2019-20 Southern Middle's Executive Summary

2019-20 Phase Three: Executive Summary for Schools

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

Last Modified: 01/06/2020
Status: Locked
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?

For the 2019-20 school year, the student population has leveled out. We are currently educating approximately 820 students, which is similar to 2018-19. The previous three years we have increased because of district changes. Our current student enrollment consists of 57% Caucasian, 21% African-American, 11% Hispanic, 4% Asian, 7% other. Roughly 48% of the student population qualifies for free or reduced lunch, 5% are designated as English Language Learners, and 11% receive special education services.

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.

Southern Middle School's Mission States: Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

Southern Middle school offers advanced classes in all of the core subjects as well as response to intervention in reading and math. We have intervention/extension for all students during 1st period. This time is used for both enriching learning and addressing GAPS in content knowledge. SMS provides extracurricular opportunities, which range from the Academic and Math teams, to music groups, student led clubs, and sports. Students can also participate in intramural sports throughout the year. We have award-winning programs in team sports, Technology Student Association, music, art, and more! Lastly, we have a strong PTSA who has supported both students and staff while winning several awards the last few school years.

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.

Over the last three years, our PBIS team has worked diligently at focus areas and school-wide procedures in the building and there has been a decrease in behavior office referrals year to year. This year we implemented the eOS System which focuses more on positive behavior and relates expectations to real world situations. It has connected with the kids and our referral/suspension numbers have dropped significantly. This has allowed us to decrease lost instruction time and improve student learning. One area of improvement we are continuing to focus on is increasing math proficiency across the board. We have observed large improvements in reading, and would like to see the same in math. In addition, we must raise proficiency and decrease novice in math/reading with our gap students, especially those who are English Language Learners and/or Students with an IEP. Lastly, our Writing Scores increased for the 2018-19 school year, but On-Demand writing continues to be a focus area.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school’s improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

n/a
Additional Information

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

During the 2018-19 school year Southern Middle School was moving towards being a 1 to 1 school with students and Chrome Books. This summer the district provided us the difference and we rolled out a 1 to 1 initiative this past October. Students are permitted to take them home and can access schoolwork from anywhere. It has been a successful start and beneficial for our students. Southern Middle School has also continued our Novice Mentoring program that all teachers participate in, and expanded our after school ESS tutoring program. SMS continues to work with community partners, this year collaborating with Bumble Bee and Sprout for the school wide fundraisers, implementing parent involvement opportunities such as Donuts with with Dads, Muffins with Moms, Straight Talk against Drugs, PTSA, etc. Our Career Fair brought in over 60 community partners to talk about their jobs with all 8th grade students. We have also collaborated with FCPS and United Way to continue a boys mentoring group in the 6th grade. Lastly, we continue to utilize school based counseling/therapy resource funded by FCPS, which works one on one with qualified students and families.
2019-20 Phase One: Continuous Improvement Diagnostic

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

Last Modified: 09/27/2019
Status: Locked
The Comprehensive School Improvement Plan or CSIP is defined as a plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

**Phase One: August 1 - October 1**
- Continuous Improvement Diagnostic for Schools

**Phase Two: October 1 - November 1**
- The Needs Assessment for Schools
- School Assurances
- School Safety Report

**Phase Three: November 1 - January 1**
- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review Diagnostic

**Phase Four: January 1 - December 31**
- Progress Monitoring

*As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

Please enter your name and date below to certify.

Kevin Payne- September 27, 2019
2019-20 Phase Two: The Needs Assessment

2019-20 Phase Two: The Needs Assessment for Schools

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

Last Modified: 10/31/2019
Status: Open
Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.
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?

At Southern Middle we review, analyze, and apply data results through multiple teams and committees. Our administration team and teachers have access to multiple forms of data including Assessment (KPREP, MAP, ACCESS, District Assessments for Collections, EnVision and Amplify) as well as classroom assessment and school wide learning checks. Our Professional Growth and Effectiveness Administrator leads Data PLC’s 2 times a month with grade levels to analyze and review data and discuss next steps. Math and ELA teachers also meet in PLC’s with our PGE admin to go more in depth with the data as well. Our PGE admin also reviews and analyzes data with the Curriculum, Assessment and Instruction Committee (meets monthly, the SBDM (meets monthly) and works with assessment data and progress monitoring data with our Reading and Math intervention teachers monthly. Documentation of these different meetings and Professional Learning Communities can be found in the monthly minutes of each department/committee/council on their google drive. Minutes are also submitted to administration as well.
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:**
- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

**Example of Non-Academic Current State:**
- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school’s teachers received adequate professional development.

