

## 18-19 Phase One: Continuous Improvement Diagnostic\_09272018\_08:28

Phase One: Continuous Improvement Diagnostic

**Winburn Middle School**  
Whitney Allison  
1060 Winburn Dr  
Lexington, Kentucky, 40511  
United States of America

Last Modified: 09/30/2018  
Status: Locked

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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.

Winburn Middle School has revised their PBIS plan system and structure and is monitoring the expectations and protocols in the plan to address the TELL data regarding student conduct. An action plan has been embedded into the school improvement plan to address the TELL data that reports teachers' perspective of 74% agreement that the community we serve is supportive of our school. According to TELL data, Winburn Middle School needs improvement with providing parent/guardian with useful information about student learning. As a result of this feedback, Winburn Middle School adopted the program, Planbook, which enables parents to access curriculum standards and learner outcomes, lesson plans, assignments, as well as other announcements. We also have a Facebook page that is monitored with fidelity and serves as a public relations connection for which our community liaison oversees.

#### **ATTACHMENTS**

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

#### Part II:

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

Winburn Middle School meets regularly with department chairs, team leaders, youth service coordinator, and parents to develop and monitor school improvement plan. Stakeholders are identified through their role on committees, council, job title. Meetings are scheduled to accommodate teacher stakeholders during their planning time or before or after school; parent and community stakeholders attend meetings at their availability. Winburn Middle School revisited our mission, vision, and collective commitments with stakeholders as well as developed an infographic that outlines our purpose, resources, programs, and data sources that are used to support our mission and vision. Our SBDM council meets monthly at a time conducive to our parent members' schedule.

#### **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)
 Infographic	Graphic organizer to highlight the programs, resources, and partnerships that support our mission/vision.	1

## Phase Two: The Needs Assessment for Schools 2018-2019

### Phase Two: The Needs Assessment for Schools

**Winburn Middle School**  
Whitney Allison  
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Lexington, Kentucky, 40511  
United States of America

Last Modified: 10/29/2018  
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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?

Administration meets with each staff member to conduct a mid year review. Feedback from these meetings is reviewed to revisit mission and vision as appropriate. Collective commitments are discussed and agreed upon annually. Department chairs, SBDM Committees, Parent groups, teachers, community groups, and team leaders all play a role in the discussion and creation of the objectives and activities of our school improvement plan. Planning is ongoing and meetings occur on weekly/monthly frequency.

### **ATTACHMENTS**

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## Current State

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

### **Example of Current Academic State:**

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

### **Example of Non-Academic Current State:**

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

State Assessment Overall proficiency indicator is 56.2 (Goal is 69.3) Separate academic indicator is 55.7 (Goal is 62) Growth indicator is 10.8 (Goal is 9.5) While we have multiple lower performing groups, our growth indicator value is above average.

## **ATTACHMENTS**

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## Priorities/Concerns

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

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

Currently identified as a targeted school for intensive support for the following populations: African-American, Hispanic, Free and Reduced Lunch, English Language Learners, and Student with disabilities. AA:37.6 proficiency; Hispanic 44.8; Free/Reduced Lunch 43.5, ELL 23.7; and Students with IEP 18.7 Overall proficiency of white students 89.9%

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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?

Reading and math performance remain areas of concern. Math moreso than reading even though overall growth performance meets benchmark.

### **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](#)

Design and Deployment of Standards: Monitoring of viable curriculum in both reading and math. Teacher communication of clear and precise learning targets. Design and Delivery of Instruction: use of Planbook to intentionally incorporate best practices to ensure instruction requires cognitive engagement and appropriate pacing. Focus on writing, inquiry, collaboration, organization, and reading on a high frequency basis. Design and Deliver Assessment Literacy: Monitoring and evaluating achievement while teaching staff and students criteria for success and what it means. Review, Analyze, and Deliver Support: Student performance is reviewed and analyzed through the study of MAP data as well as our district common assessments in reading and math. Support is identified through weekly professional learning community meetings. Establishing Learning Culture and Environment has increased due to the addition of our WIN period where all staff are required to participate in the re-teach of specific skill deficits reflected through the analysis of data.

### **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%.

Since this year marked a new data reporting system, it is not appropriate to compare data to last year. Separate academic indicators reflect social studies data is above benchmark at 67% Cut score for proficiency is 55. Science is currently at 50% which is 5% below the proficiency benchmark. New science standards and performance tasks are in place to increase that performance. Our on-demand score of 50.2 is one reason why writing across the discipline is a focus of all classrooms. Growth performance continues to be an area of strength.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## 2018-2019 Winburn School Assurances

### Phase Two: School Assurances

**Winburn Middle School**  
Whitney Allison  
1060 Winburn Dr  
Lexington, Kentucky, 40511  
United States of America

Last Modified: 01/03/2019  
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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## School Assurances

### Preschool Transition

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

#### COMMENTS

#### ATTACHMENTS

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

### Professional Development

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

#### COMMENTS

#### ATTACHMENTS

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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

#### 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**

## **ATTACHMENTS**

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### **Targeted Assistance Activities**

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

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Parent and Family Engagement**

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

- Yes
- No
- N/A

### **COMMENTS**

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## **Teacher Quality**

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

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Title I Application**

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

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Paraeducators**

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

- Yes
- No

- N/A

### **COMMENTS**

### **ATTACHMENTS**

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

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

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

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## Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education 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 school/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.

### Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:  
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.  
For high school: Proficiency, 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

State your **Proficiency Goal**

<p><b>Goal 1:</b> By the conclusion of the 2021 school year, Winburn Middle School will increase the combined reading and math proficiency score 56.2 to 69.3. (State Proficiency Indicator)</p>													
<p>Which <b>Strategy</b> will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>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>									
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding/ Person Responsible								
<p><b>Objective 1:</b> To increase the <b>reading</b> proficiency score from the actual current rating of 58.4 to 62.6 by the close of the 2018-2019 school year.</p>	<p>Design and Deployment of Standards</p>	<p>Establish a process to ensure monitoring measures in place to support high fidelity in teaching to the reading standards through the implementation of the Collections Curriculum.</p>	<p><b>By August 30, 2018,</b> 100% of staff will be trained on Planbook usage and expectations.</p>	<p>August 30, 2018 _100%____ trainings complete</p>	<p>NA Ms. Green</p>								
			<p><b>By the conclusion of each instructional quarter,</b>100% of teachers will submit their daily lesson plan as evidenced by Planbook.</p>	<table border="1"> <tr> <td>18-19</td> <td>1st</td> <td>2nd</td> <td>3rd</td> <td>4th</td> </tr> <tr> <td>ELA</td> <td>100%</td> <td>61%</td> <td></td> <td></td> </tr> </table>	18-19	1st	2nd	3rd	4th	ELA	100%	61%	
18-19	1st	2nd	3rd	4th									
ELA	100%	61%											

			<p><b>By the end of each calendar month, 80% of classrooms visited will demonstrate implementation of literacy specific strategies of focus as evidenced through walk-thru data.</b></p>	<table border="1"> <thead> <tr> <th>Month</th> <th>Number of Walkthroughs Completed</th> </tr> </thead> <tbody> <tr> <td>Aug</td> <td>NA</td> </tr> <tr> <td>Sept</td> <td>62%</td> </tr> <tr> <td>Oct</td> <td>Transition to ELEOT (District)</td> </tr> <tr> <td>Nov</td> <td>78% 14/18 walkthroughs</td> </tr> <tr> <td>Dec</td> <td></td> </tr> <tr> <td>Jan</td> <td></td> </tr> <tr> <td>Feb</td> <td></td> </tr> <tr> <td>March</td> <td></td> </tr> <tr> <td>April</td> <td></td> </tr> <tr> <td>May</td> <td></td> </tr> </tbody> </table>	Month	Number of Walkthroughs Completed	Aug	NA	Sept	62%	Oct	Transition to ELEOT (District)	Nov	78% 14/18 walkthroughs	Dec		Jan		Feb		March		April		May		<p>NA</p> <p>Admin Team</p>
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			<p><b>By the end of the 2018-2019 school year, 65% of 6-8 grade students will score at or above the</b></p>	<table border="1"> <tr> <td><b>READING (*Same students over time)</b></td> </tr> </table>	<b>READING (*Same students over time)</b>	<p>NA</p>																					
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			50th percentile as evidenced through MAP. (See District Scorecard % of Students Scoring Average or Above on Data Dashboard)	<table border="1"> <thead> <tr> <th>Grade</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td></td> <td></td> <td>38.92(F)</td> </tr> <tr> <td>7</td> <td>51.36</td> <td>44.35</td> <td>30.5(F)</td> </tr> <tr> <td>8</td> <td>54.45</td> <td>47.84</td> <td>45.41(F)</td> </tr> </tbody> </table>	Grade	16-17	17-18	18-19	6			38.92(F)	7	51.36	44.35	30.5(F)	8	54.45	47.84	45.41(F)	Classroom Teachers														
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	Design and Deliver Assessment Literacy	Establish a process to develop a tracking system for monitoring of student achievement progress of learning by standard.	<b>By the end of the 2018-2019 school year</b> , the average score on the Collections summary report will increase to an overall average of 80%..	<table border="1"> <thead> <tr> <th colspan="5">Instructional Delivery over time</th> </tr> <tr> <th></th> <th>1 Qtr</th> <th>2 Qtr</th> <th>3 Qtr</th> <th>4 Qtr</th> </tr> </thead> <tbody> <tr> <td>Grade</td> <td>17-18 18-19</td> <td>17-18 18-19</td> <td>17-18 18-19</td> <td>17-18 18-19</td> </tr> <tr> <td>6</td> <td>42/63</td> <td></td> <td>57</td> <td></td> </tr> <tr> <td>7</td> <td>46/59</td> <td></td> <td>62</td> <td></td> </tr> <tr> <td>8</td> <td>50/68</td> <td></td> <td>54</td> <td></td> </tr> </tbody> </table>	Instructional Delivery over time						1 Qtr	2 Qtr	3 Qtr	4 Qtr	Grade	17-18 18-19	17-18 18-19	17-18 18-19	17-18 18-19	6	42/63		57		7	46/59		62		8	50/68		54		NA ELA Classroom Teachers
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<b>Objective 2:</b> To increase the <b>math</b> proficiency score from the actual current rating of 53.9 to 58.5(62) by the close of the 2018-2019 school year.	Design and Deployment of Standards	Establish a process to ensure monitoring measures are in place to support high fidelity in teaching to the standards by way of peer observation, formal and information observations, classroom data, and running records, and standard mastery checks.	<b>By the August 30, 2018</b> , 100% of staff will be trained on Planbook usage and expectations.	<table border="1"> <thead> <tr> <th>18-19</th> <th>1st</th> <th>2nd</th> <th>3rd</th> <th>4th</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	18-19	1st	2nd	3rd	4th	Math	100%				\$650 Department Chairs																				
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Design and Deliver Instruction	Establish a process to ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.	<b>By the end of the 2018-2019 school year</b> , 65% of 6-8 grade students will score at or above the 50th percentile as evidenced through MAP Skills Development Data. (See District Scorecard % of Students Scoring Average or Above on Data Dashboard)	<table border="1"> <thead> <tr> <th colspan="4">MATH (*Same students over time)</th> </tr> <tr> <th>Grade</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td></td> <td></td> <td>30.71 (F)</td> </tr> <tr> <td>7</td> <td>43.46</td> <td>38.6</td> <td>27.19 (F)</td> </tr> <tr> <td>8</td> <td>48.65</td> <td>60.99</td> <td>36.24 (F)</td> </tr> </tbody> </table>	MATH (*Same students over time)				Grade	16-17	17-18	18-19	6			30.71 (F)	7	43.46	38.6	27.19 (F)	8	48.65	60.99	36.24 (F)												
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Algebra II	100%																																							
<p><b>Objective 3</b></p> <p>By the end of the 2019-2020 school year, 8th graders in the AVID Spartan team will increase the percentage of students meeting the benchmark in reading and math from 31% to 35% as measured by the PSAT.</p>	Review, Analyze, and Apply Data	<p>Establish a process to develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.</p> <p>Establish a condition to ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc</p>	<p><b>By the end of the 2018-2019 school year, the percentage of AVID students meeting college readiness benchmark as measured by MAP will increase from 38% to 50% in reading and 21% to 50% in math.</b></p>	<table border="1"> <thead> <tr> <th></th> <th>MAP Reading</th> <th>MAP Math</th> <th>PSAT</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>38</td> <td>21</td> <td>31%</td> </tr> <tr> <td>2018-19/2019-20</td> <td>F = 62%</td> <td>F = 39%</td> <td>33%</td> </tr> </tbody> </table> <p>F = Fall MAP</p>		MAP Reading	MAP Math	PSAT	2017-18	38	21	31%	2018-19/2019-20	F = 62%	F = 39%	33%	\$30,000  Spartan Team Classroom Teachers																							
	MAP Reading	MAP Math	PSAT																																					
2017-18	38	21	31%																																					
2018-19/2019-20	F = 62%	F = 39%	33%																																					

