

Phase One: Continuous Improvement Diagnostic 18-19

Phase One: Continuous Improvement Diagnostic

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

Last Modified: 10/29/2018
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.

At SMS we pride ourselves in communication, however we found through EProve and PTSA surveys that parents wanted more information about the curriculum their child was learning. As a school we were doing great at sending out dates/information about school related activities, but were lacking in communicating the topics being covered in each class. This year we have implemented "Curriculum News" that is sent out each month by our teams. Each subject area teacher provides a breakdown on what will be learned that month and it is sent out to all parents/families. We hope that this allows families to keep up with their child's education in the classroom better and furthers their involvement. Through surveys, PBIS Data, and content data we have seen a major need area being our African American and ELL population. Both groups are performing way below the norm academically and behavior referrals are disproportional for both sub groups. This school year we are partnering with an outside non profit organization called "Good Brother" to provide mentors for a group of 6th grade boys. These mentors will meet with the students each week and visit the classroom for guidance as well. We are also using ESS money to target both of these groups with after school tutoring. Students will receive services in math and reading each Tuesday after school. The students are chosen based on their sub group and performance on MAP/KPrep testing. We hope to close academic gaps in these sessions each week. Just as last year, students who received 1 or more Novice scores on KPREP will have a mentor in the school building as a go to person. Mentors will be in contact with the student, parent/guardian, student teachers, etc. Lastly, we will provide training to staff members to help them engage our students of color and at risk population. Looking at data we have over 70% of African Americans and English Language Learners performing at the apprentice/novice level. As an administration this shows us we need to address Tier 1 instruction. Each month in our Department Chair meetings we will share an evidence based engagement strategy from Kagan or APL, and have them practice that in their subject areas.

ATTACHMENTS

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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.

Our school plans to engage stakeholders through our SBDM, school committees, and PTSA. All three of these areas give parents an opportunity to be directly involved in decision making and the school improvement process. At SMS we have a double council that includes 4 parent members. These parents are pivotal in ensuring the school is making decisions that are best for students and the community. This year we have two minority members and both genders represented, which allows us to see view points from all stakeholder sub groups. We also encourage public input at our meetings through email and posting our meetings on the website. School committees are at the root of decision making and improvement at Southern Middle. Over the past several years we have noticed that parent involvement was minimal in these groups and that we needed more to ensure we were seeing things from their perspective. This year we passed out committee forms at Open House and sent an invite through a school-wide email. Currently we have parents on 4 different committees which is more than double the percentage that we've had in year's past. We are excited to include our families in these groups and look forward to them being apart of the decision making process at SMS. Our PTSA at Southern is growing rapidly and it is making a very positive impact on our students and school community. Last year we were given awards for membership growth and we want to replicate that again this school year. Our PTSA has been at every school event and we support them by promoting their cause through email, newsletters, social media, etc. We are also hosting several PTSA events to bring parents in such as "Donuts with Dudes" and "Muffins with Misses." Lastly, we have held contests within the student body to increase membership. Our goal is to grow our member list and get more parents through our doors to volunteer. Their involvement will directly impact our students through instructional purchases, volunteer hours, school events, academic rewards, and more!

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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Phase Two: The Needs Assessment for Schools 18-19

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: 11/11/2018
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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?

At Southern Middle we review, analyze, and apply data results through multiple avenues. We look at data in PLCs meetings at each grade level, committees, departments, team leader, staff meetings, SBDM, etc. Each group looks at data that pertains to their area and funnels decisions to the admin, staff, and SBDM. Committees and departments meet monthly, Team Leaders meet weekly, and staff meeting occur bi-weekly.

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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.
- 62.8% of African Americans were apprentice or novice in reading -77.9% of African Americans were apprentice or novice in mathematics -89.2% of ELL students are apprentice or novice in reading -86.5% off ELL students are apprentice or novice in mathematics -84.1%-of IEP students are apprentice or novice in reading -91.3%-of IEP students are apprentice or novice in mathematics

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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.

