Phase I: Morton KDE Continuous Improvement Diagnostic - Sept 2018

Phase One: Continuous Improvement Diagnostic

Morton Middle School
Ronda Kay Runyon
1225 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 10/08/2018
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.

In coordination with many of our stakeholders at our 9-11-17 SBDM meeting, we reviewed, disaggregated and analyzed our 2017 TELL Survey results. All attendees were thrilled to find overwhelmingly positive results in all categories. Morton exceeded district averages in all categories by more than double digits with the exception of Professional Development. While everyone is pleased with the 89.2% in agreement in PD, we decided this would be our focus area for the 2017-2018 school year. To address this concern, our 2017 professional development plan initiated a teacher-choice component to support individual teacher needs and growth. We continue to strive to reach higher levels in all of our areas even though it is difficult to show increases when most of the percentages are in the 90s and we have limited resources. Our 2018 PD plan includes teacher choice as well as a requirement to seek at least 12 hours of content-related PD outside of our building to empower teachers with more instructional strategies to differentiate lessons in order to meet the needs of every individual student. Additionally, we have restructured our PLCs to include intentional review of current student data on a regular basis to guide instructional decisions.

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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.

When making school decisions, we try to include staff representatives from all grades and departments, parents/guardians and community members by scheduling meetings consistently and in advance. Data analysis and strategies for improvement are integral parts of meetings throughout the school year. Our leadership team consists of our administrators, our counselors, our PGE Coach, and our Literacy Specialist; it meets weekly on Monday mornings to review information from the previous week and to be proactive in addressing the events of the upcoming week. Faculty meetings are held monthly to share important information and to elicit input from the entire staff. Our Team Leaders and Department Chairs meet monthly to celebrate team and academic endeavors as well as to problem-solve issues. The Administrators and PGE Coach meet

regularly with "New to Morton" staff to discuss things that many "take for granted," to discuss areas of concern, and to identify intervention strategies for both academics and procedures. Monthly grade level meetings are held to critically examine data and to problem solve school-wide issues. MAP/RAP meetings are scheduled for each team, two times per grading period, to discuss resources needed for Watch List students. Our MTSS team meets as needed to discuss student interventions and progress monitoring. Our PBIS team meets monthly to review behavior data and to reflect on the effectiveness of current policies and procedures. Additionally, a member of the leadership team communicates with the 4Kids mentors at least every two weeks to monitor strategies being implemented and to revise plans to make them as effective as possible. The FRYSC Advisory Council meets regularly and provides suggestions for school improvement. Our monthly SBDM Council meetings include regular agenda discussion items such as student proficiency, growth, and separate academic indicators, and some time for brainstorming ideas to help every student. Morton CSIP team seeks to utilize all the information from the various meetings to set goals for school improvement. Therefore, gathering the evidence in this manner allows us to include all stakeholders in the process.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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Phase Two: The Needs Assessment for Schools - Nov 2018

Phase Two: The Needs Assessment for Schools

Morton Middle School
Ronda Kay Runyon
1225 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 10/30/2018
Status: Open

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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?

When making school decisions, we try to include staff representatives from all grades and departments, parents/guardians and community members by scheduling meetings consistently and in advance. Data analysis and strategies for improvement are integral parts of meetings throughout the school year. Our leadership team consists of our administrators, our counselors, our PGE Coach, and our Literacy Specialist; it meets weekly on Monday mornings to review information from the previous week and to be proactive in addressing the events of the upcoming week. Faculty meetings are held monthly to share important information and to elicit input from the entire staff. Our Team Leaders and Department Chairs meet monthly to celebrate team and academic endeavors as well as to problem-solve issues. The Administrators and PGE Coach meet regularly with "New to Morton" staff to discuss things that many "take for granted," to discuss areas of concern, and to identify intervention strategies for both academics and procedures. Monthly grade level meetings are held to critically examine data and to problem solve school-wide issues. MAP/RAP meetings are scheduled for each team, two times per grading period, to discuss resources needed for Watch List students. Our MTSS team meets as needed to discuss student interventions and progress monitoring. Our PBIS team meets monthly to review behavior data and to reflect on the effectiveness of current policies and procedures. Additionally, a member of the leadership team communicates with the 4Kids mentors at least every two weeks to monitor strategies being implemented and to revise plans to make them as effective as possible. The FRYSC Advisory Council meets regularly and provides suggestions for school improvement. Our monthly SBDM Council meetings include regular agenda discussion items such as student proficiency, growth, and separate academic indicators, and some time for brainstorming ideas to help every student. Morton CSIP team seeks to utilize all the information from the various meetings to set goals for school improvement. Therefore, gathering the evidence in this manner allows us to include all stakeholders in the process. Individuals and groups involved in the continuous improvement process: - Ronda Runyon, Principal, and Andy Williams, Associate Principal - monitors and reviews information gathered; guides stakeholders to buy-in to productive strategies for each and every student - Lisa Owens, PGE Coach/Academic Dean - gathers and analyzes data and evidence to guide the improvement plan - Counselors: Joe Dewees & Heather Ferguson - provides a student perspective and shares strategies to enhance all aspects of adolescents - Dean of Students: Clay Sutherland – mentors students, monitors grades/behaviors and participates in the MTSS team process; monitors intervention strategies and provides guidance for Tiers II and III strategies - Karen Ziegler, Literacy Specialist - monitors student progress, identifies intervention strategies, and provides instructional support to teachers - Kate Barnes, FRYSC Coordinator - identifies student needs; collaborates and connects appropriate resources to individual students/ families -Team Leaders & Department Chairs - identifies needs, strategies for improvement, and activities for student growth - PTSA - collaborates to connect families and school staff; provides listening ear to the community and makes suggestions to promote better relationships - Sue Hufnagel, Registrar, and Ann Soult, Attendance Specialist - provides GREAT customer service; monitors student attendance and medical needs; KNOW our families - Jennifer Sellers, Special Needs Facilitator/ACC Coach - gives advice on intervention strategies and provides guidance for Tiers II and III strategies - Ashley Wagers, Math Lab Teacher - leads the MTSS team; monitors intervention strategies and provides guidance for Tiers II and III strategies - 4Kids Community Partnership & Anti-Virus Community Partnership - implements activities (mentoring, leadership, character) for well-rounded student growth - SBDM Council - looks at the big picture; supports implementation of strategies to help every Morton student