**Goal 2:**  
 By the conclusion of the 2018-2021 school year, Winburn Middle School will decrease the number of student groups identified as TSI from 5 to 0 as evidenced by KPREP.

<p>Which <b>Strategy</b> will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<p>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 Person Responsible												
<p><b>Objective 1:</b>            By the close of the 2018-2019 school year, Winburn Middle School will decrease the percent of <b>non-duplicated GAP students</b> scoring novice from 42.1 to 37.89 (10%).            (*See School Report Card)</p>	<p>Design and Deliver Assessment Literacy</p>	<p>Establish a practice to implement student participation in conducting student-led data conferences and goal setting.</p>	<p><b>By the end of the 2018-2019 school year</b>, implementation of Marzano’s 7 step vocabulary practices presented during professional learning that are high impact strategies to address Tier II academic vocabulary (J. Hattie) will increase from 0% (not observed) to 50% observed as measured through PLC planning minutes.</p>	<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td>Nov</td> <td>Training by L. Hillebrand</td> </tr> <tr> <td>Dec</td> <td>Vocabulary action plan</td> </tr> <tr> <td>Jan</td> <td>Vocabulary action plan</td> </tr> <tr> <td>Feb</td> <td></td> </tr> <tr> <td>Mar</td> <td></td> </tr> </table>			Nov	Training by L. Hillebrand	Dec	Vocabulary action plan	Jan	Vocabulary action plan	Feb		Mar		<p>NA            Social Studies Dept.</p>
Nov	Training by L. Hillebrand																
Dec	Vocabulary action plan																
Jan	Vocabulary action plan																
Feb																	
Mar																	

				Apr					
<p><b>Objective 2:</b> By the close of the 2018-2019 school year, Winburn Middle School will increase the proficiency performance of our <b>English Learners</b> from the current score of 0 to 55.6 and in math from 1.5 to 57.2. (*See School Report Card Delivery Targets)</p>	Design, Align, and Deliver Support	Establish a condition to create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of /for learning.	<p><b>By the end of the 2018-2019 school year, 60% of 6-8 grade English Learners</b> will make positive growth as evidenced through meeting their projected MAP growth target. <i>(See District Scorecard % of Students making positive growth)</i></p>	Making Positive Growth			NA All Classroom Teachers		
				RD	16-17	17-18		18-19	
				6					
				7	31.82	51.72			
				8	55	64.29			
				AVG					
			<p><b>By the end of the 2018-2019 school year, 60% of 6-8 grade English Learners</b> will make positive growth as evidenced through meeting their projected MAP growth target. <i>(See District Scorecard % of Students making positive growth)</i></p>	Making Positive Growth					
				MA	16-17	17-18	18-19		
				6					
				7	27.27	29.63			
<p><b>Objective 3:</b> By the close of the 2018-2019 school year, Winburn Middle School will increase the overall average composite score of <b>English Learners</b> scoring a 4 or better from 22% to 25% as evidenced on the ACCESS assessment</p>	Design, and Deliver Assessment Literacy	Establish a process to develop a progress monitoring system to monitor standards mastery for each student.	<p><b>By the end of the 2018-19 school year, 80% of ELL students</b> will advance one level as evidenced through TELL assessment. <i>(ie. Limited to Basic/Basic to Intermediate, etc.)</i> <b>BOY</b></p>	18-19 Baseline Data				NA ELL Teachers	
					BOY 6th	BOY 7th	BOY 8th		EOY
				Limited	7 (30%)	4 (15%)	3 (13%)		
				Basic	7 (30%)	5(18%)	1 (4%)		
				Int	7 (30%)	11 (41%)	10 (43%)		
				High	2 (9%)	6 (22%)	8 (35%)		
				Adv	0	1(4%)	1 (4%)		

