

## Leestown Middle School Comprehensive School Improvement Plan (CSIP)

### Needs Assessment: Priorities

Leestown Middle School will continue to focus on increasing Math and Reading indices for students with disabilities (20.2 and 22.6, respectively). Currently, we have only 12% of our students with disabilities at the proficient or distinguished level in Reading and 7% scoring proficient or distinguished in Math.

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

### Needs Assessment: Processes, Practices, or Conditions

#### Kentucky Summative Indicators: Status and Change

Indicator	Status	Change
State Assessment Results in reading and mathematics	63.7 Green	0.4 Increase
State Assessment Results in science, social studies, and writing	61.2 Green	1.9 Increase
English Learner Progress	37.9 Green	4.5 Increase
Quality of School Climate and Safety	68.6 Green	0.4 Increase
Postsecondary Readiness - <i>High School only</i>		
Graduation Rate - <i>High School only</i>		

**1: State Assessment Results in Reading and Mathematics**

By 2028, Leestown Middle School will increase the overall index of combined reading and math from 63.7 to 68.7 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Leestown Middle School</i> will increase P/D in Reading to 60%.	KCWP 6	Collaborate with school and teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices, including the integration of culturally responsive teaching and learning practice.	Measures of success: <ul style="list-style-type: none"> <li>Fall and Spring Self-Assessment (as stated in PLC Framework)</li> <li>PLC Efficacy Rubric</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor self-assessment from School Leadership Teams.</li> </ul>	N/A
	KCWP 3	Instructional leaders will attend and lead professional learning and networking opportunities to implement data analysis processes to plan standards based instruction and respond to student learning to increase student self-efficacy.	Measures of success: <ul style="list-style-type: none"> <li>Common Unit Assessment Data</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A
By 2025, <i>Leestown Middle School</i> will increase P/D in Math to 55%.	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none"> <li>Rubrics, data protocol documents for each unit of study</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A
	KCWP 1	Develop a process for backward lesson design focusing on standards and assessment development through exemplars and instructional design models.	Measures of success: <ul style="list-style-type: none"> <li>Completed backward design process (output) with input from experts in diverse learners</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A

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

By 2025, *Leestown Middle School* will increase the overall index of combined science/social studies/writing from 61.2 to 66.2 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Leestown Middle School</i> will increase P/D in Science to 45%.	KCWP 1	Develop a process for backward lesson design focusing on standards and assessment development through exemplars and instructional design models.	Measures of success: <ul style="list-style-type: none"> <li>Completed backward design process (output) with input from experts in diverse learners</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A
	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none"> <li>Rubrics, data protocol documents for each unit of study</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A
By 2025, <i>Leestown Middle School</i> will increase P/D in Social Studies to 60%	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none"> <li>Rubrics, data protocol documents for each unit of study</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A
	KCWP 6	Collaborate with school and teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices, including the integration of culturally responsive teaching and learning practice.	Measures of success: <ul style="list-style-type: none"> <li>Fall and Spring Self-Assessment (as stated in PLC Framework)</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor self-assessment from School Leadership Teams. District leaders will also meet with social</li> </ul>	N/A

By 2025, <i>Leestown Middle School</i> will increase the overall index of combined science/social studies/writing from 61.2 to 66.2 as measured by KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			<ul style="list-style-type: none"> <li>PLC Efficacy Rubric</li> </ul>	studies teachers to ensure best practices.	
By 2025, <i>Leestown Middle School</i> will increase P/D in Combined Writing to 60%.	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none"> <li>Rubrics, data protocol documents for each unit of study</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A
	KCWP 6	Collaborate with school and teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices, including the integration of culturally responsive teaching and learning practice.	Measures of success: <ul style="list-style-type: none"> <li>Fall and Spring Self-Assessment (as stated in PLC Framework)</li> <li>PLC Efficacy Rubric</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor self-assessment from School Leadership Teams.</li> </ul>	N/A

