

Comprehensive School Improvement Plan (CSIP)

Needs Assessment: Priorities

Equitable outcomes through access to resources and instruction that are aligned to grade-level Kentucky Academic Standards.

Needs Assessment: Processes, Practices, or Conditions

- KCWP 1:** Design and Deploy Standards - Ensure that all students are provided access to instructional resources that are aligned to grade-level Kentucky Academic Standards.
- KCWP 2:** Design and Deliver Instruction - Ensure that the instructional program is aligned to Kentucky Academic Standards and includes evidence-based strategies.

Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	73.8	0.8
State Assessment Results in science, social studies, and writing	72.7	2.6
English Learner Progress	77.1	-2.1
Quality of School Climate and Safety	79.9	0.1
Postsecondary Readiness - <i>High School only</i>	n/a	n/a
Graduation Rate - <i>High School only</i>	n/a	n/a

1: State Assessment Results in Reading and Mathematics

By October 2025, Liberty Elementary will increase the Reading and Math combined status score from 73.8 to 78.8 as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By January 2025, all students will show growth toward grade level proficiency in reading and mathematics.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data Results</p>	<p>Resources Implementation of HQIRs for reading (Benchmark Advance) and mathematics (iReady) across grade levels.</p> <p>Professional Learning & Support Collaboration with our District Based Instructional Coach (DBIC) to provide support with resource implementation and instructional planning.</p>	<p>Common Formative Assessments</p> <p>MAP Growth</p> <p>Kentucky Summative Assessment Data</p>	<p>Common Grade-level Formative Assessment Data → Monthly</p> <p>MAP Growth Results → January 2025 → May 2025</p> <p>Kentucky Summative Assessment Data → October 2025</p>	<p>HQIRs - District Funds</p> <p>Release Days - Section 6 Funds</p>
<p>By May 2025, all students will show growth toward grade level proficiency in reading and mathematics.</p>		<p>Collaboration with Maxwell Elementary for professional learning for DLI staff.</p> <p>Participation in KyCL Train-the-Trainer sessions for the general implementation of Benchmark Advance.</p> <p>Systems and Structures Grade-level PLCS will focus on analysis of assessment data to inform instructional decisions.</p> <p>Release days will be provided for grade-level teams to focus on the implementation of the HQIRs and instructional planning.</p>		<p>Fidelity Checks for Tier 1 Instruction → January 2025 → April 2025</p>	

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

By October 2025, Liberty Elementary will increase the Science, Social studies, and Combined Writing status score from 72.7 to 77.7 as measured by the Kentucky Summative Assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By January 2025, all students will show growth toward grade level proficiency in science, social studies, and combined writing.</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p>	<p>Resources Implementation of the HQIR for reading (Benchmark Advance) with a specific focus on the integration of science and social studies standards.</p>	<p>District Benchmark Assessments</p> <p>Kentucky Summative Assessment</p>	<p>Grade-level Unit Assessments for science and social studies → A minimum of one per grading period</p>	<p>HQIRs - District Funds</p> <p>KyCL Grant Funds</p>
<p>By May 2025, all students will show growth toward grade level proficiency in science, social studies, and combined writing.</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results</p>	<p>Professional Learning & Support Utilization of district-based instructional specialists for science and social studies as needed.</p> <p>Participation in district-based On-Demand Writing PL sessions.</p> <p>Participation in KyCL Train-the-Trainer sessions for writing instruction.</p> <p>Systems and Structures Revision of the SBDM Writing Policy.</p> <p>Development of a schoolwide writing plan to provide guidance and set expectations for K-5 writing instruction and outcomes.</p>	<p>→ Science -Grade 4</p> <p>→ Social Studies - Grade 5</p> <p>→ Combined Writing - Grade 5</p>	<p>District Benchmark Assessments → March 2025</p>	

