

## 2018-2019 Phase One: Continuous Improvement Diagnostic\_09192018\_10:56

Phase One: Continuous Improvement Diagnostic

**Beaumont Middle School**  
Denis Beall  
2080 Georgian Way  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 10/04/2018  
Status: Open

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

We as a school need to continue to find new ways to engage our stakeholders. According to our parent climate survey, many of our parents see their interactions with our school staff as respectful and supportive. In contrast, there were few parents that saw their interactions with our staff as collaborative or empowering. We need to continue to find ways to have our parents be a vital part of their child's education and for our students to take ownership in their education.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Part II:


2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

A parent survey will be used to judge their feelings towards the culture in our school. We will implement new changes and then re-survey the parents to see if their views have changed. We will continue to use our weekly grade level meetings to share new strategies with teachers to have our students take on more of the learning process. We will have a team of teachers that will also work to develop a plan to help our ELL and Special Education populations in order to improve the growth that we will see with these students.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Parent Culture Survey 10-3-2018	Parent Culture Survey 10-3-2018	1

## 2018-2019 Phase Two: The Needs Assessment for Schools\_10082018\_09:58

### Phase Two: The Needs Assessment for Schools

**Beaumont Middle School**  
Denis Beall  
2080 Georgian Way  
Lexington, Kentucky, 40504  
United States of America

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Each grade level, subject specific PLC analyzed their data to determine what strategies had been successful and to determine which new strategies need to be implemented to help their students become more successful. Our PLC's also look at weekly common formative assessment data to check on student progress with current content. Our teacher leadership team also looked at data school wide to create a plan to improve the performance of our TSI groups, special education and ELL. Throughout the year, we also breakdown MAP data to see which students need intervention.

### **ATTACHMENTS**

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## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

The percentage of Distinguished readers improved in each grade level. The percentage of 7th Grade math students scoring Proficient or Distinguished increased by 9.9%. 57% of ELL students were novice readers. 63.6% of Special Education readers were novice. 49.2% of 8th grade readers were Distinguished. ELL and Special Education were the two areas that caused us to be a TSI school. We had 316 fewer behavior events during 17-18 school year than the year before.

## **ATTACHMENTS**

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

57% of ELL students were novice readers. 63.6% of Special Education readers were novice. 35% of ELL students were novice mathematicians. 39% of Special Education mathematicians were novice.

### **ATTACHMENTS**

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## Trends

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

We, as a school, continue to struggle with our ELL and Special Education students scoring significantly below our student body as a whole and other sub-populations. These differences have been seen in both Reading and Math in each of the three grade levels.

### **ATTACHMENTS**

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes 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](#)

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

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

Our focus this year has been on KCWP 5: Design, Align and Deliver Support. We have been in a system of regular data analysis of common formative assessments to track the progress of our students with content mastery. We have also revamped our intervention process to make it a more fluid process so students can get the intervention they need more quickly and effectively. We have also added supports, such as Reading Plus, to fill in the gaps of our struggling students.

### **ATTACHMENTS**

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

The percentage of Distinguished readers improved in each grade level. The percentage of 6th Grade Distinguished readers improved by 8.3%. The percentage of 6th grade Distinguished mathematicians increased by 4.6%. 7th Grade Reading improved Distinguished by 4.5%. 7th Grade Math increased P/D by 9.9%. 7th Grade Science was top 20 in the state on the new test. 8th Grade Reading had 49.2% of students Distinguished. 8th Grade Math improved Distinguished by 4%. 8th Grade Social Studies increased P/D by 5.8%. 8th Grade Writing decreased novice by 3.5% and improved P/D by 3.5%.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## 2018-2019 Phase Two: School Assurances\_10082018\_10:00

### Phase Two: School Assurances

**Beaumont Middle School**  
Denis Beall  
2080 Georgian Way  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 10/08/2018  
Status: Open

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance 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.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- Yes
  - No

- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes
- No
- N/A**

## **COMMENTS**

## **ATTACHMENTS**

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### **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Parent and Family Engagement**

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## 2018-2019 Phase Three: Comprehensive Improvement Plan for Schools\_11072018\_11:00