### 3: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Leestown Middle School</i> will decrease novice in Reading to 15%.	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests,	Measures of success: <ul style="list-style-type: none"> <li>Rubrics, data protocol documents for each unit of study</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and critical junctures (halfway through the unit).			
	KWCP 5	Continue to improve our Tiered Intervention structures so that class enrollment is fluid based on student needs.	Measures of success: <ul style="list-style-type: none"> <li>Assessment data, MAP scores, Tier 2 documents (including student tier forms)</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor through MTSS meetings as well as classroom walkthroughs.</li> </ul>	N/A
By 2025, <i>Leestown Middle School</i> will decrease novice in Math to 15%	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none"> <li>Rubrics, data protocol documents for each unit of study</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A
	KWCP 5	Continue to improve our Tiered Intervention structures so that class enrollment is fluid based on student needs.	Measures of success: <ul style="list-style-type: none"> <li>Assessment data, MAP scores, Tier 2 documents (including student tier forms)</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor through MTSS meetings as well as classroom walkthroughs.</li> </ul>	N/A

#### 4: English Learner Progress

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Leestown Middle School</i> will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS.	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests,	Measures of success: <ul style="list-style-type: none"> <li>Rubrics, data protocol documents for each unit of study</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor planning implementation through learning walks, PLC meetings and common unit assessments.</li> </ul>	N/A

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		and critical junctures (halfway through the unit) for all EL students.			
	KWCP 5	Continue to improve our Tiered Intervention structures so that class enrollment is fluid based on student needs.	Measures of success: <ul style="list-style-type: none"> <li>Assessment data, MAP scores, Tier 2 documents (including student tier forms)</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor through MTSS meetings as well as classroom walkthroughs.</li> </ul>	N/A
	KWCP 2	Make sure to employ SIOP strategies in all classes, providing all certified teachers appropriate professional development.	Measures of success: <ul style="list-style-type: none"> <li>Walkthrough data</li> <li>Professional Learning materials</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Administrators will monitor through classroom walkthroughs and supervise professional learning.</li> </ul>	N/A

### 5: Quality of School Climate and Safety

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2025, <i>Leestown Middle School</i> will increase the quality of school climate and safety index to 84.8 as measured by KSA. Current level is 68.6.	KCWP 6: Establishing Learning Culture and Environment	Continue to prioritize 2 out of our 3 Big Rocks: Creating Connections with Students and Meeting Needs of Diverse Learners.	Measures of success: <ul style="list-style-type: none"> <li>Walkthrough data</li> <li>Professional Learning materials</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>Walkthrough data</li> <li>SEL Lessons</li> <li>Family Contacts</li> </ul>	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Design Support Team agendas and outcomes that focus on inclusive and accessible instruction, identifying students who are struggling with behavior, academics, or attendance.	Measures of success: <ul style="list-style-type: none"> <li>• Support Team meeting minutes</li> <li>• PBIS Team minutes</li> <li>• Behavior Data</li> <li>• Attendance Data</li> </ul>	Progress Monitoring: <ul style="list-style-type: none"> <li>• Administrators will monitor through Support Team and PBIS meetings to make sure we are making progress with all students.</li> </ul>	

**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, 100% of schools 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
Objective 1:  By February 2025, 100% of schools will have developed a FACE action plan.	-Continue to implement and monitor the strategies developed in the plan	-Collaborate with the school team and FACE Lead to develop a focus for the current school year.	-Family Survey -Participation of Staff and Families	-Principal, FACE Lead, FACE Liaison will monitor monthly through school support visits	-Title I -General
		-Execute the expectations established on the FACE action plan.	-Analyze pre and post-action plan data -Participate data of staff a-Participation of Staff	-Principal, FACE Lead, and FACE Liaison will monitor at the beginning and end of the year	-Title I -General
		-Provide professional learning to school staff on evidence-based family community and engagement strategies and best practices	-Participation of Staff -Staff Learning Feedback form	-FACE Department will monitor the professional learning request form, and staff learning feedback form	-Title I -General
		Continue the use of Talking Points school-wide, which has an ESSA rating of promising.	-Number of Family Contacts		



## Special Considerations for Targeted Support and Improvement (TSI)

### Components of Turnaround Leadership Development and Support:

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

**Response:** School leadership consistently collaborates with district leadership to ensure that our implementation strategies are aligned to district protocols and priorities. The Instructional Leadership Team meets monthly to discuss implementation of Learning Walks, Instructional Rounds as well as PLC best practices. Leadership teams prioritize assessment literacy as well for professional learning.

### Identification of Critical Resources Inequities:

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

**Response:** By ensuring that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs, we will be certain that the right resources are being directed at the right students. At Leestown we have carefully selected instructional materials as well as teachers for our Tier 2 Intervention classes, and at least once a month the grade level meets to use data to determine eligibility so that we are targeting the neediest students. We have worked diligently to develop a fluid process and schedule that allows students to move in and out of intervention classes as needed. SBDM also meets monthly to ensure that we are hiring appropriately given the needs of students at that time.