3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By May 2025, the percent of African-American students with a novice score will be reduced by 10%.	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data Results</p>	<p>Resources Implementation of HQIRs (Benchmark Advance; SPIRE) with a specific focus on equitable access and opportunity across student groups.</p>	<p>Common Formative Assessments</p> <p>MAP Growth</p>	<p>Common Grade-level Formative Assessment Data → Monthly</p>	<p>HQIRs - District Funds</p> <p>KyCL Grant Funds</p>
By May 2025, the percent of students with an IEP with a novice score will be reduced by 10%.	<p>KCWP 5: Design, Align, and Deliver Support Processes</p>	<p>Professional Learning & Support Collaboration with the District Offices of Unity, Belonging, and Self-Efficacy, Academic Services, and/or Special Education Services for professional learning and support.</p> <p>Participation in KyCL Train-the-Trainer sessions for small-group instruction.</p> <p>Systems and Structures Grade-level PLCs will disaggregate assessment data by student groups to inform instructional planning.</p> <p>Grade-level PLCs will include the participation of the designated SpEd teacher(s) to support the implementation of strategies to address the needs of students with an IEP.</p> <p>Implementation of differentiated small-group instruction and Multi-Tiered System of Supports (MTSS) to meet identified student needs.</p> <p>Grade-level PLCs will include the participation of the Intervention Team as scheduled by the principal.</p>	<p>Kentucky Summative Assessment Data</p>	<p>MAP Growth Results → January 2025 → May 2025</p> <p>Kentucky Summative Assessment Data → October 2025</p> <p>Fidelity checks for Tiers 2 and 3 → January 2025 → April 2025</p> <p>MTSS Progress Monitoring Data</p>	

4: English Learner Progress

By April 2025, 80% of EL students will grow by at least .5 in their ACCESS composite score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By January 2025, all EL students will demonstrate growth toward the language proficiency standards.</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data Results</p> <p>KCWP 5: Design, Align, and Deliver Support Processes</p>	<p>Resources Implementation of instruction and resources aligned with students' Program Services Plans (PSP).</p> <p>Professional Learning & Support School-based EL teachers will participate in district-based professional learning sessions and PLCs.</p> <p>School-based EL teachers will provide support to classroom teachers with the implementation of students' PSPs and differentiation of instruction.</p> <p>Systems and Structures Development of a schoolwide schedule that allocates time for collaboration and resource room instruction.</p>	<p>ACCESS or Alternate ACCESS</p> <p>Note: ACCESS is the annual English language proficiency assessment for state accountability.</p>	<p>PSP Progress Monitoring Data → Quarterly</p> <p>ACCESS Practice Assessments</p> <p>EL instructional walkthroughs → Monthly</p>	

5: Quality of School Climate and Safety (QSCS)

By October 2025, Liberty Elementary will increase the school climate and safety index score from 79.9 to 84.9 as measured for state accountability with the QSCS survey.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By October 2025, students' perception of the quality of school climate and safety will improve.	KCWP 6: Establish Learning Environment and Culture	<p>Resources Implementation of SEL curriculum to increase student wellbeing, help-seeking, resiliency, healthy coping, and belonging.</p> <p>Professional Learning & Support The Student Support Team will provide classroom teachers with support to address the general and individualized SEL needs of students.</p> <p>Collaboration with the District Office of Unity, Belonging, and Self-Efficacy for professional learning and support.</p> <p>Systems and Structures Schoolwide PBIS System</p> <p>Implementation of a referral system and a Multi-Tiered System of Supports (MTSS) to meet identified student needs.</p> <p>Implementation of the Student Code of Conduct to respond to discipline referrals.</p>	Quality of School Climate and Safety Survey	<p>The Student Support Team and PBIS Team will monitor the implementation of the schoolwide PBIS system and the SEL curriculum.</p> <p>PBIS data</p>	

6: Postsecondary Readiness

n/a

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

7: Graduation Rate

n/a					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding

8: Family Engagement

By May 2025, Liberty Elementary School will demonstrate evidence of engaging families through a variety of strategies that enhance the academic and overall well being of our students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By February 2025, we will develop a schoolwide FACE action.	KCWP 6: Establish Learning Environment and Culture	<p>Professional Learning & Support Collaboration with the district FACE Lead to develop a focus for the current school year.</p> <p>Collaboration with the district FACE Team to provide professional learning to school staff on evidence-based family and community engagement strategies.</p> <p>Systems and Structures Execute the expectations established on the FACE Action Plan through a collaborative team including the FACE Liaison, EL Team, Unity, Belonging, and Self-Efficacy (UBSE) Lead, and Family Resource Center Coordinator.</p>	<p>Participation data of staff and families</p> <p>Additional measures as outlined in the FACE Action Plan</p>	<p>School-based administrators will monitor the implementation of the FACE Action Plan → Monthly</p>	



2024-2025 Liberty Elementary Phase One: Executive Summary for Schools_09302024_09:03

2024-2025 Phase One: Executive Summary for Schools

Liberty Elementary
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Lexington, Kentucky, 40509
United States of America

Table of Contents

<u>2024-2025 Phase One: Executive Summary for Schools</u>	3
---	---

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?