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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.

Based on 2017-18 KPREP Reading assessment data – • 75.9 % of all students scored proficient/ distinguished (P/D) in reading as compared to the state average of 60%. This is a 5% increase from our 2017-18 reading score. • 51.7% of African American students scored P/D. This is an increase of 15.1% from the previous school year. • 56.2% of Free/Reduced lunch students scored P/D. This is an increase of 3.3% from the previous school year. • Overall, novice reading scores dropped from 13.7% during the 2016-17 school year to 11.5% during the 2017 – 18 school year. Based on the 2017 – 18 KPREP Math assessment data – • 66% of all students scored proficient/ distinguished in math as compared to the state average of 47%. • 36% of African American students scored P/D. This is a 2.4% increase from the previous school year. • Overall, novice math scores dropped from 10.4% during the 2016-17 school year to 6.2% during the 2017-18 school year. This is a 4.2% decrease in novice scores. KPREP 2017 – 18 assessment data for other academic areas: • 57.7% of students scored P/D in writing. This is a 3% increase from the previous school year. • 76.1 of students scored P/D in social studies. This is a 1.9% increase from the previous school year. • 38.5% of students scored P/D in science. There are no comparisons to the previous school year. Non-Academic Current State • During the 2017-18 school year, the average student attendance rate was 95.64%. This is a .5% increase from the previous school year of 95.13%. • The number of student referrals during the 2017 – 18 school year was 505. This is a decrease of 18% from the previous school year. • The number of community partnership/volunteer hours served at Morton during the 2017-18 school year were 3,682. (Leadership Academy, Anti-Virus, JA, Bluegrass Green Source, Trout Unlimited, a University of Kentucky Professor and Graduate Student, etc.) This school year we're on pace with last year's volunteer hours and plan to expand our use of community resources to enrich students and deepen content connections.

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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.

Areas of weakness based on reading and math assessment data – Reading: • 50.9% of students in the subpopulation of disability with an IEP scored novice. Additionally, only 25.5% of the students in this category scored P/D. • 57.6% of students in the subpopulation of ELL scored novice, and only 12.1% scored P/D. Math: • 36.4% of students in the subpopulation of disability with an IEP scored novice with 12.7 scoring P/D. • 27.3% of students in the subpopulation of ELL scored novice, and only 6.1% scored P/D.

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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?

Last school year, our data led us to focus on improving growth in the areas of reading and math for our African American subpopulation. As a result of the strategies and activities implemented, this population demonstrated noticeable improvement in both content areas. For reading, African American students increased 15.1% in the P/D category. In math, this subpopulation increased by 2.4%. Furthermore, the overall math novice scores reduced drastically from 10.4% to 6.2%. The current data classifies Morton as a TSI school based on the assessment scores for the disability subpopulation. While this subpopulation did show a 5.5% growth in reading, 50% of this population is still scoring novice, with 74.5% scoring apprentice or lower. For math, the P/D percentage for the disability subpopulation dropped only slightly, .6%; however, 87.3% of this subpopulation is scoring apprentice or lower. This data highlights the necessity for our school to place intentional focus on strategies and activities that will support growth for this group of students.

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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](#)

In order to produce desired changes for our gap subpopulations, Morton will build on the success of the last school year and extend and improve based on the evidence gathered from the data. The strategies and activities utilized will continue to focus on three Key Core Work Processes – Design and Deploy Standards (KCWP 1), Design and Deliver Instruction (KCWP 2), and Review, Analyze, and Apply Data (KCWP 4). We feel confident that by continuing to build meaningful relationships with students, focusing on student engaging, standards based instruction, and participating in weekly, intentional data analysis, all Morton students will continue to show academic growth.

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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 tradition of excellence continues at Morton as evidenced by the 2017-18 KPREP data. All content areas demonstrated positive trend data. Reading scores increased by 5%, and 75.9% of students scored in the proficient/distinguished range. The reading scores of African American students increased 15.1%, and Free/Reduced lunch students increased by 3.3%. With math, 66% of all students scored in the proficient/distinguished range, and African American students increased 2.4% from the previous school year. Novice scores decreased in both areas, too! For reading, novice decreased by 2.2%, and math decreased by 4.2%, leaving only 6.2% of the student population novice in math school wide. Writing demonstrated a growth of 3% in the proficient/distinguished range, and social studies increased 1.9% in proficient/distinguished scores. Morton students are growing academically, and the data is evidence of this growth.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

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Phase Two: School Assurances - Nov 2018