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

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

**Response:** As a school, we believe that success is a result of not only identifying strategies but also in monitoring their implementation. To review the learning culture, we invited special education teachers to dissect data and look for possible improvements. We also have been incorporating special education teachers in PLC conversations as much as possible, and creating time and space for teachers to collaborate. Co-teaching is an important structure for both targeted subgroups (English learners as well as students with disabilities).

### **Targeted Subgroups and Evidence-Based Interventions:**

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

**Response: Our goal is that students all with IEPs will show significant growth on academic assessments. We would like for each student to grow at least one performance rating (example: novice to apprentice) in math and reading, comparing 23-24 and 24-25 KSA Data. In order to do this, the teachers in the special education department will identify students who have the potential to show improvement, then teachers will meet with those identified students to discuss data, and advocate for their needs including classroom strategies that work for that student. Teachers will track progress on assessments. In addition, PLCs and walkthroughs will continue to focus on “meeting the needs of diverse learners” through various evidence-based instructional practices, while imploring the TNTP goal that all students have access to on-grade level assignments and assessments.**

### **TSI Evidence-based Practices**

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

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

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

<b>Evidence-based Activity</b>	<b>Evidence Citation</b>	<b>Uploaded in CIP</b>
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<p>SIOP (sheltered instruction observation protocol) professional development and implementation for all certified staff to support diverse learners</p>	<p>Batt, E. (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. <i>Teaching and Teacher Education</i> 26, 997-1005. Boughoulid, M. (2020). The SIOP Model as an empowering teaching method for English language learners: <i>European Journal of English Language Teaching</i>, 6 (2), 39-53.</p> <p>Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i>. Routledge: New York, NY.</p>	<p><input checked="" type="checkbox"/></p>
<p>Walkthrough monitoring tools aligned to the TNTP Opportunity Myth focusing on engagement, instruction, grade-level tasks, and high expectations</p>	<p>TNTP. (2018). <i>The Opportunity Myth: What Students Can Show Us About How School Is Leng Them Down— and How to Fix It. Classroom Walkthroughs Where data-gathering and relationship-building meet for school improvement</i> <a href="https://files.eric.ed.gov/fulltext/ED611283.pdf">hps://files.eric.ed.gov/fulltext/ED611283.pdf</a></p>	<p><input type="checkbox"/></p>
		<p><input type="checkbox"/></p>
		<p><input type="checkbox"/></p>
		<p><input checked="" type="checkbox"/></p>



2024-2025 Phase One: Executive Summary for  
Schools\_09202024\_09:41

2024-2025 Phase One: Executive Summary for Schools

**Leestown Middle School**  
**Joe Gibson**  
2010 Leestown Rd  
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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?

Leestown Middle School has 1100 students and embraces diversity with a student population that is 39% Hispanic, 24%, African American, 32% White, and 3% Other. More than 60% of the students qualify for free or reduced lunch. English Language Learners make up 14% of our student body and 10.4% of students are identified with disabilities. With Leestown Middle School's classes growing at a steady pace weekly, Leestown anticipates an ever growing student population. Leestown Middle School is located on the north side of Lexington in an industrial area surrounded by the Veterans Hospital, Coca-Cola plant, UPS distribution center, Amazon, and Bluegrass Community and Technical College. The residential areas that attend Leestown include both middle and lower income areas. The location can be a barrier for some families as we are not connected to a neighborhood

### School Stakeholders

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

Leestown serves a very diverse group of students and student families. We use multiple methods to provide two-way communication to our parents. We have a very active and involved PTSA, FACE, YSC, and Title 1 committees that plan multiple parent engagement nights throughout the school year.

### 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.

Leestown Middle School is committed to engaging students in learning experiences that empower each with the tools for life-long success.

Leestown offers a wide variety of CTE exploratory classes, as well as a rigorous pre-engineering program. All students at 6th, 7th, and 8th grade levels take a class focused on Deeper Learning PBL

### 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.

Leestown was a Yellow rated school last year as designated by KSA.

Our orchestra has received a gold-level rating from KMEA Program of Excellence for the past 8 years and this year has been invited to perform at the state KMEA professional learning conference. Our band and chorus programs have received proficient and distinguished ratings from KMEA and students are being selected for all-state chorus as well as district honors band.