<p><b>Objective 4:</b> By the close of the 2018-2019 school year, Winburn Middle School will increase the proficiency performance of our <b>African American students</b> from the current score of 39.1 to 45.1 in reading and in math from 36 to 42.4.</p>	<p>Design, Align, and Deliver Support</p>	<p>Establish a condition to create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of /for learning.</p>	<p><b>By the end of the 2018-2019 school year,</b> 50% of 6-8 grade African American students enrolled in the JAG program will meet the 50th percentile as evidenced by MAP.</p>	<table border="1"> <tr> <td colspan="4">African Americans Meeting 50th percentile *same students over time</td> </tr> <tr> <td><b>Reading</b></td> <td><b>Fall</b></td> <td><b>Winter</b></td> <td><b>Spring</b></td> </tr> <tr> <td>7th</td> <td>0/21 (&lt;1%)</td> <td></td> <td></td> </tr> <tr> <td>8th</td> <td>2/6 (33%)</td> <td></td> <td></td> </tr> </table> <table border="1"> <tr> <td colspan="4">African Americans Meeting 50th percentile *same students over time</td> </tr> <tr> <td><b>Math</b></td> <td><b>Fall</b></td> <td><b>Winter</b></td> <td><b>Spring</b></td> </tr> <tr> <td>7th</td> <td>1/21 (&lt;1%)</td> <td></td> <td></td> </tr> <tr> <td>8th</td> <td>2/6 (33%)</td> <td></td> <td></td> </tr> </table>	African Americans Meeting 50th percentile *same students over time				<b>Reading</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	7th	0/21 (<1%)			8th	2/6 (33%)			African Americans Meeting 50th percentile *same students over time				<b>Math</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	7th	1/21 (<1%)			8th	2/6 (33%)			<p>NA JAG Teacher</p>
African Americans Meeting 50th percentile *same students over time																																					
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<p><b>Objective 5:</b> By the close of the 2018-2019 school year, Winburn Middle School will increase the proficiency performance of <b>students with a disability (IEP)</b> from the current score of 21.5 to 29.5 in reading and in math from 15.9 to 24.3.</p>	<p>Design and Deliver Assessment Literacy</p>	<p>Establish a practice to ensure proper data collection efforts are implemented in running record documentation.</p>	<p><b>By the end of the 2018-19 school year,</b> 100% percent of students in resource classes will meet or exceed their established IEP goals.</p>	<table border="1"> <tr> <td>% of Students</td> <td>Regressing</td> <td>Progressing</td> <td>Met</td> </tr> <tr> <td>Midterm 1</td> <td>13%</td> <td>81%</td> <td>6%</td> </tr> <tr> <td>Quarter 1</td> <td>9%</td> <td>83%</td> <td>8%</td> </tr> <tr> <td>Midterm 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quarter 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Midterm 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quarter 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Midterm 4</td> <td></td> <td></td> <td></td> </tr> </table>	% of Students	Regressing	Progressing	Met	Midterm 1	13%	81%	6%	Quarter 1	9%	83%	8%	Midterm 2				Quarter 2				Midterm 3				Quarter 3				Midterm 4				<p>NA Special Education Teachers</p>
% of Students	Regressing	Progressing	Met																																		
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Midterm 4																																					

				Quarter 4				
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### 3: Growth.

State your **Growth Goal**

<p>Goal 4: By the close of the 2021 school year, Winburn Middle School will increase the growth indicator index from 10.8 to 19.8. (3 points annually)</p>					
<p>Which <b>Strategy</b> will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		<p>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>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p><b>Objective 1:</b> To decrease the percentage of students scoring below the 24th percentile in both reading and math on the MAP assessment by 5% during the 2018-2019 school year.</p>	<p>Design, Align, and Deliver Support</p>	<p>Establish a condition to create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of /for learning.</p>	<p><b>By June 2018</b>, master schedule will reflect a designated intervention team to support skill development.</p>	<p>Date completed __8.8.2018_____</p> <p>Teachers trained on Flex grouping _11.9.2018_____</p>	<p>NA</p> <p>Counselors and MTSS staff</p>

	Design and Deliver Assessment Literacy	Establish a process to develop a progress monitoring system to monitor standards mastery for each student.	<b>By the end of the 2018-19 school year, 80% of students will meet their FAST grade-level benchmark.</b>	% of students	Regressing	Progressing	Met	MTSS & Literacy Team Teachers
				Midterm 1				
				Quarter 1				
				Midterm 2				
				Quarter 2				
				Midterm 3				
				Quarter 3				
				Midterm 4				
				Quarter 4				

### 5: Transition readiness

State your **Transition readiness Goal**

<p><b>Goal 5:-</b> By the close of the 2018-2020 school year, Winburn Middle School will increase the percentage of positive responses on the TELL survey as related to school communication with families by 3%.</p>		
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> </ul>	<p>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>