**Current Academic State:**
Based on our 2018-2019 KPREP-Data:
- 63% of students are Proficient/Distinguished in Reading
- 43.7% of students are Proficient/Distinguished in Math
- 35.4% of students are Proficient/Distinguished in Science
- 59.9% of students are Proficient/Distinguished in Social Studies
- 30.1% of students are Proficient/Distinguished in Writing
- 58.5% of African Americans were apprentice or novice in reading (this is a 4.3% decrease from the previous year)
- 80.9% of African Americans were apprentice or novice in mathematics (this is a 3% increase from the previous year)
- 81.3% of ELL students are apprentice or novice in reading
- 86.5% off ELL students are apprentice or novice in mathematics
- 76.6% of IEP students are apprentice or novice in reading
- 86.1% of IEP students are apprentice or novice in mathematics
- 51.2% of Economically Disadvantaged students are apprentice or novice in reading
- 73.4% of Economically Disadvantaged students are apprentice or novice in mathematics

**Current Non-Academic State:**
The following data is our PBIS data and the data is pulled from Infinite Campus and eOS:
At the end of the 1st 9 weeks of the 2019-2020 school year our school wide employability was 98.84%. 95% (791 students) are at or above 95% employability. 82% (687 students) are at or above 98% employability. Per Infinite Campus Data provided by FCPS to our PBIS committee SMS has saved 74 instructional days compared to 2018-2019 for students in SAFE and or Suspended through the month of September. SMS also has had a 57% decrease in Office Referrals from 2019-20 to 2018-2019.
Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

Over the past several years our ELL population has been a concern academically, this is the first year in multiple years that we have not been identified as a TSI group for ELL. Although we have not been identified as a TSI school for any of the gap groups SMS still has to make it a priority to increase Proficiency in all areas of our Gap Groups. SMS was identified as having a Significant Gap with our Students with Disabilities Gap Group as compared to our White subgroup. Below are the percentages of Novice and Apprentice for each sub group in our Gap group. 58.5% of African Americans were apprentice or novice in reading (this is a 4.3% decrease from the previous year)-80.9% of African Americans were apprentice or novice in mathematics (this is a 3% increase from the previous year)-81.3% of ELL students are apprentice or novice in reading -86.5% off ELL students are apprentice or novice in mathematics -76.6% of IEP students are apprentice or novice in reading (this is a 7.5% decrease from the previous year)-86.1% of IEP students are apprentice or novice in mathematics (this is a 4.8% decrease from the previous year)- 51.2% of Economically Disadvantaged students are apprentice or novice in reading. 51.2% of Economically Disadvantaged students are apprentice or novice in reading.-73.4% of Economically Disadvantaged students are apprentice or novice in mathematics.During the 2018-2019 school year, the suspension rate for All Students, including African American was well above the national norm.
Trends

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

There is a discrepancy between the number of students who are suspended and or are in SAFE of African American students compared to our whole population and white student subgroup. Over the past 3 school years we have increased Proficient/Distinguished in 8th grade On Demand Writing over time. SMS had 30.1% Proficient/Distinguished during the 2018-2019 school year, this was an increase of about 3% compared to last year (4 years ago SMS only had approximately 13% P/D). Over the past 2 academic years SMS has increased the percentage of students scoring Proficient/Distinguished in Reading, however, math has flat lined and or decreased.
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

For the 2019-2020 school year SMS is going to continue with "Establishing a Learning Culture and Environment" as a focus for Southern Middle School. We will assess and analyze PBIS data/procedures, parental communication, classroom management, and cultural responsiveness as we try to improve our overall learning environment. At SMS we have made strides the past few years in these areas, but still see them has high priority if we want to take the next steps in student success. For this school year we continue PBIS and are new to using the eOS (employability system) which we are seeing positive change with so far in the first 2 months of the school year. We will also focus on KCWP 5: Design, Align and Deliver Support" in the area of mathematics at all three grade levels. We have an intentional focus this year on increasing proficiency by moving our kids out of apprentice (41% of our students fall in the Apprentice category).
Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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

The 2018-2019 KPREP Reading data shows reading as a strength at SMS for the whole school as well as individual Gap groups. -41.5% of our African American students are Proficient/Distinguished in Reading, this is a 4.3% increase from the year before. -23.4% of our Students with Disabilities are Proficient/Distinguished in reading, this is a 7.5% increase from the year before. 13.8% of our students with Disabilities are Proficient/Distinguished in math, this is a 5.2% increase from the year before. -18.6% of our ELL students were Proficient/Distinguished in reading, this is a 7.8% increase from the year before. According to NWEA MAP data SMS also had high growth with their students from the Fall assessment in 2018 to the Fall of 2019. 92.2% of students met/exceeded the projected growth target in math and 94.8% of students met/exceeded the projected growth target in reading.
2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

Last Modified: 12/19/2019
Status: Open
2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The Closing the Achievement Gap Report is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists, to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the Closing the Achievement Gap Report, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.
I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

   Complete the Achievement Gap Group spreadsheet and attach it.
II. Achievement Gap Analysis

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

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two academic years when analyzing trends.