The large number of GAP group students performing at the app/nov level in Math and reading is alarming and something we are addressing through name and claim and intentionally checking data with special education teachers bi-weekly. We are also using a new curriculum program called Envisions in Math and Collections in reading that we hope will help reach students at all levels. Lastly, we used our own school funds to purchase "Reading Plus" and IXL" to help differentiate content taught to students. Below is the reiteration of data from our 3 major GAP groups. -62.8% of African Americans were apprentice or novice in reading -77.9% of African Americans were apprentice or novice in mathematics -89.2% of ELL students are apprentice or novice in reading -86.5% off ELL students are apprentice or novice in mathematics -84.1%-of IEP students are apprentice or novice in reading -91.3%-of IEP students are apprentice or novice in mathematics

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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?

Over the past several years our ELL population has been a concern academically. This year we have a 1.0 certified teacher for the first time and have been precise on scheduling pullouts and co-teaching opportunities. We are also using IXL and Reading Plus to target specific areas for each student. Lastly, we are using ESS funds to conduct tutoring once a week. Students who are targeted for this extended support will be ones in our TSI groups (ELL & AA) and not receiving extra support through RTI.

ATTACHMENTS

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Potential Source of Problem

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

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

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

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

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

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

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

This school year "Establishing a Learning Culture and Environment" will be a main 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 as high priority if we want to take the next steps in student success.

ATTACHMENTS

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Strengths/Leverages

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

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

-37.2% of African American students were proficient/distinguished in reading and 23% in math.

-15.9% of students with disabilities were proficient/distinguished in reading and 8.6% in math.

-10.8% of ELL students were proficient/distinguished in reading and 13.5% in math.

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ATTACHMENT SUMMARY

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Phase Two: School Assurances 18-19

Phase Two: School Assurances

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

Last Modified: 01/08/2019
Status: Locked

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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

We are not an elementary so we don't have preschool transition, but we do conduct an orientation and "Spartan Academy" for our incoming 6th graders. They also have the opportunity to tour the school with their 5th grade classes at the end of the previous school year. "Spartan Academy" is held a week before school starts and gives students a chance to meet their teachers, see where their classes are, practice their locker combinations, and get organized. We have two orientations (one at the end and one at the beginning of school) for incoming families to learn the expectations and norms of Southern Middle.

ATTACHMENTS

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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

We are not a Title 1 School.

ATTACHMENTS

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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

We are not a Title 1 School.

ATTACHMENTS

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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

ATTACHMENTS

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Instructional Strategies

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

- Yes
- No
- N/A

COMMENTS

We are not a Title 1 School.

ATTACHMENTS

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Targeted Assistance Activities

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

- Yes
- No
- N/A

COMMENTS

ATTACHMENTS

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

- Yes
- No
- N/A

COMMENTS

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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

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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

We are not a Title 1 School.

ATTACHMENTS

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Paraeducators

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

- **Yes**
- No
- N/A

COMMENTS

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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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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: Increase the proficiency rating from 69.8 to 77.63 (2.61 annually) by 2021.

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase proficiency rating from 69.8 to 72.41 by 2019.	KCWP 2 Design and Deliver Instruction: How do school leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target?	All teachers will be trained and instruct students with the use of a school wide ERQ graphic Organizer (ACE's).	Increase on ERQ responses on classroom assessments.		N/A
			Increased percentages of proficiency on the District required Collections Assessments.		
			Walkthrough Data from Frontline 5x5s and Google Document		
	KCWP 2 Design and Deliver Instruction: What strategies and programs are implemented in classrooms/schools and how do you measure their	All ELA teachers will embed a close reading passage from the Collections series a minimum of 2 times per unit.	Increased percentages of proficiency on the District required Collections Assessments.		
Documented Evidence on walkthroughs					

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	effectiveness on student achievement?		Walkthrough Data from Frontline 5x5s and Google Document		
	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?	ALL math teachers will use Envisions curriculum with fidelity.	Increased percentages of proficiency on district required assessments throughout the year.		N/A
			Math Teachers will attend District provided Envision Professional Developments throughout the 2018-19 school year.	All SMS math teachers attended District Envision PD in August before school starting. All SMS math teachers had a 1 hour PD with an Envision Rep on in December. All SMS math teachers including Sped representation attended at least 1 Envision Professional Release Day during 1 st Semester.	
			Walkthrough Data from Frontline 5x5s and Google Document	District Fidelity Math Walk Through with Natalee Feese, Cassie Lewis and Alicia Swanner on 9/19/2018. All teachers observed were using Envision District Fidelity Math Walk Through with Natalee Feese, Cassie Lewis and Alicia Swanner in November: All	N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		All Tier 1 Math teachers will implement and assess a minimum of 2 Formative Assessment Lesson (FAL's) and a minimum of 2 Formative Assessment Tasks per year.	Increased percentages of proficiency on school learning checks, classroom assessments, and district required assessments.	Teachers observed were using Envision and Envision supplements	
					N/A