	<ul style="list-style-type: none"> <li>• <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding																				
<b>Objective 1:</b> By the end of the 2018-19 school year, Winburn Middle School will decrease the number of classroom disturbances by African American students from 71% to 60%. (*See data dashboard behavior events by Discipline Reason)	Design, Align, and Deliver Support	Establish a condition to create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of /for learning.	<b>By June 2018</b> , master schedule will reflect a designated class to support academic and social skill development.	SBDM approved on 6/5/17	Admin and Counselors																				
	Establishing Learning Culture and Environment	Establish a condition to create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.	<b>By the close of the 2018-2019 school year</b> , the number of 7th and 8th grade African American repeat offenders with 10+ office referrals will decrease from 23 to 15. (See Data Dashboard Admin/Behavior)	<table border="1"> <tr> <td colspan="3"># of AA repeat offenders (10+)</td> </tr> <tr> <td></td> <td>17-18</td> <td>18-19</td> </tr> <tr> <td>7th</td> <td>15</td> <td></td> </tr> <tr> <td>8th</td> <td>8</td> <td></td> </tr> </table>	# of AA repeat offenders (10+)				17-18	18-19	7th	15		8th	8		JAG & Student Support (MTSS)								
# of AA repeat offenders (10+)																									
	17-18	18-19																							
7th	15																								
8th	8																								
<b>Objective 2:</b> By the end of the 2019 school year, 100% of students involved in the Community Leadership Program will maintain a positive standing in the school community as reflected by a GPA of 2.5 or higher, less than 3 discipline referrals, and 95% attendance rating.	Establishing Learning Culture and Environment	Establish a condition to enable students to develop leadership roles within the school.	<b>By the close of the 2018-2019 school year</b> , 5% (33 students) of WMS students will complete a minimum of one leadership project each semester as measured by leadership project evaluations.	<table border="1"> <tr> <td>% of Students</td> <td>Off Target</td> <td>In progress</td> <td>Complete</td> </tr> <tr> <td>Quarter 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quarter 2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quarter 3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Quarter 4</td> <td></td> <td></td> <td></td> </tr> </table>	% of Students	Off Target	In progress	Complete	Quarter 1				Quarter 2				Quarter 3				Quarter 4				YSC
				% of Students	Off Target	In progress	Complete																		
				Quarter 1																					
				Quarter 2																					
				Quarter 3																					
Quarter 4																									
<b>Objective 3:</b> By the end of the 2019 school year, 75% of students involved in the Ultimate Warrior Program will maintain a positive standing in the school community as	Design, Align, Deliver Support Processes	Establish a condition to develop school culture supports, both academic and behavioral, to promote and support learning for all.	<b>By the close of the 2018-2019 school year</b> , 10% (66 students) of WMS students will complete a minimum of one after school session each semester as measured by Khan Academy .	<table border="1"> <tr> <td colspan="4">Ultimate Warrior Attendance</td> </tr> <tr> <td>Session</td> <td>Sign Up</td> <td>Average # of students</td> <td>% growth on grade level</td> </tr> </table>	Ultimate Warrior Attendance				Session	Sign Up	Average # of students	% growth on grade level	Community Liaison												
				Ultimate Warrior Attendance																					
Session	Sign Up	Average # of students	% growth on grade level																						

reflected by a GPA of 2.5 or higher, less than 3 discipline referrals, and 95% attendance rating.						attending	material (KHAN)
				Session 1	34	15.25	
				Session 2	30	16	
				Session 3	Cancelled due to low enrollment		
				Session 4			
				Session 5			
				Session 6			
				Session 7			
				Session 8			

<b>Objective 4:</b> By the end of the 2018- 2019 school year, 65% of students enrolled at Winburn will meet the qualifications, pass entrance assessment, and/or complete other noted requirements to gain admittance in the high school program of their choice as reflected by annual applications and enrollment.			<b>By the close of the 2018-2019 school year,</b> 35% (85 students) of 8th grade students will complete a minimum of one application and be admitted into the high school specialty program of their choice as measured by enrollment numbers.	<table border="1"> <thead> <tr> <th>Program</th> <th>17-18 Enrollment</th> <th>1st Semester Applications Completed</th> <th>2nd Semester Applications Completed</th> <th>18-19 Enrollment</th> </tr> </thead> <tbody> <tr> <td>Locust Trace</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Southside Technical</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Henry Clay Liberal Arts Academy</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>MSTC - Dunbar</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre-Engineering - Lafayette</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The Learning Center</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Program	17-18 Enrollment	1st Semester Applications Completed	2nd Semester Applications Completed	18-19 Enrollment	Locust Trace					Southside Technical					Henry Clay Liberal Arts Academy					MSTC - Dunbar					Pre-Engineering - Lafayette					The Learning Center					Arts and Humanities, PLCS, GT, and Foreign Language teachers.  Counselors
				Program	17-18 Enrollment	1st Semester Applications Completed	2nd Semester Applications Completed	18-19 Enrollment																																
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				The Learning Center																																				

				Seal of Biliteracy				
				STEAM				
				STATION ARTS				
				Band				
				Orchestra				
				Choir				

### 6: Positive Behavioral Instructional Support

State your **Other Goal** (optional)

<p>Goal 6: By the close of the 2018-2020 school year, teachers will implement the leveled response to behavior with fidelity to ensure office referrals reflect a level 3 categorical offense as evidenced by a decrease in the number of annual office discipline referrals from 1321 to 1255 (5% decrease).</p>					
<p>Which <b>Strategy</b> will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>● <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>● <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>● <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>● <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>● <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>● <a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li>● <a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>	<p>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>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