Phase Two: School Assurances

Morton Middle School
Ronda Kay Runyon
1225 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 10/29/2018
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

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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

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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

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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

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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

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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

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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

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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

We are not a Title I school. Although we do not have a formal Parent and Family Engagement Policy, we do follow Morton-established best practices. Morton Middle School Parental Involvement Best Practice Parental Involvement is a key factor in obtaining high student involvement. Our parent/family involvement initiatives will include, but not be limited to, the following information: • Methods that will be used to promote purposeful school-to-home communication that are sensitive to variances in comprehensive opportunities/abilities • Identification of professional development needs for teachers, administrators, and staff to address working effectively with all families, especially those of culturally diverse backgrounds and special education needs • Demographics of all students; awareness of, and follow up with, those families requiring home visits or off-site conferences • Determination of types of learning at home that should take place to support learning at school • Opportunities for effective parent/family involvement at Morton with intentional efforts to show how the involvement will positively impact student achievement • Efforts and measures employed to elicit minority and special needs representation/participation in the educational process at Morton The school will demonstrate an effort to reach families that are underrepresented in the school, have transportation or child care problems, lack the confidence or time, and/or have limited literacy or limited English language skills. The school will schedule an annual meeting for families that is convenient and offered at a time that is flexible. This meeting will describe school programs and family involvement initiatives.

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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

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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

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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

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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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Phase Three: Comprehensive Improvement Plan for Schools - Morton - Nov 2018

Phase Three: Comprehensive Improvement Plan for Schools

Morton Middle School
Ronda Kay Runyon
1225 Tates Creek Rd
Lexington, Kentucky, 40502
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

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Comprehensive Improvement Plan for Schools - Morton - December 2018 - FINAL - REVISION #2 - 12-12-18	Updated copy - approved by Chief Flowers on 12-13-18	

eProve diagnostics

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 overall school proficiency rating from 89.2 to 92.5 (1.1 annually), by 2021 as measured by state required academic assessments.

| 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
Increase the schoolwide proficiency rating of all students from 89.2 to 90.3 by 2019.	**KCWP 1: Design and Deploy Standards:** Core Content Implementation to ensure the current curriculum is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy.	Ensure effective coverage of curriculum per subject and grade level - All departments will participate in PD in mapping out long range plans, including standards-based units of study to ensure effective coverage of curriculum per subject per grade level, as well as horizontal and vertical alignment.	Successful completion of a long range planning map at each grade level with pacing check points throughout the year by subject area representative.		$0
		Common Assessments **-** All teachers will work collaboratively with their PLC Facilitator and PGE Coach to create and/or modify district tests, if necessary, and administer rigorous CCS common assessments for their subject areas. Teachers will analyze the results and use them to drive instruction.	Teachers will analyze scores and re-teach to mastery as evidenced by assessment data reports.		$0
	KCWP 2: Design and Deliver Instruction: A	Math Design Collaborative (MDC) - Algebra teachers will receive	Teachers will attend PD sessions and		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	High Quality Instructional Program refined to ensure the instructional program is intentional and of the highest quality.	additional training and support to implement Formative Assessment Lessons (FALs). Students will be offered additional math opportunities by participating in engaging, critical thinking activities to increase math computation, application and math reasoning skills.	implement the strategies during classroom activities as evidenced by PLC sheets and leadership team walkthroughs.		District
		Teacher Training in Math Strategies - All math teachers will participate in district training on the new *enVision* curriculum and textbook resources.	Teachers will attend PD sessions and implement the strategies during classroom activities as evidenced by PLC sheets, District Learning Walks, and administrative walkthroughs.		District
		Teacher Training in Reading Strategies - Each teacher will be trained on reading strategies that can best be implemented in his/her subject area. ELA teachers will participate in *Collections* training sessions and share effective strategies with colleagues during both PLC and department meetings.	Teachers will attend PD sessions and implement the strategies during classroom activities as evidenced by PLC sheets, administrative walkthroughs, and ELA Learning Walks.		District
	KCWP 2: Design and Deliver Instruction: Using Formative Assessments to guide instruction as a process to measure teacher's instructional	Daily Bell Ringers/Warm-Ups - Teachers create and implement daily warm-ups, bell ringers and/or flashbacks to formatively assess current content and prior knowledge. The results are	Success will be monitored by PLC sheets and walkthroughs.		

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	effectiveness based on student data.	discussed and shared during PLC meetings and are used to re-teach misconceptions and to guide next steps for instruction in the classroom.			$0
	KCWP 4: Review, Analyze, and Apply Data: Continuous Data Analysis to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Data to Drive Instruction - Ongoing analysis of data from KPREP, common assessments, formative assessments will occur by stakeholders, and teachers will use the data to guide classroom instructional plans and activities.	More students will score proficient or higher on district and state assessments.		$0

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal):* Increase Morton's Separate Academic Indicator rating from 78.7 to 82.0 (1.1 annually), by 2021 as measured by state required academic assessments.