Liberty Elementary is one of the largest elementary schools in Fayette County. We are located in the very popular and highly populated area of 40509. This area is considered "Hamburg" and known to be a desirable side of town in which to live. In addition to a great deal of shopping, restaurants, hospitals, and entertainment, we have very easy access to the main interstate (I75) as well as Man O'War Blvd and New Circle Road.

Liberty Elementary serves a diverse population of students and families. The following is a snapshot of our school demographics: 51.3% White; 22.1% African American; 12.6% Hispanic or Latino; 14% Other Currently we have 44.3% of our students qualifying for Free and/or Reduced Lunch. We have 51.35% of our population are males and 48.65% are female. Our EL population is 18% of total population and Special Ed students make up 13.5% of our total population. Our dedicated staff consists of a leadership team which includes the Principal and two Assistant Principals in collaboration with the Student Support Team, the RtI coach, and grade level representatives serving on an admin. team. Beyond our leadership team, we have 31 homeroom teachers, eight full time exceptional child educators, 2 EL teachers, an 4 member Intervention Team offering Reading Recovery, Math Recovery, RISE and other research-proven programs. We also have 1.5 speech language pathologists, an occupational therapist, and a school psychologist. Liberty Elementary serves a diverse population of students and families.

The demographic make up of our staff is not as diverse as our student population. The demographics of our community fall in line with the demographic of the city of Lexington.

Being a school of this size creates it's own challenges. Being a school where 44.3% of our students qualify for free/reduced lunch but receiving NO Title funding, creates a barrier. The large percentage of students who qualify for F/R lunch is over 300 students. There are some schools in our district that are not even that large and here we have an entire population of students in our building who do not benefit from Title services. This is like having a low SES school inside a non-SES school.

Another challenge we are experiencing is the large number of students with special needs. We have the the highest number of students with Autism in the district. Our students with disabilities make up 13.5% of our population. This is 98 students. To meet the needs of these students we have a robust Special Education staff as well as an MSD unit in house that is at capacity. In addition to the large number of students with Autism, many of them also have a significant cognitive impact.

School Stakeholders

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

In addition to families of Liberty students, we are very fortunate to have a strong group of community stakeholders that consistently support our students, families and staff. To ensure stakeholder involvement and engagement we are very intentional in communicating with our audience of stakeholders.

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.

The purpose of Liberty Elementary in this 21st century is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st century skills focus more on making sense of that information, sharing and using it in smart ways.

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.

Last year we were labeled a "GREEN" School with an overall index of 81.2.

Additional Information

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

Liberty is a traditional neighborhood school with a special program (Spanish DLI) inside the school.

Attachment Summary

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

2024-2025 Phase Two: The Needs Assessment for Schools

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Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	7

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.

Leadership team and grade level teams reviewed most recent KSA data as well as current and historical MAP data obtained in the FCPS School Profile Report.

Principal went over KSA data with SBDM during the October SBDM Meeting. This review of data was conducted AFTER the embargoed dates. Meetings were documented in PLC minutes, Faculty Meeting sign in sheets and SBDM 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?

In a review of the previous year's CSIP, we recognized the need to continue to focus on Science, Reading and Math. We also discussed the need to put emphasis on Writing. In the past we have had a strong focus on small group instruction for both

reading and math. Small group instruction is still an expectation for both reading and math but the majority of the focus now is using the new HQIR for planning and implementation of small group instruction.

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.

Although behavior referrals remained close to the same, out of school suspensions reduced significantly.

On 23-24 KSA the school saw a reduction in NOVICE in all areas. The greatest reduction of Novice was with the sub-population of students with IEPs.

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.

Impact Survey data showed 88% of teachers felt they were equipped with adequate resources and administration trusted them to do their job.

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.

In addition to the area of writing and science, there is a significant discrepancy between the performance of white students vs. African American students. CSIP committee agrees on creating a plan of engaging with families more intentionally as well as monitoring this data weekly at PLCs

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.

Social Studies went up 3 points

Reduction of Novice across all sub groups.

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

 Liberty School Key Elements of Teaching and Learning -Phase 2

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.