Our pre-engineering program was named the top middle school program in the state.

This year we will complete the process to be a Ky School to Watch.

#### Additional Information

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

Leestown is a wonderfully diverse school that celebrates and takes pride in its diversity. We also take seriously the responsibility of educating all students to the fullest, and we have a strong focus on literacy and increasing academic standards and supports for students. Leestown offers a rigorous curriculum to prepare students for high school, with accelerated classes at each grade level and a wide range of exploratory experiences including French, Spanish, robotics, and speech and drama.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for  
Schools\_10212024\_10:35

2024-2025 Phase Two: The Needs Assessment for Schools

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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.

Leestown is structured into instructional leadership teams. The Administrative instructional team consists of the Principal, Associate Principal, two Assistant Principals, and the PGES Coach. This team meets every Monday. Content Leaders meet once a month, and grade-level PLC's meet three times a week. All meetings use "data wise" agendas, and post minutes into Google Drive. MTSS meetings take place every Monday. We alternate Mondays for Academic/Behavior support.

#### **Review of Previous Plan**

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

We were able to get stakeholder support and make good progress on all of our CSIP goals from 23-24.

## 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.

Leestown received a Yellow rating but did increase the overall score from 63.1 to 63.4.

-Leestow is TSI for disability only (we improved our status from last year and no longer are TSI for EL and EL plus monitored).

- Combined Science, SS, and Writing indicator scores increased 10 points.

- EL Progresss indicator score increased to 37.2.

## 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.
  - Leestown won three attendance awards for growth in 22-24 and was again a Gold level PBIS school

### Priorities/Concerns

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

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

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

Our focus will be to increase our Math/Reading indices for students with disabilities.

### 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.

We showed significant growth in EL progress. We feel we will use some of the same strategies to target our EL students.

### Evaluate the Teaching and Learning Environment

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

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

[KCWP 5: Design, Align and Deliver Support Processes](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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

a. Complete the [Key Elements Template](#).

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

## **ATTACHMENTS**

### **Attachment Name**

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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: Design and Deploy Standards:

It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

The Career Technical Education Pathways are specific requirements for completion of college and career readiness.

Evidence of practice in place:


PLC's Common Assessments, Unite Frameworks, Walkthroughs, Data Analysis Sessions

-PLC Planning Sessions, identifying essential standards, teacher clarity work

-PLC planning sessions, walkthroughs, summer planning sessions

-Long range plans, district frameworks

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP	KCWP	• 7





2024-2025 Phase Two: School Assurances\_09202024\_09:41

2024-2025 Phase Two: School Assurances

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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:** Leestown

**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**

**Leestown Middle School is committed to engaging students in learning experiences that empower each with the tools for life-long success**

**Focus Area 1**

**Accelerated Learning: Leestown will train all teachers in using SIOP strategies in order to better differentiate learning.**

**Focus Area 2**

**PLC: All content PLC's will engage in a backward design planning structure.**



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

**Strategic Plan Priority Areas are:**

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**

**Describe Strategic Plan Priority Areas:**

**The identified focus areas are aligned with the Leestown CSIP goals including**





**Reading,  
Math,  
Science,  
Social  
Studies,  
Combined  
Writing,  
Achievement  
Gap,  
English  
Learner  
Progress.**

**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.**

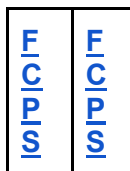
**Describe  
CDIP  
alignment:**

**The  
identified  
focus  
areas  
are  
aligned  
with  
the  
Fayette  
County  
Public  
Schools  
CDIP  
goals  
including  
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**Professional Learning Development Tools**





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<u>F</u> <u>C</u> <u>P</u> <u>S</u>	<u>FC</u> <u>PS</u> <u>Mo</u> <u>nit</u>



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<u>C</u> <u>or</u> <u>e</u> <u>El</u> <u>e</u> <u>m</u> <u>en</u> <u>ts</u> <u>of</u> <u>a</u> <u>Pr</u> <u>of</u> <u>es</u>	



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### Focus Area 1

### SIOP/Thinking Maps

#### Focus Area 1 Objectives

- All teachers will be trained in SIOP strategies
- All teachers will be trained in how to use thinking maps to differentiate for all students.



## Focus Area 1 Intended Results (Response Required)

### Student Outcomes:

- By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 46%.
- By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 37%..
- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 20%.
- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 38%.
- By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 44%.

