

## Phase One: Continuous Improvement Diagnostic\_09192018\_10:53

Phase One: Continuous Improvement Diagnostic

**Leestown Middle School**  
Joe Gibson  
2010 Leestown Rd  
Lexington, Kentucky, 40511  
United States of America

Last Modified: 12/11/2018  
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.

Items to address from the most recent TELL survey: School Leadership-- 6.6.-- Teachers have an appropriate level of influence on decision making in this school (81.4%)-- In order to build leadership capacity among our staff, we will work to include them as decision makers. Professional Learning-- Teachers have sufficient training to fully utilize instructional technology (82%)-- in order to teach our students the tools they will need for life long learning, teachers will create lessons that will fully utilize technology. We have reserved 12 hours of technology PD this year and have invested in technology resources for students and teachers. ITEMS TO ADDRESS FROM PBIS (SAS): -Booster training activities for students are developed, modified, & conducted based on school data

#### **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.

- Administrative team (Joe Gibson, Latonya Meekins, Beth Lee, Leon Buford Kelly, and Alison Wright) will meet to identify strengths and weaknesses with the 6 key core work processes. - Departments will desegregate KPREP data in order to identify areas of need. -A variety of stakeholders will be included ( teachers, staff, and families). To ensure participation from all Leestown teachers and staff, suggestions and feedback will be gathered from meetings including department, Instructional Leadership, and PTSA meetings. Since participants have the opportunity to discuss the plan in multiple settings, feedback will reflect multiple perspectives based on their roles - from the department, from the PTSA, from the parents, etc. In addition to the established meetings, Leestown will use family events like Progress Report Nights to share the plan and gather feedback from family members.

#### **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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## Phase Two: The Needs Assessment for Schools\_10292018\_14:27

Phase Two: The Needs Assessment for Schools

**Leestown Middle School**  
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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?

Leestown is structured into instructional leadership teams. The Administrative Instructional Team consists of the Principal, Associate Principal, Two Administrative Deans, and the PGES Coach. This team meets every Monday. Content (department leaders) teams meet once a month with the administrative team. All departments develop smart goals based on department data disaggregation of local standardized assessments. Grade level PLC's meet three times a week. All meetings use a "meeting wise" agenda and post minutes in Google drive. Grade level content PLC's use a common data analysis protocol (DuFour's Data Analysis Protocol) for common formative and summative assessments twice per unit. Administrators attend data protocol sessions to help identify trends and student needs as well as to support teachers in analyzing data and determining next steps. The data protocol sessions help inform the school-wide remediation/enrichment program that takes place Thursday mornings. Finally, students create and edit data portfolios four times per year, in which they analyze their grades, attendance and test scores (MAP and KREP). Students also reflect on their performance in several areas at this time.

### **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.
- 54% of our students scored a combined proficient and distinguished on KPREP Reading in 2018
- 50% of our students scored a combined proficient and distinguished on KPREP Math in 2018 - Leestown scored a 73 in overall achievement for 2018 (state cut score was 62). -Leestown scored 61.9 in separate academic indicator for 2018 (state cut score was 55) -Leestown scored a 11.3 in overall growth for 2018 (state cut score was 9.5).

## **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.

Academic: - Leestown is labeled as TSI for Hispanic students-- 60.4 achievement, 54.2 separate academic, 7.4 growth - Leestown is labeled as TSI for Students with disabilities-- 31.3 achievement, , 28.1 separate academic, 7.9 growth - Leestown is labeled as TSI for English Language Learners-- 41 achievement, 35.3 separate academic, 6.3 growth Non-academic: -There are 4 NBCT's currently on staff.

### **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?

Academic: Improve the effectiveness of Tier 1 instruction in order to make sure that all students have access to grade-appropriate assignments, strong instruction, deep engagements and teachers who hold high expectations. This includes implementing effective questioning strategies and technology integration.