Phase Three: Comprehensive Improvement Plan for Schools

**Beaumont Middle School**  
Denis Beall  
2080 Georgian Way  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 12/19/2018  
Status: Open

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Beaumont 2018-2019 CSIP	Beaumont 2018-2019 CSIP	

# Comprehensive Improvement Plan for Schools

## Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

## Operational definitions of each area within the plan

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

## Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:  
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.  
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

## 1: Proficiency Goal

Goal 1 (State your proficiency goal): Increase the proficiency rating from 87.5 to 91.3 by 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, activities, the person(s) of the activity or activities, the activity or activities</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the proficiency rating from 87.5 to 88.8 by 2019.	<b>KCWP 5: Design, Align, and Deliver Support:</b> Increase individualized intervention opportunities for struggling students.	Use of Reading Plus, Prodigy, Math XL, and IXL in math and reading intervention classes.	We will see a decrease in the percentage of students that qualify for Tier 2 intervention.	2018-2019 school year	School Funds
	What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Math and ELA content teachers will teach intervention classes as a zero hour course.	We will see an increase in the percentage of students that achieve proficiency as measured by MAP scores.	2018-2019 school year	School Funds
		MTSS Team will meet monthly to focus on interventions for individual students.	We will see a decrease in the percentage of students scoring Novice on KPREP in	2018-2019 school year	None

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Reading and Math.		
	<p><b>KCWP 4: Review, Analyze, and Apply Data:</b> Weekly monitoring of common assessment data through PLC's. What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?</p>	<p>Teachers will use DSS time to create, score, and analyze data from common formative assessments on a weekly basis. Teachers will also plan Tier 1 intervention from data analysis.</p>	<p>We will see a decrease in the percentage of students that qualify for Tier 2 intervention.</p>	<p>2018-2019 school year</p>	<p>None</p>
	<p><b>KCWP 2: Design and Deliver Instruction:</b> Teacher training for use of Collections and enVisions curriculum and resources How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?</p>	<p>ELA and math teachers will receive training from district CIA department prior to and during the school year to improve implementation of Collections and enVisions curriculum.</p>	<p>We will see a decrease in the percentage of students that qualify for Tier 2 intervention.</p>	<p>2018-2019 school year</p>	<p>District Funds</p>
	<p><b>KCWP 1: Design and Deploy Standards</b> Teacher training for use of Collections and</p>				

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	enVisions curriculum and resources Describe your processes for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards?				
Objective 2					

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): Increase the separate academic indicator from 80.9 to 86.7 by 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, activities, the person(s) of the activity or activities, the activity or activities</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the separate academic indicator from 80.9 to 82.81 by 2019.	<b>KCWP 4: Review, Analyze, and Apply Data:</b> Weekly monitoring of common assessment data through PLC's. What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?	Teachers will use DSS time to create, score, and analyze data from common formative assessments on a weekly basis. Teachers will also plan Tier 1 intervention from data analysis.	We will see a decrease in the percentage of students that qualify for Tier 2 intervention.	2018-2019 school year	None
		Social Studies teachers will use weekly flashback quizzes to monitor understanding of previous content.	We will see a decrease in the percentage of novice students in Social Studies	2018-2019 school year	None
	<b>KCWP 5: Design, Align, and Deliver Support:</b> Use of Flocabulary in ELA and Social Studies to build student vocabulary and understanding of content. What system or processes are in place to		Teachers will incorporate content from Flocabulary in ELA and Social Studies classes to help students master content.	We will see a decrease in the percentage of novice students in Writing and Social Studies	2018-2019 school year

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	ensure appropriate academic interventions are taking place to meet the needs of all students?				
	<b>KCWP 2: Design and Deliver Instruction:</b> Science teachers will focus on explaining models, phenomena, and justifications in their classes. How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?	Teachers will use INQ-its online labs to be able to get instant feedback on student understanding.		2018-2019 school year	School Funds
		Teachers will use story lines on their teacher made assessments to model the KPREP assessment.		2018-2019 school year	None
	<b>KCWP 2: Design and Deliver Instruction:</b> ELA Teachers will incorporate argumentative, narrative, and informative/explanatory writing into their summative assessments and activities. How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure	ELA DSS groups will work to create, assess, and analyze data on common writing tasks throughout the ELA curriculum.	We will see a decrease in the percentage of students earning Novice in On Demand Writing.	2018-2019 school year	None



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	congruency to the intent of the learning target?				

