human resources and modification of master schedule to better meet the needs of students with
- teachers created a name and claim for TSI students as well as at least 2 other students to target for movement to next level of proficiency
- Intentional instruction of behaviors in all areas at beginning of school year and after breaks, visual reminders (posters/banners) throughout school
- Successful Implementation of CARING SCHOOL COMMUNITY curriculum in all classrooms. - Monthly character trait recognitions - Weekly instruction in mindfulness of traits such as compassion and empathy - Monthly PBIS celebrations/recognitions - Small group instruction around SEL skills (Tier 2) - Review student EOS in weekly PLC data meetings

Continued areas of focus will be:

- Teams will include active engagement strategies in unit plans
- Students will maintain student data folders indicating where they are and where they need to be
- Teachers will reference the learning target throughout the lesson(beginning, middle and end)
- Teachers will have students use self assessment strategies to reflect on current learning. · Fist to Five · Rating =Able to reteach, need practice, do not understand · Rubrics · Comparing students work to exemplars
- Students will be required to write in all content areas- understanding the purpose, audience and form, and use exemplars as models for comparison
- Students will use rubrics and/or checklists to self-assess their writing

Trends

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

Example of Trends

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

Lansdowne MAP data shows that students are making progress from fall to spring. The percentage of students on or above grade level increased to a school average of 18% growth in reading and 21% growth in math. Fourth grade reading, however, showed only an increase of 7% of students on or above grade level from fall to spring, while third grade math showed an increase of only 9% for students on or above grade level from fall to spring.

Fall of 2024 shows a higher percentage of students entering on or above grade level than last year with the exception of second grade reading.

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.

Currently, approximately 50% of students are on or above grade level this fall, with the exception of 2nd grade reading and math and 4th grade math.

On or Above Grade Level in Reading:

K : 67% 1st: 59% 2nd: 31% 3rd: 49% 4th: 50% 5th: 62%

On or Above Grade Level in Math:

K : 63% 1st: 57% 2nd: 46% 3rd: 53% 4th: 45% 5th: 54%

For KSA, our overall classification went from an orange rating in 2023 to a yellow rating in 2024 and an increase in 3.5 points overall. We reduced the number of novice in math from 39 to 33 and increased the number of distinguished from 3 to 7. In social studies and writing, we reduced the number of novice and increased the numbers of both proficient and distinguished.

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.

We will continue to work toward increasing the number of students scoring on or above grade level in reading and math as reflected in MAP scores. We will also continue to decrease novice scores on KSA in all areas and work toward increasing the number of students scoring proficient and distinguished in all areas.

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.

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

This year, for fall of 2024, a higher percentage of students are entering on or above grade level than last year with the exception of second grade reading.

Climate and culture continues to be a strength, with a focus on positive recognitions and restorative practices to manage student behavior, SEL learning for students, small group counseling, individual counseling, mindfulness/SEL as a special area course, use of Caring School Communities curriculum, Everyday Speech SEL curriculum with all students, a monthly character trait focus and recognitions, and PBIS data tracking and recognitions.

For KSA, our overall classification went from an orange rating in 2023 to a yellow rating in 2024 and an increase in 3.5 points overall. We reduced the number of novice in math from 39 to 33 and increased the number of distinguished from 3 to 7. In social studies and writing, we reduced the number of novice and increased the numbers of both proficient and distinguished.

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.

ATTACHMENTS

Attachment Name

 24-25 Lansdowne School Key Elements2





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.

See attached key elements document.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 data trend document		•
 24-25 Lansdowne School Key Elements		•
 24-25 Lansdowne School Key Elements1		•
 24-25 Lansdowne School Key Elements2		• 7



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2024-2025 Phase Two: School Assurances

Lansdowne Elementary School

Jennifer Fish

336 Redding Rd

Lexington, Kentucky, 40517

United States of America

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2024-2025 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted 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 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

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 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

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

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

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.

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

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

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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FCPS Professional Learning Plan 2024-2025
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS
2023-2024 Phase 4
FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Lansdowne

District Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

School Mission

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

Focus Area 1 PLC: Lansdowne will utilize high functioning PLC's and use a PDSA model effectively to improve student learning.