### Educator Beliefs:

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

### Educator Practices:

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



- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

### Focus Area 1 Monitoring (Response Required)

- i. Collaborative teams will complete the PLC Continuum Self-Assessment
  - ii. Teachers, school administrators, chiefs
  - iii. Three times a year
- i. Schools must have a PLC monitoring plan/feedback form
  - ii. Teachers, school administrators, chiefs
  - iii. Quarterly
- i. Professional learning agenda
  - ii. Teachers, school administrators
  - iii. Each meeting as appropriate
- i. Collaborative teams will provide access to their meeting notes and agendas
  - ii. Teachers, school administrators
  - iii. Each meeting
- i. The district will monitor PLC implementation through observations using district tools
  - ii. Directors, chiefs





iii. Twice yearly

- i. Site visit feedback form
- ii. Principals, chiefs, directors
- iii. Twice yearly
  
- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive
- ii. Teachers, school administrators
- iii. Each meeting
  
- i. The district will provide a needs assessment to determine the current state and next steps for PLCs
- ii. Teachers, school administrators, chiefs
- iii. Twice yearly
  
- i. Student work analysis protocols, curriculum pacing, common assessment data
- ii. Teachers, school administrators
- iii. Each meeting
  
- i. Student monitoring tools and processes
- ii. Teachers, school administrators
- iii. Each meeting
  
- i. Literacy integration - unit frameworks
- ii. Teachers, school administrators
- iii. Each meeting

This monitoring information will be housed in the professional learning website and will ensure:

- Everything related to professional learning is in one place
- Regular routing of employees of all role groups to the professional learning guiding documents and support materials
- Systemically maintained district professional learning plan related artifacts, evaluation, and monitoring documentation
- collective accountability through a structure
- centralized information for relevant role groups



**Focus Area 1 Indicators of Success**

- We will see our meet GAP goals for 24-25

**Focus Area 1 Targeted Audience**

All grade level teachers

**Focus Area 1 Resources**

N/A

**Focus Area 1 Ongoing Supports for Implementation**

Follow up with embedded PD sessions throughout the school year.

**Focus Area 2**

**PLC (Backward design CASL planning)**

**Focus Area 2 Objectives**



All content PLC's will engage in a backward design unit planning process based on the CASL model.

### **Focus Area 2 Intended Results (Response Required)**

- By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 46%.
- By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 37%..
- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 20%.
- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 38%.
- By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 44%.

### **Educator Beliefs:**

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

### **Educator Practices:**

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.



- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes

### Focus Area 2 Monitoring

- i. Collaborative teams will complete the PLC Continuum Self-Assessment
  - ii. Teachers, school administrators, chiefs
  - iii. Three times a year
- i. Schools must have a PLC monitoring plan/feedback form
  - ii. Teachers, school administrators, chiefs
  - iii. Quarterly
- i. Professional learning agenda
  - ii. Teachers, school administrators
  - iii. Each meeting as appropriate
- i. Collaborative teams will provide access to their meeting notes and agendas
  - ii. Teachers, school administrators
  - iii. Each meeting
- i. The district will monitor PLC implementation through observations using district tools
  - ii. Directors, chiefs



iii. Twice yearly

- i. Site visit feedback form
- ii. Principals, chiefs, directors
- iii. Twice yearly
  
- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive
- ii. Teachers, school administrators
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- i. The district will provide a needs assessment to determine the current state and next steps for PLCs
- ii. Teachers, school administrators, chiefs
- iii. Twice yearly
  
- i. Student work analysis protocols, curriculum pacing, common assessment data
- ii. Teachers, school administrators
- iii. Each meeting
  
- i. Student monitoring tools and processes
- ii. Teachers, school administrators
- iii. Each meeting
  
- i. Literacy integration - unit frameworks
- ii. Teachers, school administrators
- iii. Each meeting

This monitoring information will be housed in the professional learning website and will ensure:

### [Focus Area 2 Indicators of Success](#)

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to know,” but don’t deserve priority attention.



- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and work behaviors that students must master in order to be successful learners.
- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.

#### Focus Area 2 Targeted Audience

All grade level teachers

#### Focus Area 2 Resources

Section 6 funds will be used to pay for planning stipends in the summer

#### Focus Area 2 Ongoing Supports for Implementation



**All admin will continue to monitor PLC's**

[Optional Extension](#)