<p><b>Objective 1:</b> By the end of the 2018-2019 school year, Winburn will score an overall 80% or better on the PBIS Tier III Fidelity Inventory.</p>	<p>Establishing Learning Culture and Environment</p>	<p>Establish a condition to create a fluid and systemic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning.</p>	<p>During the 2018-2019 school year, the student assistance team will implement a protocol whereby teachers participate in the development and implementation of intervention strategies as evidenced by a 10% decrease of the three-year average annual baseline of repeat offenders (with 10+ ODR.) from 63 to 57.</p>	<p>As of 5.16.2018, the number of repeat offenders with 10+ referrals is 41. Goal is currently met.</p>	<p>NA</p>																																																																																																																																																												
<p><b>Objective 2:</b> By the end of the 2018-2019 school year, staff members will implement a social skills curriculum with fidelity.</p>	<p>Establish Learning Culture and Environment</p>	<p>Establish a practice to ensure that classroom policies and procedures align with the school's Code of Conduct (Leveled Response System).</p>	<p><b>By the end of the 2018-2019 school year,</b> the percent of students with no more than 1 office discipline referral will increase from 70% to 80%.</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="2">Maya</th> <th colspan="2">Knight</th> <th colspan="2">Sem</th> <th colspan="2">Sam</th> <th colspan="2">Spartan</th> <th colspan="2">Cent</th> </tr> <tr> <th></th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Aug</td> <td>150</td> <td>96</td> <td>147</td> <td>95</td> <td>133</td> <td>99</td> <td>89</td> <td>97</td> <td>103</td> <td>100</td> <td>133</td> <td>99</td> </tr> <tr> <td>Sept</td> <td>145</td> <td>92</td> <td>142</td> <td>92</td> <td>126</td> <td>99</td> <td>85</td> <td>92</td> <td>103</td> <td>100</td> <td>130</td> <td>100</td> </tr> <tr> <td>Oct</td> <td>146</td> <td>93</td> <td>144</td> <td>94</td> <td>127</td> <td>94</td> <td>87</td> <td>95</td> <td>103</td> <td>100</td> <td>130</td> <td>100</td> </tr> <tr> <td>Nov</td> <td></td> </tr> <tr> <td>Dec</td> <td></td> </tr> <tr> <td>Jan</td> <td></td> </tr> <tr> <td>Feb</td> <td></td> </tr> <tr> <td>Mar</td> <td></td> </tr> <tr> <td>Apr</td> <td></td> </tr> <tr> <td>May</td> <td></td> </tr> </tbody> </table>		Maya		Knight		Sem		Sam		Spartan		Cent			#	%	#	%	#	%	#	%	#	%	#	%	Aug	150	96	147	95	133	99	89	97	103	100	133	99	Sept	145	92	142	92	126	99	85	92	103	100	130	100	Oct	146	93	144	94	127	94	87	95	103	100	130	100	Nov													Dec													Jan													Feb													Mar													Apr													May													<p>Team Leaders</p>
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<p><b>Objective 3:</b> By the end of the 2018-2019 school year, Winburn's daily</p>	<p>Establishing Learning Culture and Environment</p>	<p>Establish a process to ensure the effective implementation of anti-bullying policies and procedures, including how violations are</p>	<p>During the 2019-2019 school year, the student assistance team will</p>	<table border="1"> <thead> <tr> <th></th> <th>Total # of Incidents</th> <th>Peer Conflict</th> <th>Bullying</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Total # of Incidents	Peer Conflict	Bullying					<p>NA</p>																																																																																																																																																				
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average attendance will improve .05% (95% to 95.5%).		addressed, how reporting and documentation should occur, and how communication measures should be conducted (including parents/guardians, administration, and local law enforcement, if applicable per policy).	implement a protocol whereby 100% of reported bullying/harassment incidents (STOP Tipline and Incident report form) will be monitored in a shareable format and parent contact documented in PLP.	Aug	11	10	1	Student Support Staff
				Sept	30	26	4	
				Oct	17	12	5	
				Nov	13	11	3	
				Dec				
				Jan				
				Feb				
				Mar				
				Apr				
				May				

## Phase III: Closing the Achievement Gap\_02052018\_16:39

Phase III: Closing the Achievement Gap

**Winburn Middle School**  
Whitney Allison  
1060 Winburn Dr  
Lexington, Kentucky, 40511  
United States of America

Last Modified: 08/01/2018  
Status: Open

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## Phase III: Closing the Achievement Gap

### 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.

71% of our student population at Winburn Middle School is a member of our Gap Group.

### **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 momentum that drives Winburn Middle School's climate and culture for our gap population is reflected by our effort to grow, achieve, and recognize our student's potential, effort, and success. We are committed to providing the significant level of academic and psychosocial support through our student assistance team, ESS, Youth Service Center as well as several other programs, initiatives, and instructional practices. We use Second Steps and our PBIS tier interventions as a behavioral curriculum to foster perseverance, ownership, work ethic, empathy, and respect among our students. We also schedule intervention classes to address student skill deficits and monitor student performance to assess progress and program/instructional effectiveness.

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.

Winburn Middle School has not 'closed' the achievement gap. Subgroups in the gap group have not met delivery targets in either reading or math.

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

The analysis of gap trends evidences that Winburn has shown a slight increase in overall gap population performance in math from the 2015-16 to the 2016-17 school years. This nominal increase is reflected through the performance improvement from our Hispanic, Free and Reduced, and students with disabilities sub groups.