KCWP 1

KCWP 4

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Liberty School Key Elements -Phase 2	https://docs.google.com/document/d/15-R3RyXNdZ9uUs68zMuUSRLQQA8uIRg/edit?usp=sharing&oid=109402452332999303815&rtpof=true&sd=true	<ul style="list-style-type: none"> •
 Liberty School Key Elements of Teaching and Learning -Phase 2	template of KCWP	<ul style="list-style-type: none"> • 7
 School Key Elements	https://docs.google.com/document/d/1uY0tljA-wlDjDa_v-0E1juXQpuHEdjKSI_b3su4b5Cg/edit?usp=sharing	<ul style="list-style-type: none"> •



2024-2025 Phase Two: School Assurances Liberty Elementary

2024-2025 Phase Two: School Assurances

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Table of Contents

<u>2024-2025 Phase Two: School Assurances</u>	3
---	---

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

we do not qualify to receive Title 1 funding

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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Liberty Elementary 2023-2024 Phase Four: Professional
Development Plan for Schools for School Year
2024-2025_04222024_11:57

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

Liberty Elementary
Lisa Kear
2585 Liberty Rd
Lexington, Kentucky 40509

Table of Contents

<u>2023-24 Phase Four: Professional Development Plan for Schools for School Year 202...</u>	3
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2023-24 Phase Four: Professional Development Plan for Schools for School Year 2024-2025

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

Annual Professional Development Plan:

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

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

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

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

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 mission is to be a top-performing school that puts students' needs first, creates a positive atmosphere of collaboration and transparency, and ensure all students develop critical thinking and problem-solving skills.

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.

Focus Area 1: Increase Reading and Mathematics Achievement

Focus Area 2: Reduce Achievement Gaps between Student Groups

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

The identified focus areas are aligned to our CSIP goals.

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.

The specific objective for the professional development aligned to Focus Area 1 is to ensure that all teachers have the capacity to implement the high-quality instructional resources for reading and mathematics that are provided by the district. These HQRs will be one way in which to ensure equitable access to grade level content.

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

Educator Practices - All teachers will implement high-quality instructional resources to ensure equitable access to grade-level content. All teachers will regularly analyze

student data and work samples to monitor progress and to inform instructional plans. This will occur during grade-level PLC meetings and planning sessions.

Student Outcomes - MAP and KSA data will reflect an increase in overall student achievement.

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.)

Student work samples, assessments (formative assessments, MAP, grade-level unit assessments), and walkthrough data will be gathered during grade-level planning sessions and classroom visits.

The data will be gathered by classroom teachers and administrators.

School administrators will establish a data cycle for each type of data that will be collected and analyzed.

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.

An increase in reading and mathematics achievement as monitored by MAP (3 times a year) and the Kentucky Summative Assessment.

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

K - 5 teachers including classroom teachers, intervention teachers, EL teachers, & special education 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.)

- Access to the district selected instructional resources for elementary reading and mathematics
- Funding and materials for a foundational skills math consultant and professional learning sessions
- Protected time for professional learning sessions to occur throughout the school year

- Access to a district level coach to work with teacher teams for unit/lesson planning and coaching support

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.

- Monthly professional learning opportunities after school to provide on-going support with focus areas
- Weekly PLC meetings to analyze student data and work and to plan instructional responses
- Weekly planning sessions with a district-based instructional coach to support implementation of HQIRs for reading and mathematics

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.

The specific objective for the professional development aligned to Focus Area 2 is to ensure that all teachers have the capacity to meet the needs of all student groups.

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

Educator Practices - Data analysis will include an intentional focus on the trends of achievement data between student groups and will inform instructional plans. This will occur during grade-level PLC meetings and planning sessions.

Student Outcomes - MAP and KSA data will reflect a reduction of the achievement gap between student groups.

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.)

Student work samples, assessments (formative assessments, MAP, grade-level unit assessments), and walkthrough data will be gathered during grade-level planning sessions and classroom visits.

The data will be gathered by classroom teachers and administrators.

School administrators will establish a data cycle for each type of data that will be collected and analyzed.

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.

A reduction of the achievement gaps between student groups as monitored by MAP (3 times a year) and the Kentucky Summative Assessment

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

K - 5 teachers including classroom teachers, intervention teachers, EL teachers, & special education 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.)

- Access to the district staff for professional learning to support evidence-based practices for closing achievement gaps
- Protected time for professional learning sessions to occur
- Access to a district level coach to work with teacher teams for unit/lesson planning and coaching support that is specific to evidence-based practices for closing achievement gaps.

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.

- District level coach to work with teacher teams
- Monthly professional learning opportunities after school
- Weekly PLC meetings to analyze student work based on evidence from professional learning sessions
- Weekly grade level planning sessions to support implementation of HQIRs for reading and mathematics.

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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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