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.)*	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.*	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.
• 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	• 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase Morton's Separate Academic Indicator rating from 78.7 to 79.8 by 2019.	**KCWP 1: Design and Deploy Standards:** Core Content Implementation to ensure vertical curriculum work includes Introduction, Development, and Mastery of Standards.	Intentional Curriculum Planning - Departments participate in long range planning to ensure required grade level standards are aligned and being taught in each content area.	Successful completion of a long range planning map in each content area, as well as teacher weekly PLC sheets to verify implementation.		$0
	KCWP 1: Design and Deploy Standards: Core Content Implementation to ensure the current curriculum is valid and aligned to state standards and assessments, and paced with accuracy.	Curriculum Updates - Science and Social Studies teachers will stay abreast of new standards and curriculum changes by attending district provided sessions and/or professional learning communities.	Long Range plans, PLC sheets, and teacher discussions will reflect all core content updates and standards revisions.		$0
	KCWP 2: Design and Deliver Instruction: Morton's high quality instructional program will ensure that teachers determine the most appropriate and effective	Effective Instructional Strategies - Teachers review, discuss and reflect on High Yield Instructional strategies during Grade Level meetings. Teachers will commit to using High Yield Instructional strategies in their classrooms.	Teachers will discuss and reflect on High Yield strategies used in their classrooms during PLC meetings, and PLC sheets will reflect more High		$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	high yield strategies to implement.		Yield strategies being implemented in classrooms.		
	KCWP 2: Design and Deliver Instruction: School-wide programs are implemented to measure their effectiveness on student achievement.	Schoolwide Writing Program **-** All teachers use writing as a learning tool in their classrooms; therefore, all students will participate in Writing to Learn, Writing to Demonstrate, and Writing to Publish activities. Each teacher provides three student writing samples for the ELA student writing folders. ELA, Science, and Social Studies content areas will provide Writing to Publish pieces for student writing folders.	Teachers will document their writing activities in Google Drive. Student folders will demonstrate quality student writing across the curriculum. The writing audit at the end of the year will exhibit writing across the curriculum at each grade level.		$0
	KCWP 4: Review, Analyze, and Apply Data: Continuous data analysis ensures that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.	Intentional Data to Drive Instruction - Ongoing analysis of Separate Academic Indicator data from KPREP, common assessments, formative assessments will occur by stakeholders, and teachers will use the data to guide classroom instructional plans and activities.	More students will score proficient or higher on district and state assessments in science, social studies and writing content areas.		$0

3: Gap

Goal 3 (*State your Gap goal):* Increase the combined math and reading Proficient/Distinguished scoring percentage of students with disabilities from 38.2% to 53.2% (5.0% annually), by 2021 as measured by state required academic assessments.

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.)*	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.*	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.
• 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	• 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	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the combined math and reading Proficient/Distinguished scoring percentage of students with disabilities from 38.2% to 43.2% by 2019.	**KCWP 2: Design & Deliver Instruction:** Systems of skill development and collaboration are in place in order to meet the Tier 1 educational needs of all students.	Training Teachers on Engaging Math Activities - Math teachers will be trained to implement engaging problem solving strategies for students in math. They will participate in *enVision* training sessions and collaborate with each other.	Teachers will attend PD sessions and implement the strategies during classroom activities as evidenced by PLC sheets and walkthroughs.		$0
	KCWP 2: Design & Deliver Instruction: A collaboration protocol exists for ensuring Tier 1 and Tier II instructional needs are met and next steps are identified.	Professional Learning Communities - Math, ELA, and Special Education grade level teachers meet weekly with PLC Facilitators to share effective strategies, to discuss strategies for helping struggling students, align expectations, and to identify next steps to meet student needs.	Improved collaboration and alignment of curriculum among general education and special education teachers/ classes as monitored weekly by PLC Facilitators and documented on PLC sheets.		$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 4: Review, Analyze and Apply Data: A system of continuous data analysis is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	MAP Analysis & Monitoring - Teachers will administer the MAP test 3 times per year. Teachers will monitor student progress and specific concept understanding in math and in reading.	Data analysis and next steps identified by teachers during Grade Level Meetings and PLCs. PLC Facilitators will monitor.		District
	KCWP 4: Review, Analyze and Apply Data: Participation in the District Co-teaching Cohort #3 to ensure use all of the data and information to improve instruction and reduce the number of students scoring novice.	Effective Collaboration - Co-teaching participants will attend district training to learn and practice evidence based instructional strategies to use in Collaborative ELA and math classrooms. Internal coaches and external coaches will conduct implementation checks to verify strategies usage.	Math and reading skills improve for students in co-teaching classrooms as evidenced by classroom, district, and/or state assessments.		District
Decrease the percentage of Morton disability students scoring novice in both reading and math from 87.3% to 84.3% by 2019.	**KCWP 2: Design & Deliver Instruction:** Systems of skill development and collaboration are in place in order to meet the Tier 1 educational needs of all students.	Focused Literacy - All special education ELA resource teachers will attend PD on the new district reading resource titled *Flex Literacy* and use the new resources in their classrooms with fidelity (both print resources and digital resources).	Novice scores of disability students will decrease.		District
		Grade Level Curriculum - All special education ELA resource students will read the district mandated anchor texts and complete the district required common assessments.	Novice scores of disability students will decrease.		$0
	KCWP 2: Design & Deliver Instruction: High quality instructional strategies are implemented to measure	Effective Instructional Strategies - Teachers will review, discuss and reflect on High Yield Instructional strategies during Grade Level	Teachers will discuss High Yield strategies used in the classroom during PLC meetings,		$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	the effectiveness on student achievement.	meetings. Teachers will commit to using High Yield Instructional strategies in their classrooms.	and PLC sheets will reflect more High Yield strategies being implemented in classrooms.		
	KCWP 2: Design & Deliver Instruction: Continuous Data Analysis processes exist to measure teacher's instructional effectiveness based on student data.	Progress Monitoring - Teachers will use FAST, *Flex Literacy*, *Collections*, enVision, KPREP, Schoolwide Learning Checks, and Classroom formative assessments to monitor learning and progress of this subpopulation. Differentiation decisions will be determined based on assessment data.	Fewer disability students will score novice on assessments.		$0

4: Graduation rate

Goal 4 *(State your Graduation Rate goal):* **NA – High School**

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.)*	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.*	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.
- 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	- 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	

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

5: Growth

Goal 5 (*State your Growth goal*): Increase Morton's growth rating from 16 to 21 (1.7 annually), by 2021 as measured by state required assessments.