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

F. 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.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)
III. Planning the Work

Closing the Achievement 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).

Closing the Achievement 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.
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
</tr>
</thead>
</table>

2019-20 Phase Two: School Assurances

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

Last Modified: 10/23/2019
Status: Open
Teacher Performance

1. The Every Study Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the Kentucky Teacher Performance survey. Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- Yes
  - No
  - N/A

COMMENTS

SMS is not at Title 1 School
Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- Yes
- No
- N/A

COMMENTS
SMS is not at Title 1 School

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- Yes
- No
- N/A

COMMENTS
SMS is not at Title 1 School

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school’s participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- Yes
- No
- N/A

COMMENTS
SMS is not at Title 1 School

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- Yes
- No
- N/A

COMMENTS
SMS is not at Title 1 School

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- Yes
- No
- N/A

COMMENTS

SMS is not at Title 1 School

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- Yes
- No
- N/A

COMMENTS

SMS is not at Title 1 School

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- Yes
- No
- N/A

COMMENTS

SMS is not at Title 1 School
9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- Yes
- No
- N/A

COMMENTS

SMS is not at Title 1 School

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- Yes
- No
- N/A

COMMENTS

SMS is not at Title 1 School

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- Yes
- No
- N/A

COMMENTS

SMS is not at Title 1 School

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- Yes
- No
- N/A
13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes
○ No
● N/A

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

○ Yes
○ No
● N/A

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

○ Yes
○ No
● N/A

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

○ Yes
○ No
• N/A

COMMENTS

SMS is not at Title 1 School
Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, “evidence-based” is defined in ESSA Section 8101(21).

- Yes
- No
- N/A

COMMENTS

SMS is not at Title 1 School
All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- Yes
- No
- N/A

19. The school collects and publicly disseminates, in compliance with Kentucky’s Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students’ access to effective/experienced teachers.

- Yes
- No
- N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- Yes
- No
- N/A

COMMENTS

SMS is not a title 1 School

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- Yes
- No
- N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- Yes
No

N/A
Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky’s six (6) Key Core Work Processes listed below or another established improvement approach (i.e. Six Sigma, Shipley, Baldridge, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.
## Goal 1: Increase the Proficiency rating from 72.7 to 77.63 (2.46 annually) by 2021.

<table>
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<th>Objective</th>
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<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1: Increase Proficiency rating from 72.7 to 75.16 by 2020.</td>
<td>KCWP 2 Design and Deliver Instruction</td>
<td>All math teachers will use Envisions curriculum with fidelity.</td>
<td>Increased percentages of proficiency on district required assessments throughout the year.</td>
<td>Math Teachers will attend District provided Envision Professional Developments throughout the 2018-19 school year.</td>
<td>FCPS</td>
</tr>
<tr>
<td></td>
<td>KCWP 2 Design and Deliver Instruction</td>
<td>All ELA teachers will embed a close reading passage from the Collections series a minimum of 2 times per unit.</td>
<td>Increased percentages of proficiency on the District required Collections Assessments.</td>
<td>Walkthrough Data from administrators and district ELA staff.</td>
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</tbody>
</table>

Objective 2
### 2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator rating from 64.5 to 69.6 (2.5 annually) by 2021.

<table>
<thead>
<tr>
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<th>Activities</th>
<th>Measure of Success</th>
<th>Progress Monitoring</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective: Increase the combined percentage of students scoring Proficient/Distinguished in Science from 35.8 to 40.8 by 2019.</td>
<td>KCWP 2: Design and Deliver Instruction: What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?</td>
<td>All Science teachers will use Amplify curriculum with fidelity.</td>
<td>An increase of student proficiency on Amplify District Assessment throughout the school year.</td>
<td>District Walkthrough Data and SMS Administration Walkthrough Data.</td>
<td>FCPS</td>
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</tbody>
</table>

Objective 2
### 3: Achievement Gap

Goal 3: Decrease the number of subgroups identified as a significant gap from 1 to 0 by 2021.