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

The percent of students performing in the proficient and distinguished level in reading showed a decline in every gap subgroup. Our African American sub group demonstrated the most significant decline in performance in both reading and math. Our African American proficient/distinguished percentage dropped 1.1 percent in math and 7.3 in reading.

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

The district as well as our school recognized the barrier of a non-existent viable curriculum resource. As a result, a math and reading textbook / curriculum adoption was researched and presented as an option for schools to put into practice. Teachers received intensive training on the planning, preparation, and practice of the Glencoe and Envision Math programs and the Reading Collections program. In addition, teachers were trained on the district assessment expectations using these programs. Our PD plan also shows a commitment to a rigorous teacher training certification through AVID.

### **ATTACHMENTS**

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

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

Winburn Middle School acknowledges the need for a professional development focus on assessment criteria and data literacy. In general, we are a school faculty that is data rich but - in practice - do not use the data to impact instruction. It has been a consistent challenge to share the data, present questions to study the data, set meetings to collaborate on instructional plans to address what the data tells us to then revisit and find that the consistency of practice and

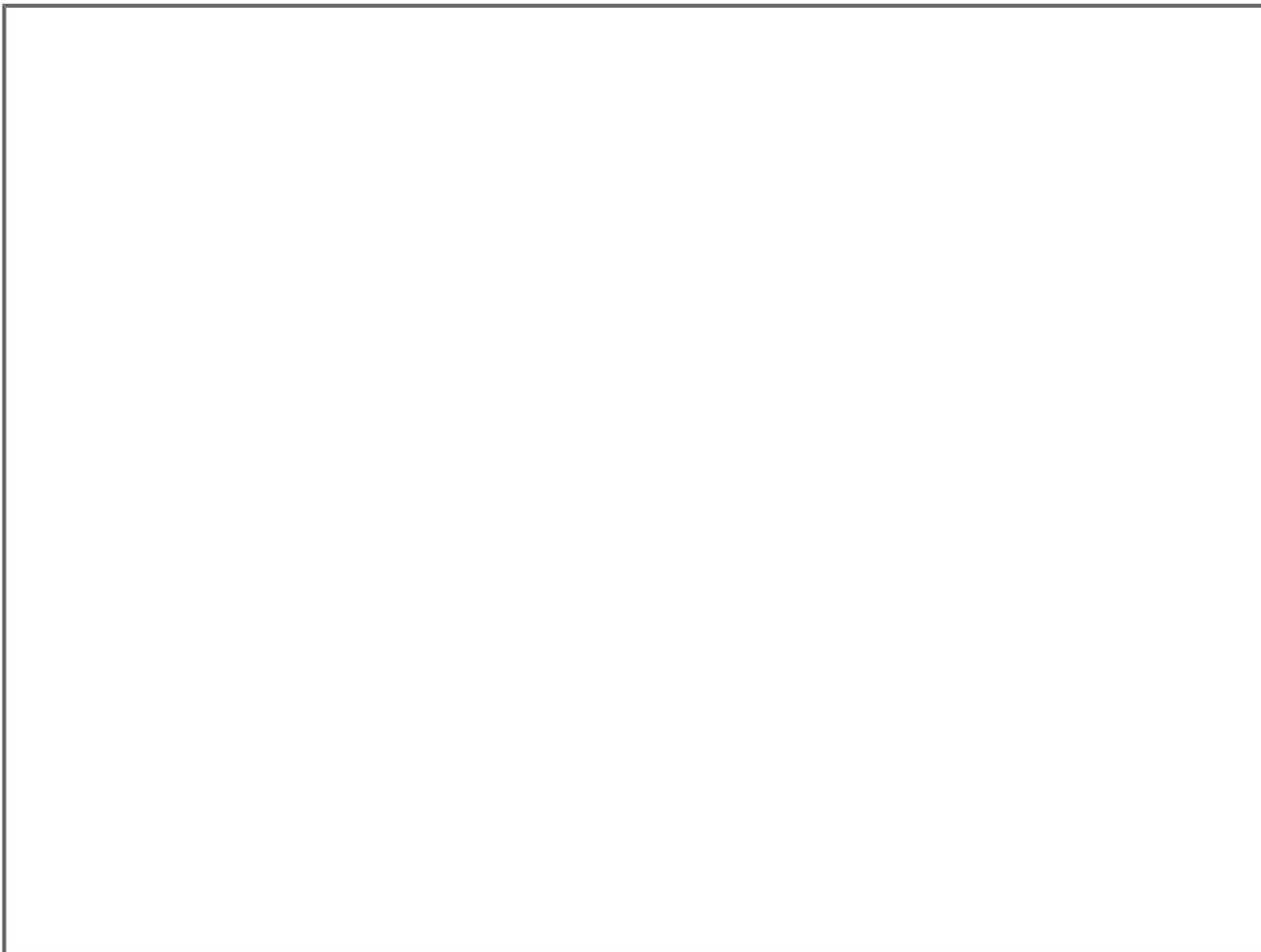
monitoring is failing. Our own perseverance in practice is an ongoing priority need that we address through PLC meetings, walk throughs, etc. Student behavior is a long-standing concern of our teachers, and the classroom climate, in many cases, supercedes instruction. Our visits to the classroom to address student misconduct reflects a loss of instructional time due to the distraction and need to address minor infractions and the overall lack of classroom management techniques. A high percentage of our teachers have tenure. Our disunity is impacted by the conditional belief regarding the urgency for change. We focus more on what students are doing behaviorally and the perceived need for change to address the lack of student achievement is hindered by excuses that point away from teaching and learning; thus, the call to action at the classroom level is hindered.