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
Increase Morton's growth rating from 16 to 17.7 by 2019.	**KCWP 4: Review, Analyze and Apply Data:** Teachers use different types of assessments to ensure a balanced approach of Core Content Implementation.	MAP Analysis & Monitoring in Reading and Math - Teachers administer the MAP test 3 times per year. Teachers will monitor student progress and specific concept understanding in math and reading. Teachers will use the Learning Continuum to identify and stretch specific content understanding for individual students.	Data analysis and next steps identified by teachers during Grade Level Meetings and PLCs. PLC Facilitators will monitor.		District
		Common Assessments - All teachers work collaboratively with PGE Coach, Literacy Specialist, Subject Area Representatives and grade level teachers to create and/or modify district tests, if necessary, and administer common assessments for their subject areas. Teachers	Teachers will analyze scores and re-teach to mastery as evidenced by assessment data reports.		$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		will analyze the results and use them to drive instruction.			
	KCWP 4: Review, Analyze and Apply Data: Teachers use different types of assessments to ensure a balanced approach of Core Content Implementation.	K-PREP Data Analysis - All teachers will meet with the PGE Coach during Grade Level Meetings to analyze deeply all aspects of K-PREP data specifically including gap and growth. This data is used to create watch lists, to identify students who need to be stretched and those students who need interventions.	Success will be measured by the review of subject/grade analysis sheets and teacher implementation of next steps as observed by classroom visits.		$0
	KCWP 4: Review, Analyze and Apply Data: A system of Concept Analysis Reflection (CAR) is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Weekly Data Analysis - All teachers complete a weekly CAR sheet in order to thoroughly analyze a formative or summative assessment given in their classroom. Teachers reflect on the data to determine concepts students have mastered and concepts students need to re-visit, as well as strategies for enrichment and re-teaching. Teachers share CAR data reflections during weekly PLC meetings.	Students will show mastery of standards and classroom data averages will demonstrate growth.		$0
	KCWP 4: Review, Analyze and Apply Data: Systems are in place to increase student engagement to ensure that students are actively involved in knowing their own data and making decisions about their own learning.	Student Achievement Meetings - Academic Leadership Teachers lead goal setting sessions at least 3 times per year to set MAP goals, Learning Check goals, and K-PREP goals. A member of the Morton Teacher-Leader team meets with all students in small groups in the spring to challenge/motivate	Attainment of each student's personally set goals for assessments via intentional tracking of the student's goals and successes throughout the year.		$150

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		students to set appropriate goals for their future, as well as to set 2019 K-PREP goals.			
	KCWP 4: Review, Analyze and Apply Data: The school leadership ensure teachers use data to determine students' needs.	MAP-RAP Sessions - Each team of teachers meets with the Leadership Team and Support Staff every 4-5 weeks to discuss the needs of the struggling students on the team, identify interventions implemented, evaluate their effectiveness, discuss differentiation strategies, discuss parent contacts made and resources available, and determine next steps on the road to success. All meeting notes are documented in team notebooks.	Success will be evidenced by decreasing the number of students on the watch lists and teacher observed student improved engagement in the classroom.		$0
	KCWP 4: Review, Analyze and Apply Data: Students are actively involved in knowing their own data and making decisions about their learning.	Leadership Academy - Our Dean of Students and our 4Kids Community Partner in collaboration with our Math and Reading/Writing Lab teachers facilitate a 6th grade Leadership Academy based on the 7 Habits of Highly Effective Teens. Once a week, the class has a research-based lesson about leadership qualities, character traits, and organizational skills and how to be successful in all situations.	Success will be measured by the 4Kids student and family surveys.		$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 2: Design and Deliver Instruction: Weekly Literacy Practice strategies are implemented in classrooms to measure their effectiveness on student achievement.	Timed Reading - The Literacy Specialist provides grade level/content specific passages for ELA teachers to use 3 times per month for timed reading practice, along with foundational reading skills practice ideas. ELA teachers implement these activities and track student progress.	ELA teachers and Literacy Specialist will analyze data reports monthly to look for growth trends.		$500
	KCWP 2: Design and Deliver Instruction: Reading Skills Enhancement strategies are implemented in classrooms to measure their effectiveness on student achievement.	Student Selection – Reading Development Class - Selected 7th and 8th grade students who are 1-2 years below grade level in reading will be enrolled in the Reading Development class. The Literacy Specialist provides individually designed reading instruction to meet the individual needs of each student in the class. The student-teacher ratio in this class should be small; less than 15:1.	Success is measured by improvement on Common Assessments and growth on MAP.		District
	KCWP 2: Design and Deliver Instruction: Strategies are implemented in Reading and Math Labs to measure their effectiveness on student achievement.	Reinforcement of Key Reading and Math Foundational Skills - Sixth grade students participate in a reading and math lab rotating each semester. The class is aligned with their general education math and ELA classes and allows for application and practice of key ideas and concepts in both content areas.	Students will show growth on common assessments in math in ELA classes.		District; school staffing allocations

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal):* Increase the percent of Morton 8th grade students who are transition ready in reading and math from 68.75 to 71.75% (1.0% annually), by 2021 as measured by reading grade level benchmarks on a district selected assessment.