### **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](#)

KWCP1: Common Curriculum Guides/Pacing Guides ELA and Math, PLC/Collegial Planning, Alignment between in-class and out-of-class assessments (MAP, KPREP), Peer observation, walkthroughs KWCP2: PLC meetings/collegial planning, Data analysis of assessments, PDSA, Cultural Responsive Teaching, SIOP strategies embedded KWCP3: Thorough systematic planning process, involving students in assessments, varied assessment opportunities, using data to inform next steps of instruction KWCP4: Focus on the “Act” of the PDSA model. How does the data change how instruction is delivered?, Mindful of balanced assessment system, CASL, continue to define Data Protocol meetings, FAST progress monitoring, Thursday mentor groups KWCP5: Support Team Meetings protocol (decision-making matrix), positive referrals, using MAP data, data meeting during embedded PD KWCP6: Mission/Vision protocol (Leestown 2020), CTRL trainings for staff, goal setting for TSI groups

### **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%.

PBIS Data 2018-19 (attached) shows that students are in class learning. This is attributed to the Leestown Way systematic approach to school-wide behaviors, as well as a tiered intervention system for behavior as well as classroom practices such as CHAMPS. In 2017, 98% of teachers agreed that students understand expectations for their conduct according to the TELL survey (compared to state average 87%).

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: School Assurances\_11132018\_17:36

Phase Two: School Assurances

**Leestown Middle School**  
Joe Gibson  
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Lexington, Kentucky, 40511  
United States of America

Last Modified: 11/13/2018  
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**

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

### **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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## Phase Three: Title I Annual Review\_12042018\_17:33

Phase Three: Title I Annual Review

**Leestown Middle School**  
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United States of America

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## Phase Three: Title I Annual Review

### Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Literacy and math are the focus of our efforts to improve academic achievement of all students. Title I funding will enable us to meet the needs of our students and close the achievement gaps by hiring additional math and language arts teachers as well as intervention staff. Leestown students in 6th, 7th, and 8th grade will receive double language arts instruction one semester of the year and double math instruction for the other semester. The extra math and reading will be grouped to provide Tier 2 intervention for all students in all three grades. Reading Plus will be purchased to support tier 2 instruction. The extra instruction will be focused on Common Core standards and delivery of those standards using developmentally appropriate strategies. A reading interventionist at grade 6 and 7 will provide Tier 3 instruction to students who have missed foundational reading skills through the LLI (Leveled Literacy Intervention) program. Some funds will be used to support two Science positions to help meet the new NGSS standards.

### **ATTACHMENTS**

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## Schoolwide Plan

**Rationale:** The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Title I funding will assist our school in building parents' capacity to participate in their child's education. Communication is a key component of building this capacity. Title I funding will be used to purchase student agenda books/planners to increase communication between home and school. Refrigerator magnets will be purchased and distributed with pertinent school information to increase communication and parent/family participation. Parents/families will receive a syllabus for each class quarterly detailing what will be covered weekly and encourage parents to become active partners in their child's education. 65% of our students qualify for free and reduced lunch which means that many of our students' homes are not equipped with reading materials. Title I funds will be used to purchase two books to be sent home with students—one during winter break and the other during the summer. These books will enable families to begin building small home literacy libraries with their children as well as building a family culture that emphasizes the importance of literacy. "Families Reading Together" forms will be sent home with the books. If parents and children fill out and return the form indicating that each read the book and they discussed it together, both parent and child will be eligible for prizes funded by the PTSA.

### **ATTACHMENTS**

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## Parent and Family Engagement (ESSA Section 1116)

### Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop 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 academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide 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, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Title I funding will assist our school in building parents' capacity to participate in their child's education. Communication is a key component of building this capacity. Title I funding will be used to purchase student agenda books/planners to increase communication between home and school. Refrigerator magnets will be purchased and distributed with pertinent school information to increase communication and parent/family participation. Parents/families will receive a syllabus for each class quarterly detailing what will be covered weekly and encourage parents to become active partners in their child's education. 67% of our students qualify for free and reduced lunch which means that many of our students' homes are not equipped with reading materials. Title I funds will be used to purchase two books to be sent home with students—one during winter break and the other during the summer. These books will enable families to begin building small home literacy libraries with their children as well as building a family culture that emphasizes the importance of literacy. "Families Reading Together" forms will be sent home with the books. If parents and children fill out and return the form indicating that each read the book and they discussed it together, both parent and child will be eligible for prizes funded by the PTSA.

### **ATTACHMENTS**

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Title 1 funds will be used to coordinate family learning nights. During these nights we will have sessions to help our families be better advocates for their child's learning. LMS will also host a camp for incoming 6th graders during the summer. The camp will be an introduction to middle school and will focus on a smooth transition from and elementary to a secondary school setting.

### **ATTACHMENTS**

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## Evaluation of the Schoolwide Program

### **Rationale:**

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Evaluation plan attached.

### **ATTACHMENTS**

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

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Evaluation plan attached.

### **ATTACHMENTS**

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Evaluation plan attached.