### 3: Gap

Goal 3 (State your Gap goal): Decrease the number of subpopulations that are TSI from 2 to 0 by 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, activities, the person(s) of the activity or activities, the activity or activities</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Increase the growth score of our ELL students from 5.9 to 9.5 by 2019 KPREP administration.</p>	<p><b>KCWP 5: Design, Align, and Deliver Support:</b> Increase the individualized opportunities for our students to have intervention. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</p>	<p>Use of Reading Plus, Prodigy, Math XL, and IXL in math intervention, reading intervention, and ELL resource classes.</p>	<p>We will see a decrease in the percentage of students that qualify for Tier 2 intervention.</p>	<p>2018-2019 school year</p>	<p>School Funds</p>
		<p>MTSS Team will meet monthly to focus on interventions for individual students.</p>	<p>We will see a decrease in the percentage of students scoring Novice on KPREP in Reading and Math.</p>	<p>2018-2019 school year</p>	<p>None</p>
	<p><b>KCWP 2: Design and Deliver Instruction:</b> Teacher training for use of Collections and enVisions curriculum and resources</p>	<p>ELA and math teachers will receive training from district CIA department prior to and during the school year to improve implementation of</p>	<p>We will see a decrease in the percentage of students that qualify for Tier 2 intervention.</p>	<p>2018-2019 school year</p>	<p>District Funds</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?	Collections and enVisions curriculum.			
		Teachers will receive training in teaching academic vocabulary and language acquisition through weekly grade level meetings	We will see an increase in the growth score for our ELL students.	2018-2019 school year	None
	<b>KCWP 5: Design, Align, and Deliver Support:</b> Increase opportunities for ELL teacher to collaborate in ELA classes. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Our second ELL teacher will collaborate with 7 <sup>th</sup> grade ELA teachers to help our ELL students continue to master content.	We will see a higher percentage of our ELL students reach proficiency on the KPREP Reading assessment.	2018-2019 school year	District Funds
Increase the growth score of our students with disabilities from 3.9 to 9.5 by 2019 KPREP administration.	<b>KCWP 5: Design, Align, and Deliver Support:</b> Increase the individualized opportunities for our students to have intervention. What system or processes are in place to ensure appropriate academic interventions are	Use of Reading Plus, Prodigy, Math XL, and IXL in math and reading intervention classes.	We will see a decrease in the percentage of students that qualify for Tier 2 intervention.	2018-2019 school year	School Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	taking place to meet the needs of all students?				
	<p><b>KCWP 2: Design and Deliver Instruction:</b>            Teacher training for use of Collections and enVisions curriculum and resources            How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?</p>	ELA and math teachers will receive training from district CIA department prior to and during the school year to improve implementation of Collections and enVisions curriculum.	We will see a decrease in the percentage of students that qualify for Tier 2 intervention.	2018-2019 school year	District Funds
		Teachers will receive training in the six models of co-teaching through our weekly grade level meetings.	We will see an increase in the growth score for our students with disabilities.	2018-2019 school year	None

#### 4: Graduation rate

Goal 4 (State your Graduation Rate goal):

Which **Strategy** will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)

- [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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, activities, the person(s) of the activity or activities, the activity or activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

## 5: Growth

Goal 5 (State your Growth goal): Increase the growth rating from 14.2 to 23.0 by 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, activities, the person(s) of the activity or activities, the activity or activities</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the growth rating from 14.2 to 17.2 by 2019.	<b>KCWP 5: Design, Align, and Deliver Support:</b> Increase the individualized opportunities for our students to have intervention. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Use of Reading Plus, Prodigy, and IXL in math and reading intervention classes.	We will see a decrease in the percentage of students that qualify for Tier 2 intervention.	2018-2019 school year	School Funds
	<b>KCWP 5: Design, Align, and Deliver Support:</b> Improve our MTSS process to be more efficient and train teachers to better	Administrators and Special Education staff will train teachers on tiered intervention and their responsibilities in the process. We will progress	Teachers will be able to better participate in the MTSS system and monitor students with interventions.	2018-2019 school year	None