Focus Area 2 Accelerated Learning through the use of Thinking Maps

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

Strategic Plan Priority Areas are:

- Student Achievement
- Diversity, Equity, Inclusion and Belonging



- **Highly Effective and Culturally Responsive Workforce**
- **Organizational Health and Efficiency**

Describe Strategic Plan Priority Areas:

The Fayette County Public Schools CDIP goals include:

- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**
- **Post-secondary Readiness**
- **Graduation Rate.**

Describe CDIP alignment:

The 2 Focus areas for Lansdowne support the CDIP goals of improving Student Achievement in all areas.

Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2024-2025](#)

[FCPS Professional Learning Timeline 2024-2025 At-A-Glance](#)



[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

Focus Area 1

[Focus Area 1 Objectives](#)

Short-Term Changes:

- Teams will use backward planning design to align tasks to grade level standards
- Unit plans will specifically include strategies and structures that facilitate participation and meaning-making by all students.

Long-Term Changes:

- Teams will consistently use and create tasks/assignments that reach the rigor of grade level standards
- Engagement strategies will be a natural part of all lessons planned

[Focus Area 1 Intended Results](#)

Student Outcomes:

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

Educator Beliefs:



- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels by ensuring students are tasked with rigorous grade level tasks
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe students must be actively engaged with content and peers through planned structures for engagement

Educator Practices:

- Collaborative teams will use the backwards planning design to ensure newly developed tasks are aligned to grade level standards
- Collaborative teams will review previous tasks to determine appropriate level of rigor and modify as needed
- Collaborative teams will plan for the use of intentional engagement structures that ensure student cognitive engagement
- Collaborative will ensure students are taught to use engagement structures

Focus Area 1 Monitoring

What data will be considered and gathered

PLC minutes and Data

Engagement Strategies evident in Unit Plans

Student assignments/tasks aligned to grade level standards.

Who is responsible for gathering data?

Grade level PLC teams, School Admin

How frequently will it be analyzed?

Weekly in Data meetings and team planning sessions



Focus Area 1 Indicators of Success

Unit plans developed using the Backwards planning design that include;

- Tasks aligned to grade level standards
- Strategies and structures that facilitate participation and meaning-making by all students (Engagement Structures)

Focus Area 1 Targeted Audience

Lansdowne Elementary teachers

Focus Area 1 Resources

- District Navigator website
- District unit framework
- District pacing guides
- Total Participation techniques and/or Kagan structures
- TNTP task analysis tool

Focus Area 1 Ongoing Supports for Implementation

- Review of Kagan structures with staff for a monthly focus
- Support for use of TNTP task analysis tool



Focus Area 2

Focus Area 2 Objectives

Short-Term Changes:

- Teachers will understand the variety of thinking maps and possible uses for each map
- Teachers will be using Thinking Maps in their unit planning

Long-Term Changes:

- Thinking Maps will be a natural addition to instruction at all grade levels and students will be able to identify and use the most productive map for the task assigned.

Focus Area 2 Intended Results

Student Outcomes:

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

Educator Beliefs:

- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe students must be actively engaged with content
- Educators believe that students can play active roles in their learning through **problem solving with peers**

Educator Practices:

- Educators will use **Thinking Maps** as tools for student problem solving and meaning-making



Focus Area 2 Monitoring

What data will be considered and gathered

PLC minutes and Data

Engagement Strategies evident in Unit Plans

Student assignments/tasks aligned to grade level standards.

Who is responsible for gathering data?

Grade level PLC teams, School Admin

How frequently will it be analyzed?

Weekly in Data meetings and team planning sessions

Focus Area 2 Indicators of Success

Student will actively and efficiently use thinking maps in multiple content area to make-meaning of the standards being presented

Focus Area 2 Targeted Audience

Lansdowne Elementary teachers



Focus Area 2 Resources

- District Navigator website
- District unit framework
- District pacing guides
- Thinking Map teacher's guides
- Thinking Map Professional Learning

Focus Area 2 Ongoing Supports for Implementation

- Follow up training sessions for the implementation of Thinking Maps
- Observation and live coaching by trained Thinking Maps trainers

Optional Extension