### **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)
 SWP	School Wide Program	1, 3A, 3B
 Title 1 evaluation plan	Title 1 evaluation plan	4A, 4B, 4C

# 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 73 to 81.1 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, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the proficiency rating from 73 to 75.7 by 2019.	KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	Use of district pacing guides and instructional guidelines ensuring implementation with fidelity of district curricula (enVisions and Collections).	PLC planning documents, enVisions and Collections data	Weekly	n/a
		Use of tiered interventions to ensure mastery of standards for all students.	Mentor groups, ESS, Reflex Math, Reading Plus	Weekly	n/a
	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.	Review and communicate Leestown teacher academic expectations (high yield strategies, learning targets, language targets, academic vocabulary, and SIOP strategies).	Walk-throughs, Peer observation (departmental) feedback	Weekly	n/a
	KCWP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and	Data Protocol Meetings for subject and grade-level formative and summative assessments.	Rubrics and Data Protocol documents (including item analysis) and for each unit of study	Weekly	n/a
Data Meetings will be held regularly within each department to discuss vertical alignment and student		MAP, KPREP, Collections and enVisions data	Quarterly and as assessment data is released	n/a	



	interim assessment data) in order to determine priorities for individual student success.	achievement and make adjustments as necessary.			
	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Data-driven Team meetings to determine support needed for individual students will be held biweekly.	Support Team Meeting data, Tiered student data	Twice monthly	n/a
		Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.	Planning documents, PLC meetings	Weekly	n/a
	KCWP 6: Establish Learning Culture and Environment	Review and communicate Leestown behavior expectations using Leestown Way activities and protocol and use universal systems for monitoring behavior to support classroom instruction.	Leestown Way documentation, common expectations visible throughout school, SIMs data, behavior data	Weekly	n/a

## 2: Separate Academic Indicator

Goal 2 (State your separate academic indicator goal): **Increase the separate academic indicator rating from 61.9 to 73.3 by 2021.**

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, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the separate academic indicator from 61.9 to 65.71 by 2019.	KWCP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	Implement school-wide literacy initiative, including CERT body paragraphs and weekly vocabulary words	Evidence of CERT in walkthroughs and in writing performance assessment	Weekly	n/a
		Implement and evaluate the success of school-wide writing classes, which allow students to have intensive reading and writing instruction	Writing assessments, free response question analyses	Weekly	n/a
		Departmental vertical alignment of standards and calibration of assessments (science, writing, and social studies)	Department meetings, Planning documents, walkthrough data, peer observation	Weekly	n/a
	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.	Social studies teachers will align SIOP strategies as well as implement Document-Based Questions in all 3 grades	Planning documents, walkthrough data, peer observation	Weekly	n/a
		All departments will participate in SIOP professional learning days (3 per year) to embed SIOP strategies and collaborate as a department on planning	SIOP planning documents	Fall, Winter, Spring	Title II

	<p>KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Data Protocol Meetings for subject and grade-level formative and summative assessments, including writing performance assessments</p>	<p>Rubrics and Data Protocol documents (including item analysis) for each unit of study</p>	<p>Weekly</p>	<p>n/a</p>
	<p>KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Teachers and students use bi-quarterly Data Notebook meetings to examine and reflect upon attendance, assessment data, and grades</p>	<p>Individual students' data notebooks</p>	<p>Bi-quarterly</p>	<p>n/a</p>

### 3: Gap

Goal 3 (State your Gap goal): **Decrease the sub population indicated as TSI to 0 by 2021.**

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, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase proficiency rating of Hispanic TSI group from 60.4 to 62.0 by 2019.	KWCP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	ELA and Math teachers will continue to engage in ongoing professional learning on enVision and Collections expectations and instruction.	enVisions and Collections data, MAP, KPREP	Ongoing	n/a
		PLC meetings are held at least twice a week in which teachers collaborate to determine appropriate pacing and activities (including remediation and enrichment) to meet the needs of all students	PLC documentation, walkthrough data, assessment data	Ongoing	n/a
	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.	The Culturally Responsive Teaching & Learning (CTRL Committee) and instructional coaches will ensure ongoing professional learning and coaching on high yield CRTL instructional strategies and/or SIOP strategies from the work of Marzano and Hattie	Increased number of teachers using CRTL strategies as evidenced in walkthrough data	Ongoing	n/a
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have	Students will engage in Data Notebook conferencing bi-quarterly to examine and reflect upon	TELL, ACCESS, attendance, MAP, KPREP data	Ongoing	n/a