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	understand the process. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	monitor through weekly common formative assessments, IXL, Reading Plus, and MAP.			
		Meet twice a month with SPS to monitor student progress for struggling students.	We will see fewer students that qualify for Tier 2 interventions.	2018-2019 school year	None
		MTSS Team will meet monthly to focus on interventions for individual students.	We will see a decrease in the percentage of students scoring Novice on KPREP in Reading and Math.	2018-2019 school year	None
Teachers will use DSS time to create, score, and analyze data from common formative assessments on a weekly basis. Teachers will also work with our GT Resource Teacher to help grow middle and high achieving students.		We will see a higher growth score for our students this year.	2018-2019 school year	District Funds	
Objective 2					

## 6: Transition Readiness

Goal 6 (State your Transition Readiness goal): The percent of student scoring in the low and low average range in reading on MAP will decrease from 20% to 10% on the spring 2021 administration. The percent of students scoring in the low and low average range in math on MAP will decrease from 23% on the spring 2021 administration.

<p>Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, list the activities, the person(s) responsible for the activity or activities, and the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Decrease the percent of students scoring in the low/low average range in reading on MAP by 3% from the fall administration to the spring 2019 administration.</p> <p>Decrease the percent of students scoring in the low/low average range in math on MAP by 4% from the fall administration to the spring 2019 administration.</p>	<p><b>KCWP 5: Design, Align, and Deliver Support:</b> Increase individualized intervention opportunities for struggling students. What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</p>	<p>Use of Reading Plus, Prodigy, Math XL, and IXL in math and reading intervention classes.</p>	<p>We will see a decrease in the percentage of students that qualify for Tier 2 intervention.</p>	<p>2018-2019 school year</p>	<p>School Funds</p>
		<p>Math and ELA content teachers will teach intervention classes as a zero hour course leading to better collaboration between intervention teachers and content teachers.</p>	<p>We will see an increase in the percentage of students that achieve proficiency as measured by MAP scores.</p>	<p>2018-2019 school year</p>	<p>School Funds</p>
		<p>MTSS Team will meet monthly to focus on interventions for individual students.</p>	<p>We will see a decrease in the percentage of students scoring Novice on KPREP in</p>	<p>2018-2019 school year</p>	<p>None</p>



Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
			Reading and Math.		
	<p><b>KCWP 4: Review, Analyze, and Apply Data:</b> Weekly monitoring of common assessment data through PLC's.</p> <p>What systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction?</p>	<p>Teachers will use DSS time to create, score, and analyze data from common formative assessments on a weekly basis. Teachers will also plan Tier 1 intervention from data analysis.</p>	<p>We will see a decrease in the percentage of students that qualify for Tier 2 intervention.</p>	<p>2018-2019 school year</p>	<p>None</p>
	<p><b>KCWP 2: Design and Deliver Instruction:</b>Teacher training for use of Collections and enVisions curriculum and resources</p> <p>How do school/district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?</p>	<p>ELA and math teachers will receive training from district CIA department prior to and during the school year to improve implementation of Collections and enVisions curriculum .</p>	<p>We will see a decrease in the percentage of students that qualify for Tier 2 intervention.</p>	<p>2018-2019 school year</p>	<p>District Funds</p>
Objective 2					



## 7: Other (optional)

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)

- [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](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

- [KCWP1: Design and Deploy Standards Classroom Activities](#)
- [KCWP2: Design and Deliver Instruction Classroom Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy Classroom Activities](#)
- [KCWP4: Review, Analyze and Apply Data Classroom Activities](#)
- [KCWP5: Design, Align and Deliver Support Classroom Activities](#)
- [KCWP6: Establishing Learning Culture and Environment Classroom Activities](#)

In the following chart, activities, the person(s) of the activity or activities, the activity or activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					

**2018-2019 Phase Three: Closing the Achievement Gap  
Diagnostic\_11072018\_11:01**

Phase Three: Closing the Achievement Gap Diagnostic

**Beaumont Middle School**  
Denis Beall  
2080 Georgian Way  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 12/11/2018  
Status: Open

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Spreadsheet is attached.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