<table>
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<tbody>
<tr>
<td>Objective 1: Raise the gap rating for Special Education Students from 30.6 to 37.0 by 2020.</td>
<td>KCWP 2: Design and Deliver Instruction: What systems of collaboration are in place in order to meet the Tier I educational needs of all students?</td>
<td>Participate in district recommended co-teaching initiative to support special education teachers and Co-Teaching implementation.</td>
<td>Observation data from External Coach, Internal Coach and administration walkthroughs.</td>
<td>Increase in growth and proficiency of students with disabilities served in co-teaching classrooms as measured by MAP and the statewide summative assessment</td>
<td>FCPS</td>
</tr>
<tr>
<td>KCWP 5: Design, Align and Deliver Support: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td>Evidence based strategies will be used in small group pull outs for students in co-teaching classes with IEP’s an average 1 time a week.</td>
<td>Decrease in Novice Scores on Fall and Spring Learning Checks and District assessments.</td>
<td>Walkthrough data by administration, Special Education Department Chair and ACC.</td>
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</tr>
<tr>
<td>KCWP 5: Design, Align and Deliver Support: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td>Resource Math will use Success Maker with identified students according to MAP and progress monitoring data</td>
<td>Increased percentage of students meeting Growth on the Winter and Spring MAP, district and classroom assessments</td>
<td>ESS Funding paid for SuccessMaker Licences</td>
<td></td>
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<tr>
<td>KCWP 5: Design, Align and Deliver Support:</td>
<td>Resource ELA teachers will use FLEX with identified students</td>
<td>Increased percentage of students meeting Growth on the Winter</td>
<td>FCPS</td>
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<tr>
<td>What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td>according to MAP and progress monitoring data</td>
<td>and Spring MAP, district and classroom assessments.</td>
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</tbody>
</table>
**Goal 4: Increase school’s growth rating from 53.9 to 60.0 (3.05 annually) by 2021.**

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<tr>
<td>Objective 1: Increase school’s growth rating from 53.9 to 56.9 by 2020.</td>
<td>KCWP 5: Design, Align, and Deliver Support: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td>ESS money will be used to identify and tutor at risk students a minimum of once a week to address GAPS in math.</td>
<td>Increased scores on MAP, district and classroom assessments</td>
<td></td>
<td>ESS Funding</td>
</tr>
<tr>
<td></td>
<td>KCWP 5: Design, Align, and Deliver Support: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td>Students performing in the bottom 25th percentile in reading intervention and ELL classes on multiple measures will use Reading Plus a minimum of two times a week.</td>
<td>Progress Monitoring data will show evidence of student progress/closing skill gaps.</td>
<td></td>
<td>FCPS Paid for ELL Reading Plus Licenses SMS paid for RTI Reading Plus Licenses</td>
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<tr>
<td></td>
<td>KCWP 5: Design, Align, and Deliver Support: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td>Students performing in the bottom 25th percentile in math intervention classes on multiple measures will use Success Maker a minimum of two times a week.</td>
<td>Progress Monitoring data will show evidence of student progress/closing skill gaps.</td>
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<td>ESS Funding paid for SuccessMaker Licences</td>
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<tr>
<td></td>
<td>KCWP 5: Design, Align, and Deliver Support: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?</td>
<td>Tier 1 Math and Reading Teachers will work on specific gap skills according to MAP and classroom assessment data during Academic Leadership a minimum of 3 times a week.</td>
<td>Targeted students will go up two points growth on Winter MAP and targeted students will meet year’s growth on the Spring MAP test.</td>
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Goal 4: Increase school’s growth rating from 53.9 to 60.0 (3.05 annually) by 2021.

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<td>KCWP 6 Establishing Learning Culture and Environment:</td>
<td></td>
<td>Ensure ongoing professional development on Culturally Responsive Teaching &amp; Learning (CRTL) through school and district supported training.</td>
<td>SuccessMaker data will be monitored by PGE Admin and analyzed with math teachers.</td>
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<td>ESS Funding paid for SuccessMaker Licences</td>
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<td>Walkthrough Data from FCPS Google walkthrough form.</td>
<td>Completion of Professional Development Activities</td>
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<td>A decrease in the amount of time out of class (SAFE hours and Suspension Days) as compared to the 2018-2019 school year.</td>
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<tr>
<td>KCWP 6 Establishing Learning Culture and Environment:</td>
<td></td>
<td>All students who performed Novice in both Reading and Math on KPREP will have a Novice mentor.</td>
<td>Novice Students will meet year’s growth on the Spring MAP test.</td>
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<td>Novice Students will increase a proficiency level on the 2018-19 state assessment.</td>
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