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.)*	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.*	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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Increase the percent of Morton 8th grade students who are transition ready in reading and math from 68.75% to 69.75% by 2019.	**KCWP 4: Review, Analyze and Apply Data:** Core Content Implementation in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.	Common Assessments **-** All teachers will work collaboratively with PGE Coach, Literacy Specialist, Subject Area Representatives and grade level teachers to create and/or modify district tests, if necessary, and administer common assessments for their subject areas. Teachers will analyze the results and use them to drive instruction.	Teachers will analyze scores and re-teach to mastery as evidenced by assessment data reports.		$0
	KCWP 4: Review, Analyze and Apply Data: Students know where they are in their own progression of learning.	Academic Leadership Class for ALL Students (College and Career Opportunity) - Academic Leadership Class will be devoted to core academic standards with emphasis on math and reading. This class will increase motivation and understanding of best practices in meeting proficiency on assessments. Each AL teacher will have a binder containing daily	Students will achieve academic leadership points to participate in Good Faith Effort activities as evidenced by AL student folders.		$500

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		content activities to be conducted throughout the school year. Teachers will keep students' work from these activities in folders for collection at the end of the year.			
	KCWP 4: Review, Analyze and Apply Data: School teachers and leaders use all of the data and information to improve instruction and reduce the number of students scoring novice.	Test Taking Strategies - Teachers will use rigorous multiple choice and extended response questions throughout each unit. They will intentionally implement and model effective strategies for answering both multiple choice and constructed response questions.	Teachers will measure success by tracking progress on formative and summative assessments.		$0
	KCWP 4: Review, Analyze and Apply Data: School leadership promotes differentiation to ensure teachers use data to determine students' needs.	MTSS - A teacher representative from each team meets monthly (or as needed to complete referrals) with the MTSS Coordinator to track the data and progress of students identified as needing MTSS interventions.	MTSS Coordinator and team teachers will track intervention data.		District Funding
		MAP-RAP Sessions - Each team of teachers meets with the Leadership Team and Support Staff every 4-5 weeks to discuss the needs of the struggling students on the team, identify interventions implemented, evaluate their effectiveness, discuss parent contacts made and resources available, and determine next steps on the road to success.	Success will be evidenced by decreasing the number of students on the watch lists.		$0

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 4: Review, Analyze and Apply Data: School leaders use all of the data and information to improve instruction and reduce the number of students scoring novice.	ESS & Saturday School - Extended School Services - Teachers will identify struggling students in reading and math and recommend that they attend ESS and/or Saturday School for extra help and support in order to increase their mastery level of the content.	ESS Coordinator and team teachers will track student attendance and academic improvement.		District Funding + school $1000 for snacks

Phase Three: Closing the Achievement Gap Diagnostic-Morton - Nov. 2018

Phase Three: Closing the Achievement Gap Diagnostic

Morton Middle School
Ronda Kay Runyon
1225 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 12/12/2018
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.

See attachment.

<u>ATTACHMENTS</u>

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.

Morton, a school built on a tradition of academic excellence, provides a safe, supportive environment for both students and staff. Our success is all about RELATIONSHIPS! We develop a community of learners by exemplifying on a daily basis our school motto, "Work hard, play fair, and take care of each other." All stakeholders work cooperatively to create a school climate fostering excellence and equity for all. Many safety nets including check and connect mentors, lab/ application classes, intentional goal setting, and extended school services exist for our gap population in order to cultivate a learning environment built on academic rigor and trusting relationships. This is evidenced by our consistently high daily attendance rate of over 95%.

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.

Last school year, our data led us to focus on improving growth in the areas of reading and math for our African American subpopulation. As a result of the strategies and activities implemented, this population demonstrated noticeable improvement in both content areas. For reading, African American students increased 15.1% in the P/D category. In math, this subpopulation increased by 2.4%. Furthermore, the overall math novice scores reduced drastically from 10.4% to 6.2%. The current data classifies Morton as a TSI school based on the assessment scores for the disability subpopulation. While this subpopulation did show a 5.5% growth in reading, 50% of this population is still scoring novice, with 74.5% scoring apprentice or lower. For math, the P/D percentage for the disability subpopulation dropped only slightly, .6%; however, 87.3% of this subpopulation is scoring apprentice or lower. This data highlights the necessity for our school to place intentional focus on strategies and activities that will support growth for this group of students.

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

Reading – African American – 36.6 increased to 51.7 Reading – F/R Lunch – 52.9 went up to 56.2 Reading – With Disability – 18.9 increased to 25.5 Math – African American – 33.6 increased to 36.0

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

Reading – Hispanic – 59.3 decreased to 58.1 Reading – ELL – 15.0 decreased to 12.1 Math – Hispanic – 51.2 decreased to 36.5 Math – ELL – 22.5 dropped to 6.1 Math – F/R Lunch – 47.1 decreased to 42.5 Math – With Disability – 13.5 dropped to 12.7

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).