We, as a school, are focused on all of our students growing. We have interventions in place to help students that may struggle with reading or math to continue to grow. As a staff, we have a belief that all students can learn and that all students can grow.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

We continue to work to push all students forward in their learning. We have been successful in seeing growth in our African American, Hispanic, and students that are on free and reduced lunch. Our school continues to see gaps in achievement with our special education and ELL students.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

We continue to see increases in Proficient and Distinguished, as a school, in most areas. We saw some decline in 6th grade reading, but traditionally our school sees higher scores in 7th and 8th grade than we do in 6th grade. We saw the largest increase in 7th grade math.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Our biggest two areas of concern are reading and math with our ELL and special education students.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

We have worked with our staff on several different things to help our students. Before school started, we had professional development on our MTSS process to make sure that our teachers understood their role in the process and what was expected when completing tier 2 and 3 forms. We also had PD for our intervention teachers with regards to how to incorporate Reading Plus and IXL into our reading and math intervention classes. As part of our embedded PD throughout the year, we are working with our teachers on teaching students of poverty, how to teach academic vocabulary to all students, but particularly ELL students, and also looking at different models of co-teaching to improve the instruction in our co-taught classrooms.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

We continue to work with our struggling students and their families. There are a variety of different reasons that have prevented certain students from becoming proficient in reading and math. For a handful of our students, attendance is an issue that prevents them from making progress. We work closely with our assistant DPP, but a few of our students are habitually absent. We also have students that are growing, but not at the rate we would like. Some of these issues come from the fact that they have gaps in their background knowledge. We work through our intervention classes

to fill in those gaps, but some students are several years behind when they come to us. We are making progress with many of the students, but have not reached proficiency yet.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

We have a school wide, tiered system of supports for our students. Each PLC gives weekly formative assessments and analyzes the data so that they can give tier 1 intervention in their classrooms. Our MTSS team then meets monthly with each ELA teacher, math teacher, special education representative, ELL teacher, and an administrator. They look at students that are in intervention, who may need to be placed in intervention, and who may need to come out of intervention. We look at data on each student to determine the next steps for each one. Our SPS team then meets twice a month to look at students that may need to be referred for special education services. They pull in their teachers and special education representatives to look at the student data on individual students and make plans for tier 2 and 3 intervention, if needed.



### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Our main goals focus on our TSI groups: students with disabilities and ELL students. Our goals are for these students to have a lower percentage of novice students in reading and math and to also increase the percentage of these students that reach proficiency in reading and/or math. We also want to improve the growth score for each of these groups to 9.5 or greater by 2021.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Achievement Gap Group Identification	I
 Planning the Work CSIP	Planning the Work CSIP	III

## 2018-2019 Phase Three: Executive Summary for Schools\_11072018\_11:03

### Phase Three: Executive Summary for Schools

**Beaumont Middle School**  
Denis Beall  
2080 Georgian Way  
Lexington, Kentucky, 40504  
United States of America

Last Modified: 12/11/2018  
Status: Open

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

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

We are a school of just under 1,000 middle school students in Lexington, KY. Due to redistricting, our population has dropped almost 200 students over the last two years. We have 3 teams in each grade level that are made up of ELA, Math, Science, and Social Studies teachers that work with the same students. We have a community that is very engaged in our school and the work that their students are doing. Our parents are very supportive and have high expectations for our school. Our ELL and special education numbers continue to grow, even though our overall enrollment has declined. We have a veteran staff, with most of our teachers having tenure. We offer accelerated classes in all core areas, as well as three foreign languages. Our music program is very strong with Choir, Band, and Orchestra being offered as year long courses.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Beaumont Middle School is to educate students for meaningful participation in a changing world. Building upon a thorough foundation of basic skills, we want to respect personal uniqueness and educate the whole child to reach maximum potential. By using a team-oriented setting and utilizing input from the entire school community, we are committed to help students: 1) achieve academic success, 2) demonstrate appropriate behavior 3) participate in extracurricular activities.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### 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.

Our school traditionally is one of the best middle schools in Fayette County and Central Kentucky. We have scored well on KPREP assessments and continue to see growth as a school year after year. We continue to work to improve the achievement of our students with disabilities and ELL students.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Additional Information

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

N/A

**ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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