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.

Winburn Middle School uses the team structure to handle the operations of each grade level team. Each team collaborates with the student assistance team to monitor student conduct performance. Each team has a designated team leader who serves as a liason between administration and teacher team members. The content area department chairs focus on the development and monitoring of school improvement goals. Each department developed an action plan that is aligned and incorporated into the school's improvement plan. All points of contact for each goal and strategy are designated and involved in one-to-one meetings with administration. W. Allison - admin - all stakeholder and program monitoring S. Green - admin - department chairs, walkthroughs, csip data workbook, Planbook, AVID M. Hale - admin - PBIS J. Powell - admin - MTSS, special education, planbook, AVID K. Timoney - admin - family engagement, ESS Department chairs: D. Moore (ELA); V. Hairston (Math), M. Lilly (Soc. Studies); C. Gregoire (Science) Team Leaders: T. Dotson (Mayas); M. Davis (Knights); B. Chappell (Seminoles); C. Peavler (Spartan/Centurion) AVID Site Members: S. Green (Coordinator); J. Powell (admin); JJ Tackett (counselor); C. Peavler (ELA) C. Gregoire (Science); A. Brusven (Soc. St.); V. Hairston (math); K. Conner (AVID elective) Math Intervention: M. Jenkins, teacher Co-Teaching: S. Green, J. Powell, J. Morgan PBIS Goal 6 POC: J. Williams, teacher YSC: TC Johnson

### III. Planning the Work

Review the following [flowchart](#) to aid in completing the work.



#### 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.

Per our analysis of the data and the conditions that challenge our achievement of our goals, our focus to closing the achievement gap falls under the Review, Analysis, and Application of Data.

#### **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)
 2017 18 Winburn Measurable Gap Goal Spreadsheet	Gap Analysis Action Plan Focus	III
 2017 2018 Winburn PD Plan	PD Plan	II.E
 Achievement Gap Group Identification	Students identified as Gap and the percent of our population they represent.	I

## Phase III: 2018-19 Winburn Executive Summary

Phase III: Executive Summary for Schools

**Winburn Middle School**  
Whitney Allison  
1060 Winburn Dr  
Lexington, Kentucky, 40511  
United States of America

Last Modified: 01/03/2019  
Status: Locked

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## Phase III: Executive Summary for Schools

### Executive Summary

#### 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?

Winburn Middle School is home to approximately 650 students from various ethnic and cultural backgrounds. Nestled at the end of Winburn Drive and adjacent to Martin Luther King Park, Winburn is the heart and soul of the neighborhood. As a Title I school, approximately 70% of our students receive free and reduced meal benefits and have access to extended transportation if they choose to participate in extracurricular activities. Winburn is also home to one of Fayette County's two middle school gifted and talented programs. Our students and our Winburn alumni celebrate the diversity in our building and truly connect with our motto: "Once a Warrior, Always a Warrior." Through collaboration with local churches, community agencies, area businesses, and universities, our school is committed to providing opportunities for our students to grow, achieve, and be recognized. Winburn Middle School works diligently in partnerships with our students, families, and community to ensure that every student has the skills to build a strong social and academic foundation in order to transition into a successful high school student and responsible member of the community.

### **ATTACHMENTS**

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

#### School's Purpose

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

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

Winburn Middle School is working in partnership with our students, families, and community to ensure that every student has the skills to build a strong social and academic foundation in order to transition into a successful high school student and responsible member of the community. At Winburn, everyone grows, achieves, and is recognized. We embody this purpose through program offerings that help our students reach academic and behavioral expectations. Programs such as KYA, KUNA, AVID, ESS, PBIS, and initiatives such as MADE, UK College of Education Teaching Cohort, Harvard Turnaround Cadre are among the many strong efforts in place. These offerings are made possible through the effort of our staff, teaching faculty, and parent/community volunteers of Winburn as well as through the collaboration with our Youth Service Center, PBIS grant personnel, area colleges and universities, and community organizations.

### **ATTACHMENTS**

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

#### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Winburn's Academic Team and Music Program have achieved high recognition for their programs. Our academic team is undefeated as of November, won the FCPS League and qualified for National NAQT Competition. We have two teachers on staff who earned their National Board Certification bringing our total to 5 NBCT on staff. Our STLP students' presentation on Empowerment has earned a spot at the state level competition and our chess team placed 2nd at the Kaidonoc Kickoff Tournament. Our student attendance goal set at 95% is achieved on a regular basis.

## **ATTACHMENTS**

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

### Additional Information

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

The highest challenge that faces many of our students is the disbelief that education makes a difference. Another obstacle our students face is the sense of belonging. To inspire our students, we work to create assemblies and events that invite warriors of the past who have walked in their shoes, dreamed their dream, and achieved success. Furthermore, we are focused in our daily practice to make sure that we connect with our students and build a relationship of belonging to Warrior Nation. We use the curriculum we teach and the knowledge of our students to form an emotional bridge to better understand the real world of our students.

## **ATTACHMENTS**

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

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Collective Commitments	Collective Commitments outline our beliefs and our dedication to their meaning.	
 HOW infographic	The HOW infographic outlines the meetings and structures in place to accomplish the work of our mission.	
 Mission Infographic	Infographic detailing the WHY behind our mission.	