2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator rating from 60 to 69.6 (3.2 annually) by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the separate academic indicator rating from 60 to 63.2 by 2019.	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?	All Science teachers will incorporate evidence based academic vocabulary strategies with each unit.	Walkthrough Data from Frontline 5x5s and Google Document Collegial Form Documentation	Science Department Provided School Wide Academic Vocabulary words to whole school during AL for the Month of November.	N/A
		All Social Studies teachers will incorporate evidence based academic vocabulary strategies with each unit.	Walkthrough Data from Frontline 5x5s and Google Document Collegial Form Documentation		NA
	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?	Middle/High School (grades 6-12) ELA teachers engage in collaborative communities to develop a school-wide writing protocol that includes alignment of rubrics, strategies, grading/assessing, and providing feedback to students throughout the writing process	Increase student results on school wide learning checks. District writing assessments, and the statewide summative assessment in writing		N/A
			Walkthrough Data from Frontline 5x5s and Google Document		

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

3: Gap

Goal 3: Decrease the number of subgroups identified as TSI from 2 to 0 by 2021.

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Raise the growth rating for African American students from 8.2 to above 9.5.	KCWP 2: Design and Deliver Instruction: How do school/district leadership ensure teacher's design lessons with students' cultural, social, and developmental needs in mind? 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?	Ensure that curricular delivery of instruction and assessment meet the needs of students and monitor content relevance to include culture/linguistic and real life experiences.	Implementation Checks with 5x5s and Google document		N/A
Objective 2: Raise the growth rating for English Language Learner students from 5.2 to above 9.5.			Increase in growth and proficiency of African American students as measured by MAP.		N/A
Objective 3: Raise the growth rating for Special Education Students from 10.0 to 11.0		Participate in district recommended co-teaching initiative to support special education teachers and Co-Teaching implementation.	District walkthroughs and checks by school with 5x5s and Google document		N/A
		Increase in growth and proficiency of students with disabilities served in co-teaching classrooms as measured by MAP and the statewide summative assessment		N/A	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	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?	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.	Decrease in Novice Scores on Fall and Spring Learning Checks and District assessments. Checks with 5x5s and Google document		N/A
	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?	Students performing in the bottom 25 th percentile on multiple measures will be referred for intervention.	Progress Monitoring data will show evidence of student progress/closing skill gaps.	In December of 2018 Intervention Team reviewed 1 st Semester progress Monitoring data from FAST to assess students who would exit RTI for 3 rd 9 weeks. 6 students exited Math and 4 students exited Reading RTI.	N/A
		Students performing in the bottom 25 th percentile in reading intervention and ELL classes on multiple measures will use Reading Plus a minimum of two times a week.	Progress Monitoring data will show evidence of student progress/closing skill gaps.	All students in Reading RTI and ELL Language Arts classes are using Reading Plus as of January 2019. Helsby Submitted Reading Plus Data Printouts of students at Tier 3 and students ready to Exit Tier 2 in December of 2018.	ESS Allocated Funds
		Resource Math teachers will use Success Maker with identified students according to MAP and progress monitoring data	Increased scores on MAP showing years growth from Fall to Spring.		District
	KCWP 5: Design, Align, and Deliver Support: What system or processes are in place to ensure appropriate academic	ESS money will be used to identify and tutor at risk students a minimum of once a week to address GAPS in reading and math	Increased scores on MAP, district and classroom assessments		ESS Allocated Funds

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	interventions are taking place to meet the needs of all students?				
	KCWP 6 Establishing Learning Culture and Environment: What processes are in place to communicate with students in order to address barriers to learning?	All teachers will mentor a minimum of 2 students who performed at the Novice Level in Reading and/or math on KPREP.	Novice Students will meet year's growth on the Spring MAP test.	Teachers Selected their Novice Mentoring Students in December of 2018.	N/A
			Novice Students will increase a proficiency level on the 2018-19 state assessment.		
	KCWP 6: Establishing Learning Culture and Environment: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Ensure ongoing professional development on Culturally Responsive Teaching & Learning (CRTL) through school and district supported training.	Walkthrough Data from Frontline 5x5s and Google Document	All Teachers participated in a 3 hour PD led by Mr. Payne on CRT in August of 2018.	N/A
		Train and Implement Second Steps as a Social and Emotional Curriculum at all grade levels.	Walkthrough Data from Frontline 5x5s and Google Document	All AL teachers were trained at a school wide 3 hour PD on Second Steps.	District Purchased
			Second Step Classroom Unit Completion Data		

4: Graduation rate

Goal 4: Not Applicable to Middle 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.*)

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

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

5: Growth

Goal 5: Increase school's growth rating from 13 to 22 (3.0 annually) by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase school's growth rating from 13 to 16 by 2019.	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?	All teachers will embed evidence based test taking strategies shared at each monthly Curriculum meeting.	Minutes from monthly CIA meetings will document test-taking strategy shared.		N/A
	KCWP 4 Review, Analyze and Apply Data: What systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning?	All teachers will be trained on MAP reports available and will use the data during Professional Learning Communities for intentional instructional groupings.	Name and Claim forms will have updated MAP data.		N/A

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	<p>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?</p>	<p>All math and reading teachers will implement differentiated instructional activities according to RIT ranges bi-weekly.</p>	<p>Students will go up two points growth on Winter MAP Students will meet year's growth on the Spring MAP test.</p>		<p>N/A</p>
		<p>ESS money will be used to identify and tutor at risk students a minimum of once a week to address GAPS in reading and math</p>	<p>Increased scores on MAP, district and classroom assessments</p>		<p>ESS Allocated Funds</p>

6: Transition Readiness

Goal 6: The percentage of students projecting proficiency/distinguished on Kentucky Performance Rating according to MAP will systematically increase from 48.2 to 78.2 (10 % annually) in math and from a 53.9 to 83.9 (10% annually) in reading by 2021.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • 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 	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Students projecting proficient/distinguished on Kentucky Performance Rating according to MAP will increase in math from 59.9 to 69.9 by 2019.	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?	Students performing in the bottom 25 th percentile on multiple measures will be referred for intervention.	Progress Monitoring data will show evidence of student progress/closing skill gaps.		N/A
			Increased scores on MAP, district and classroom assessments		N/A
	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?	Math Teachers will use IXL and/or Math XL an average of 1 time per week.	Increased scores on MAP, district and classroom assessments		General Fund
		Resource Math teachers will use Success Maker with identified students according to MAP and progress monitoring data	Increased scores on MAP, district and classroom assessments		General Fund

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 2: Students projecting proficient/distinguished on Kentucky Performance Rating according to MAP will increase in reading from 53.9 to 63.9 by 2019.	KCWP 5: Design, align and Deliver Support: system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Students performing in the bottom 25 th percentile on multiple measures will be referred for intervention.	Progress Monitoring data will show evidence of student progress/closing skill gaps.		N/A
		Students performing in the bottom 25 th percentile in reading intervention and ELL classes on multiple measures will use Reading Plus a minimum of two times a week.	Progress Monitoring data will show evidence of student progress/closing skill gaps.		ESS Allocated Funds
			Increased scores on MAP, district and classroom assessments		

7: Other (optional)

Goal 7 (State your goal):

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

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

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

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

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

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

Phase Three: Closing the Achievement Gap Diagnostic_01082019_10:17

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: 01/08/2019
Status: Locked

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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 attached

ATTACHMENTS

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

II. Achievement Gap Analysis

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

The culture and climate of Southern Middle School continues to a positive one as well as continues to improve. During the 2018-19 school year, one strategy SMS has continued to implement related to our gap population in order to try and close the achievement gap is Novice Mentoring for students who have scored Novice in reading and/or math. This provides the students to have a point of contact person in the school who mentors them and builds an individual relationship with the students. We are also using some of our ESS funds this year to tutor students who fall in the same gap categories in reading and math on Tuesdays.

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.

Southern Middle School continues to have persisting achievement gaps associated with the gap groups of African American, Hispanic, Studies with an IEP, free and reduced lunch and English Language Learners. Although gaps still exist, in the area of reading novice reduction occurred in the gap groups of IEP, free and reduced lunch, Hispanic, and overall Gap group. Furthermore, all gap groups increased the percentage of students who were combined proficient/distinguished in reading.

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

Based the 2017-18 KPREP data school year we were not identified as a TSI school for special education. Although proficiency levels were low, the students scored above the cut score for growth in special education. This was the same free and reduce lunch and Hispanic gap group.

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

SMS was identified as a TSI school for both ELL and African American groups. ELL students and Studies with an IEP continue to have large percentages of Novice in both reading and math (even though we made growth gains in special education according to how growth was calculated). They are also are the two gap groups which have the lowest percentage of Proficient/Distinguished students.

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

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

Professional Development Plan: See attached copy of the Professional Development Plan for Southern Middle School. In summary teachers are required to complete a minimum of 24 hours of professional development. Twelve of the required hours are for collegial partners, 3 hours were devoted to the teachers individualized professional growth goal, 3 hours were for Second Steps training and final six hours were for PBIS, Curriculum, and Writing. For extended school services we offer PLATO credit recovery for students who have received a D or an F in a class to offer remediation in pulling up that grade to a 74 C. Southern Middle School also offers PLATO for students who received a Novice or Apprentice Score in Reading and or Math on previous school years KPREP. Lastly, this school year SMS has reserved a portion of the ESS money to offering tutoring in reading and math on Tuesdays after school.

ATTACHMENTS

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

Staffing allocated for ELL and Special Education continues to be a hurdle. We have been allocated 7 certified teachers to service these two GAP groups (1.0 for ELL, 5.0 for special education and 1.0 for special education/PASS).

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.

Administration Team: Kevin Payne (Principal), Mike Tencza (Associate Principal), Alicia Swanner (PGE Administrator) Curriculum, Instruction and Assessment Committee Department PLC's Teachers SMS SBDM

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).

ATTACHMENTS

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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.

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)
 SMS Measureable GAP Goal 2018-19	Gap Goal	III

Phase Three: Executive Summary for Schools_01082019_10:01

Phase Three: Executive Summary for Schools

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

Last Modified: 01/08/2019
Status: Locked

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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?

For the 2018-19 school year SMS has had an increase in student population. We currently are educating approximately 850 students. This is an increase from about 650-700 students over the past 3 school years. Our current student enrollment consists of 57% are Caucasian, 23% African-American, 11% Hispanic, 3% Asian, and 6% other. Roughly 45% of the student population qualifies for free or reduced lunch and 7% are designated as English Language Learners and 11% of our students receive special education services.

ATTACHMENTS

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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. SMS provides extra curricular opportunities which range from the Academic and Math teams to a variety of sports for students to participate in as well intramural sports throughout the year. We have award winning programs which range from team sports, Technology Student Association and music programs.

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.

Over the last three years the 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. Areas of improvement over the past three years continue to be a need to increase reading/math proficiency with our gap students, especially those that are English Language Learners and Students with an IEP. Although our Writing Scores increased for the 2017-18 school year, On-Demand writing continues to be a focus area.

ATTACHMENTS

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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.

During the 2017-2018 school year Southern Middle School started to move towards being a 1 to 1 school with students and Chrome Books and we are continuing this initiative throughout the 2018-19 school year. Southern Middle School has also implemented a Novice Mentoring program that all teachers participate in including adding tutoring through our ESS program offered on Tuesdays after school. SMS has also be able to add year long Chinese into it's World Language program for both 7th and 8th grade students. Southern Middle School 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. We have also partnered with FCPS and United Way to start up a boys mentoring group in the 6th grade. This initiative will continue in upcoming years. Lastly, we continue to partake in services with Project Aware, a school based counseling/therapy resource funded by FCPS, which works one on one with qualified students and families.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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