Students who are identified by teachers as not mastering content standards are invited to attend ESS (Extended School Services), and special consideration is given to gap students for remediation services. Morton offers ESS three times per week after school and on Saturday 6-7 times during the school year. This is in addition to the numerous opportunities students are given to meet with classroom teachers before or after school to learn and review critical concepts taught in class. Moreover, Morton's professional development plan is centered on student and teacher

data analysis and strategies for enhancing academic growth for all students. This school year math and ELA teachers have spent a great deal of PD time learning how to use the new textbooks, curriculum pacing guide, and assessments mandated by the district. Another area of PD focus to help or gap students has been MTSS and PBIS trainings. Teachers have learned how to implement each tier of MTSS, as well as how to use FAST/MAP interventions. All teachers are promoting CHAMPS structures in common areas as well as in the classroom to encourage focus and work ethic.

<u>ATTACHMENTS</u>

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.

Lack of funding for additional intervention teachers continues to be problematic for our school. Students in the gap need extra support with a small student to teacher ratio. This school year our budget was once again cut which resulted in the elimination of our grade level support classes for our struggling students. Even if/when funds become available to reinstate those classes, the right teacher is seldom still available. We all know that it's the teacher that makes/breaks the class…not a program or a computer. The funding for our English Language Learner population prevented us from having a full time position, too. Also, students who are in the gap often times do not have transportation available to them to work before or after school with teachers or to attend ESS. This means these students aren't able to receive extra remediation support that's available to them.

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.

Collaboration among stakeholders is a source of pride for Morton. Our SBDM is an integral part of all decision making centered on closing the achievement gap. The achievement gap is discussed regularly at these meetings along with things that are being implemented at school to aid in closing it. Additionally, the leadership team comprised of administrators, counselors, PGES coach, academic dean, and literacy specialist meet weekly to discuss closing the achievement gap. Also, a representative from each grade level team meets monthly as a part of the MTSS process to discuss students progressing through each tier. MAP/RAP meetings are designed to have a group of resources including at least one administrator, guidance counselors, social worker, FRYSC coordinator, psychologist, ACC and team teachers all together two times quarterly to discuss students who are on our academic or behavioral watch list, and teachers meet weekly with their grade level content colleague during PLCs to discuss curriculum, student data, and high yield strategies to promote academic growth for our gap students. Staff members serve as check and connect mentors. Teachers, counselors, and administrators maintain regular contact with parents of students who are in our gap group as well.

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).

Goal 3: Increase the combined math and reading Proficient/Distinguished scoring percentage of students with disabilities from 38.2% to 53.2% (5.0% annually) by 2021 as measured by state required academic assessments. Objectives: Increase the combined math and reading Proficient/Distinguished scoring percentage of students with disabilities from 38.2% to 43.2% by 2019. Decrease the percentage of Morton disability students scoring novice in both reading and math from 87.3% to 84.3, 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 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)
Achievement Gap Group Identification - Morton - Dec 2018	Identifies the number (& percentage) of students in each of our gap groups.	I
Closing the Achievement Gap Summary - Morton - December 2018 - Final	Gap goal, objectives, strategies, etc.	III

Phase Three: Executive Summary for Schools - Morton - Nov. 2018

Phase Three: Executive Summary for Schools

Morton Middle School
Ronda Kay Runyon
1225 Tates Creek Rd
Lexington, Kentucky, 40502
United States of America

Last Modified: 12/08/2018
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?

Morton is a beautiful school structured in resemblance of Mt. Vernon, the home of George Washington. We are located near downtown Lexington neighboring to the University of Kentucky. The legacy established at Morton began in 1834 and continues to flourish today. Over the last few years, our population has become more diverse. Currently, we have 783 students, about 46% of who qualify for free/reduced lunch, 15% are African American, 10% qualify for Special Education services, and about 7% qualify for English as a Second Language services. With academics and tradition as cornerstones, Morton Middle School's foundation is built on a middle school culture with our success being all about relationships and an academic focus. Morton is a Pacesetting School with several top state rankings including the classification of "School of Distinction." The 2017 Kentucky Performance Rating for Educational Progress (K-PREP) testing results continue to affirm our achievement of being a Distinguished School. We develop a community of learners by exemplifying our school motto, "Work Hard, Play Fair and Take Care of Each Other," on a daily basis. Morton assures an equal opportunity for every student to learn to their academic potential through a team-based middle school philosophy and is especially recognized for its state of the art math program. ALL students take Algebra! Morton's mission is "Exemplary Learning, No Excuses, No Exceptions!" The high expectations of its leadership and staff enable the school to bring this extraordinary mission, vision and culture to life!

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 Morton Middle School, a school dedicated to academic excellence, children, and community, is to educate all students to demonstrate proficiently the knowledge and skills essential for lifelong learning, social well-being, and active responsible citizenship. The faculty, staff, students and community of Morton Middle School are committed to academic excellence and the cultivation of individual strengths and talents in a safe, supportive environment where individual differences and respect for the rights of others guide school and community behavior. We believe that all students can learn at high levels and be critical thinkers, problem solvers, and effective communicators. Students are taught using a common core of learning skills. Every student is given the opportunity to be successful in challenging classes with rigorous curriculum and is provided resources such as Student Achievement Conferences, MAP/RAP differentiation meetings, Science Achievers, Leadership Academy and, Student Academic Enhancement when needed. All students can participate in exploration and enrichment activities. We believe all stakeholders share in the responsibility for learning outcomes, and we emphasize the development of the whole child. At Morton, all students have equal access to a quality education; the diversity of students and staff is encouraged and celebrated. We accentuate our successes and turn opportunities for improvement into teachable moments. Data drives our instruction, and it determines our strategies for