	established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	attendance, assessment data, and grades			
		Data protocol meetings in which teachers disaggregate data to monitor student progress	Data protocol meetings	Ongoing	n/a
	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Data-driven Team meetings to determine support needed for individual students held biweekly.	Support Team Meeting data, Tiered student data	Twice monthly	n/a
		Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.	Planning documents, PLC meetings	Weekly	n/a
	KWCP 6: Establishing Learning Culture and Environment: Improve and sustain the learning culture and environmental systems in order to ensure an optimal and safe learning environment and reduce barriers to learning.	Ensure that classrooms operate within the Leestown's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity academically and behaviorally	Leestown Way expectations are visible in hallways and classrooms	Ongoing	n/a
		Hold regular showcase nights as well as conference nights both at Leestown and at neighboring elementary schools	Increased parent and family involvement	Ongoing	n/a
Objective 2 Increase proficiency rating of Disability TSI group from 31.3 to 62.0 by 2019.	KWCP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	ELA and Math teachers engage in ongoing professional learning on enVision and Collections expectations and instruction	enVisions and Collections data, MAP, KPREP	Ongoing	n/a
		PLC meetings are held at least twice a week in which teachers collaborate to determine appropriate pacing and activities (including remediation and enrichment) to meet the needs of all students	PLC documentation, walkthrough data, assessment data	Ongoing	n/a

	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.	The Culturally Responsive Teaching & Learning (CTRL Committee) and instructional coaches will ensure ongoing professional learning and coaching on high yield CTRL instructional strategies and/or SIOP strategies from the work of Marzano and Hattie	Increased number of teachers using CTRL strategies as evidenced in walkthrough data	Ongoing	n/a
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	Students will engage in Data Notebook conferencing bi-quarterly to examine and reflect upon attendance, assessment data, and grades	TELL, ACCESS, attendance, MAP, KPREP data	Ongoing	n/a
		Data protocol meetings in which teachers disaggregate data to monitor student progress	Data protocol meeting notes, assessment data	Ongoing	n/a
	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Data-driven Team meetings to determine support needed for individual students held biweekly.	Support Team Meeting data, Tiered student data	Twice monthly	n/a
		Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.	Planning documents, PLC meetings	Weekly	n/a
	KWCP 6: Establishing Learning Culture and Environment: Improve and sustain the learning culture and environmental systems in order to ensure an optimal and safe learning environment and reduce barriers to learning.	Ensure that classrooms operate within the Leestown's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity academically and behaviorally	Leestown Way expectations are visible in hallways and classrooms	Ongoing	n/a
		Hold regular showcase nights as well as conference nights both at Leestown and at neighboring elementary schools	Increased parent and family involvement	Ongoing	n/a

Objective 3 Increase proficiency rating of ELL TSI group from 41 to 62.0 by 2019.	KWCP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	ELA and Math teachers engage in ongoing professional learning on enVision and Collections expectations and instruction	enVisions and Collections data, MAP, KPREP	Ongoing	n/a
		PLC meetings are held at least twice a week in which teachers collaborate to determine appropriate pacing and activities (including remediation and enrichment) to meet the needs of all students	PLC documentation, walkthrough data, assessment data	Ongoing	n/a
	KWCP 2: Design and Deliver Instruction: Develop and implement systems of collaboration that meet the Tier I educational needs of all students.	The Culturally Responsive Teaching & Learning (CTRL Committee) and instructional coaches will ensure ongoing professional learning and coaching on high yield CTRL instructional strategies and/or SIOP strategies from the work of Marzano and Hattie	Increased number of teachers using CTRL strategies as evidenced in walkthrough data	Ongoing	n/a
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	Students will engage in Data Notebook conferencing bi-quarterly to examine and reflect upon attendance, assessment data, and grades	TELL, ACCESS, attendance, MAP, KPREP data	Ongoing	n/a
		Data protocol meetings in which teachers disaggregate data to monitor student progress	Data protocol meetings	Ongoing	n/a
	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Data-driven Team meetings to determine support needed for individual students held biweekly.	Support Team Meeting data, Tiered student data	Twice monthly	n/a
		Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.	Planning documents, PLC meetings	Weekly	n/a

	KWCP 6: Establishing Learning Culture and Environment: Improve and sustain the learning culture and environmental systems in order to ensure an optimal and safe learning environment and reduce barriers to learning.	Ensure that classrooms operate within the Leestown's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity academically and behaviorally	Leestown Way expectations are visible in hallways and classrooms	Ongoing	n/a
		Hold regular showcase nights as well as conference nights both at Leestown and at neighboring elementary schools	Increased parent and family involvement	Ongoing	n/a



#### 4: Growth

Goal 4 (State your Growth goal): **Increase the growth indicator from 11.3 to 13 by 2021.**

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, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the growth indicator rating from 11.3 to 12.3 by 2019.	KWCP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	Use of district pacing guides in Math and ELA	PLC planning documents	Weekly	n/a
		Use of tiered interventions to ensure mastery of standards for all students	Mentor groups, ESS, Reflex Math, Reading Plus	Weekly	n/a
	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.	Review and communicate Leestown teacher academic expectations (high yield strategies, learning targets, language targets SIOP vocabulary)	Walk-throughs, Peer observation (departmental) feedback	Weekly	n/a
		Review and communicate Leestown behavior expectations using Leestown Way and use universal systems for monitoring behavior and supporting teacher instruction	Leestown Way documentation, common expectations visible throughout school, SIMs data, behavior data	Weekly	n/a
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for	Data Protocol Meetings for subject and grade-level formative and summative assessments	Rubrics and Data Protocol documents (including item	Weekly	n/a

	examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.		analyses) and for each unit of study		
		Data Meetings within department to discuss vertical alignment and student achievement and make adjustments as necessary	MAP, KPREP, Collections and enVisions data	Quarterly and as assessment data is released	n/a
	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Data-driven Team meetings to determine support needed for individual students held biweekly	Support Team Meeting data, Tiered student data	Twice monthly	n/a
		Teachers will provide appropriate intervention and enrichment opportunities within Tier 1	Planning documents, PLC meetings	Weekly	n/a

## 5: Transition Readiness

Goal 5 (*State your Transition Readiness goal*): Increase the combined percentage of students scoring in the proficient and distinguished range on MAP (using the 2017 Linking study report) to 65% in math and reading by Spring 2020.

<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, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 Increase the percentage of students scoring proficient or distinguished on math MAP from 35% to 45% by Spring 2019.	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.	Teachers will engage in enVisions professional learning to collaborate with other math teachers with the goal of embedding the three priorities into everyday instruction: curriculum use, student thinking and discussion, and appropriate balance of rigor.	Evidence from classroom observations, MAP and KPREP data, enVisions data	Monthly	n/a
		Teachers will participate in peer observations to prioritize strategic next steps both in their classes and others.	Evidence from peer observations, planning documents	Ongoing	n/a
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	Teachers and administrators will analyze summative enVisions data to determine next steps.	enVisions data protocol conducted	After each assessment	n/a
		Teachers and administrators will analyze MAP data (Fall and Winter) to determine next steps	MAP data protocol conducted	After each MAP window	n/a

	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Students who are determined to need Tier 2 and Tier 3 interventions will receive interventions through mentor group, ESS, or intervention class using research-based programs (Black Box, Reflex Math)	Reflex Math data, FAST data, MAP data	Ongoing	n/a
Objective 2 Increase the percentage of students scoring proficient or distinguished on reading MAP from 46% to 52% by Spring 2019.	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.	Teachers will engage in Collections professional learning to collaborate with other ELA teachers concerning best practices	Evidence from classroom observations, MAP and KPREP data, enVisions data	Monthly	n/a
		Teachers will participate in peer observations to prioritize strategic next steps both in their classes and others.	Evidence from peer observations, planning documents	Ongoing	n/a
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	ELA teachers will calibrate data from the school performance assessment against the district rubric.	Performance assessment data	After performance assessment	n/a
		Teachers and administrators will analyze MAP data (Fall and Winter) to determine next steps	MAP data protocol conducted	After each MAP window	n/a
	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Students who are determined to need Tier 2 and Tier 3 interventions will receive interventions through mentor group, ESS, or intervention class using research-based programs (Reading Plus)	FAST data, MAP data, Reading Plus data	Ongoing	n/a



## Phase Three: Closing the Achievement Gap Diagnostic\_12042018\_17:21

Phase Three: Closing the Achievement Gap Diagnostic

**Leestown Middle School**  
Joe Gibson  
2010 Leestown Rd  
Lexington, Kentucky, 40511  
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.

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.

Leestown Middle School has developed a character education program called The Leestown Way that is centered around the acronym RESPECT. This is the way all Leestown students treat one another. Our teachers have attended professional learning focused on Culturally Responsive Teaching and according to the 2017 TELL survey 92.9% of our teachers report that Leestown is a great place to work and learn. This percentage is higher than district and state average.

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.

Leestown middle scored higher than cut scores as a school for achievement, growth, and separate academic indicator. In addition, we made the cut scores for our free reduced population, African American students, and White students. We are designated as TSI for Latino, ESL, and students with disabilities.

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

Free and reduced lunch and African American students.

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

Latin, ESL, and students with disabilities.

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).*

Teachers complete a professional learning plan at the beginning of the school year. 12 hours of the plan is designated for content related PD. The school provides the other 12 hours focused on the school's instructional expectations. The school continues to utilize KAGAN cooperative learning strategies, and the sheltered Instruction Protocol (SIOP). Monthly faculty meetings are designed as learning workshops centered around novice reduction strategies. Our ESS program focuses on literacy and math guilds for students scoring below the 25th percentile on MAP assessments.

### **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.

Leestown will continue to improve all core tier 1 instruction as well as design an effective MTSS process for interventions.

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.

LMS works through leadership teams comprised of grade level team leads and instructional department team leads. The leadership teams makes instructional decisions for the school.

Parents are involved in the improvement process through PTSA learning workshops that are held during midterm nights and through SBDM council involvement.

### 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).

-Increase proficiency rating of Hispanic TSI group from 60.4 to 62.0 by 2019. -Increase proficiency rating of Disability TSI group from 31.3 to 62.0 by 2019. -Increase proficiency rating of ELL TSI group from 41 to 62.0 by 2019.

#### **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 Identification	Achievement GAP Identification	I, II.E, III, III
 Gap Goal	Gap Goal	I, II.E, III, III

## Phase Three: Executive Summary for Schools\_12042018\_17:34

### Phase Three: Executive Summary for Schools

**Leestown Middle School**  
Joe Gibson  
2010 Leestown Rd  
Lexington, Kentucky, 40511  
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?

Leestown Middle School has 930 students and embraces diversity with a student population that is 39% Hispanic, 24%, African American, 32% White, and 3% Other. More than 65% 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 Leestown is not in or adjacent to any neighborhoods. All students are either bused or transported to school by car. No one may walk to school. For families with inadequate transportation, this is a barrier to active participation in their child's education. Therefore, all after school activities must include transportation for maximum attendance. Leestown endeavors to address this barrier by using our ESS budget to provide transportation for after school tutoring and the district provides transportation for clubs and athletic teams that meet after school. A high poverty rate can also be a barrier. However, we have programs and activities to counter the negative effects of poverty. The school takes seriously the challenge of educating all students to the fullest and we have a strong focus on literacy and increasing academic supports for students.

#### **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.

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

#### **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.

Leestown has achieved a great deal academically in the past few years. On the 2017-18 KPREP, overall our students exceeded cut scores in all tested areas. We scored a 73 in achievement, 65 in separate academic indicator, and 11.3 in growth. 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 continues to grow. We have around 200 students in grades 6-8. The Leestown Pre-Engineering program earned a Program Excellence Award from the Kentucky affiliate of the International Technology and Engineering Educators Association (ITEEA), which recognizes outstanding efforts in engineering, aviation, and STEM areas. In the last five years, Leestown has improved dramatically in its climate, school structures and supports, and in retention of staff. The academic achievement of our students has always been a focus but we are now narrowing our focus. We realize that all academic areas will improve as our students' reading levels improve. We continue a comprehensive campaign in literacy and are working diligently at building students' vocabulary. We have a school-wide focus and all staff are participating in teaching and reinforcing the same words weekly. Our vocabulary initiative has been shared with parents who are reinforcing these words as well. We have selected student engagement as a focus and our teachers have received over 30 hours of training in Kagan Learning Structures. Kagan Structures are implemented in all classrooms increase student interest and engagement in learning. The theme for our school year is Connect, Create, and Collaborate as we push the use of instructional technology in all class to help build the "tools of like long success" within our 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.

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. We have a strong family atmosphere that encourages each student not only to excel in academics but also to grow socially and emotionally. Parent Learning Nights provide monthly opportunities for families to interact with students and staff in a fun environment. At Leestown we follow the Leestown Way which inspires our students daily to practice RESPECT -- Remembering basic kindness, Encouraging others, Standing together, Playing fair, Extending a hand, Causing no harm, and Thinking first We have a wonderful school and we are proud of what we have accomplished.

## **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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