improvement. We analyze data from our most recent K-PREP scores, SAFE data, surveys from students, parents & staff, narrative Scholastic Audit evaluations by all departments, current CSIP, 2017 and 2018 Reading and Math MAP Diagnostic Assessments, and the Needs Assessment Process Guide. According to our most recent Organizational Health Inventory (OHI) data, Morton is a goal focused school that connects a variety of subpopulations into a strong, productive community. Both our 2015 and 2017 TELL Survey results indicate Morton's effective collaboration between family involvement and community support. Our 2017 TELL results show improvement in both effective teacher and school leadership, as well as in instructional practices and support. Morton is a safe place where students are academically engaged and have fun learning! Increased instructional time to meet individual student needs is an identified opportunity for improvement. We seek to offer more occasions for students to get individualized help in deficient skill and/or application areas.

ATTACHMENTS

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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.

Morton had 88 students scoring straight Distinguished (D) on the 2018 K-PREP. Academics are of utmost importance to us. Our academic teams compete at both the district and regional levels. Our Academic Team came in third place in Regional Quick Recall at last year's Regional Governor's Cup Competition; two students, one in Written Composition and one in Arts and Humanities, advanced to the state competition. We won the Sportsmanship Award and placed 4th overall. Writing across the curriculum is a productive school-wide initiative. Morton students earned 1st, 2nd, and 3rd places in the MLK essay contest. Additionally, one student earned top honors at the state level in the PTSA Reflections writing contest. Excellence in the arts is critical to well-rounded students as well. At the KMEA Assessment, Morton bands, orchestras and choruses received all Distinguished/Proficient ratings. Additionally, Band, Orchestra and Chorus received Distinguished ratings at the KMEA Solo & Ensemble Festival. We also showcase students' talents in the arts by a dramatic production each year; in 2012, Godspell, Jr., in 2013, Time Travel Through the Theatre, in 2014, Hairspray!, in 2015, The Trials of Alice in Wonderland, in 2016, The Ever After, and in 2017, Annie, Jr. In the past three years, Morton Middle School was named a Kentucky Green and Healthy School, a Model Kentucky Green and Healthy School and a National Green Ribbon School. 2017-2018 was our second year of being a Model Green and Healthy School; we are the only school in Fayette County to meet all pillars of sustainability, as well as literacy in sustainability. Although our current building was built in 1934, our overall energy reduction places us #1 in FCPS. At Morton, we recycle paper, aluminum, plastic, cardboard and plastic caps. In the past couple of years, we have managed to redo our entire outdoor classroom with 6 benches and a picnic table made completely out of 6,200 pounds of plastic caps, and we are in the works of constructing our second outdoor classroom near our café and track. We have a rain garden, an outdoor classroom, and four in-classroom trout farms. Since we have at least one trout farm at each grade level, this allows our students to continue the program for all three of their middle school years which makes us the only middle school with this opportunity. We are honored to be a Champion Wastebuster Partner, a member of the Kentucky Chapter of Trout Unlimited, as well as a member of the National Energy Education Development (NEED) program and the E = USE2 (Education leads to Understanding Sustainability, Energy and the Environment) organization. Our students regularly complete energy audits throughout the building and also enjoy using our Water Bottle Refilling Station. Additionally, Morton was the first middle school in Fayette County to initiate a "No Idling" campaign. All of our teachers are highly qualified for the subject areas they teach. Furthermore,

Morton has several staff members receiving awards such as Building Assessment Coordinator of the Year, Technology Program of Excellence Award recipient, John R. Bryden Great Teacher Award recipient, Governors Scholar Program Outstanding Teacher Educator Award, and several Who's Who Among American Teachers Recipients. Morton is recognized as an exemplary middle school, as well as a Distinguished School. Morton also takes much pride in our student-athletes. Per our SBDM Policy, students participating in our athletic programs must maintain at least a 2.5 GPA. Our sports programs are based on developing character, discipline, and teamwork while emphasizing work ethic and an academic focus. Both our boys and girls basketball teams were Fayette County Champions. Our girls track team were 2nd in the county and 5th in the state. We are proud to report that we house trophies for having the highest Fayette County Middle School team grade-point average for cross country, girl's basketball, and boy's and girl's track. Educating and equipping well-rounded youth is a responsibility that we take very seriously. Morton's success is all about relationships! Our motto is, "Work Hard, Play Fair and Take Care of each other." With the help of our SBDM Council, faculty and staff, we work cooperatively to create a school climate fostering excellence and equity for all. We have regularly scheduled monthly staff meetings including MTSS, team leader, departmental, new to Morton, weekly professional learning communities and weekly leadership team meetings to help us stay focused on student achievement and success.

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Additional Information

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

Extracurricular Opportunities at Morton include: Academic Team, Future Problem Solving Team, MathCounts Team, Math Bowl Team, Speech & Drama Team, Cheerleading Team, Dance Team, Football Team, Girls Volleyball Team, Girls & Boys Basketball Teams, Girls & Boys Track Teams, NXT Lego League, Robotics, Student Council, BETA Club, PTSA Sponsored Dances, STLP, TSA, Yearbook, Recycling Club, MMS News, FCA, Morton Men of Integrity, Mustang Mentoring Club, Edible Book Contest, Breakfast Book Club, and Cassidy Study Buddies.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics