

**KDE Continuous Improvement Diagnostic\_09292017\_15:23**

**KDE Continuous Improvement Diagnostic**

**Eastside Middle School**  
Troy Wood  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

**Last Modified: 08/01/2018**  
**Status: Locked**

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## KDE Continuous Improvement Diagnostic

### Part I

Use the link provided to access [The Missing Piece](#) overview. Conduct a thorough review of the rubric found on pages 18-23 in collaboration with a planning team that consists of the building principal, teachers, and council members.

1. List the name and position of each member of the planning team included in this process:

Kyle Buege Bryan Bates Tabi Echols Lisa Carli Dawn Breshear

### **COMMENTS**

Please enter your comments below.

### **ATTACHMENTS**

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2. Use the [rubric](#) to diagnose 3-5 strengths or leverage points identified with your planning team.

District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs. All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district. District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.

### **COMMENTS**

Please enter your comments below.

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3. Use the [rubric](#) to identify 3-5 critical areas for improvement identified by your planning team.

The school council does not actively recruit parents to serve on committees related to school improvement that review and revise objectives continually that is informed by data. The school does not currently offer targeted parent workshops and meetings to help parents develop skills to support their child's learning. Aside from a few clubs, there are few after school programs offered for students.

### **COMMENTS**

Please enter your comments below.

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4. Specifically and explicitly identify action steps that will be taken to address the critical areas for improvement identified in question 3. These steps should be agreed upon by your planning team.

The school will create an after school intramural program with rotating activities (basketball, wiffle ball, kick ball, etc.) to increase student involvement and encourage parental support and involvement. Participation in intramurals will be directly linked to academic and behavior performance. The school will work to increase parental involvement and participation in Parent Teacher Student Organization through active recruitment based on school needs. The school will provide information through electronic communication (eNews, surveys) to determine parental

needs in regards to needed support their child's learning. Parent response will help the school determine specific needs so we can arrange for parent workshops and support sessions.

**COMMENTS**

Please enter your comments below.

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**Part II**

1. Using the results of the school's TELL Kentucky Survey, identify the processes, practices and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

Survey results reflect that only 82.9% of teachers feel they have an appropriate level of influence on decision making. While this number is relatively high, it falls below the average response percentage in other categories, most near 100%. Teacher involvement and participation is crucial to the success of the school, and hearing the voice of all stakeholders is critical. The EMS administration will continue to seek teacher feedback through Team Collaborative Meetings (meetings with all teachers on team, principal, counselor, instructional coach and school psych when necessary). An anonymous survey will be sent in December to allow for teacher voice and input on the effectiveness of the administration, counseling department, front office personnel, custodial staff, etc. A follow up survey will be sent in the spring to allow teacher input on scheduling, CAP size, preferred content areas, etc.

**COMMENTS**

Please enter your comments below.

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**Part III**

1. How will the school engage a variety of shareholders 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.

Teacher and community support is a strength for Eastside, but most parental involvement is in the form of a hands off approach. Parents are supportive when called upon, but don't actively take on roles within the school. Our volunteer coordinator and PTSO will work to increase parental involvement, visibility in the school, and participation in activities. Through collaborative team meetings, we will put greater focus on teacher input and involvement. Current Team Collaborative meetings are used to discuss student academic and behavior concerns, counselor concerns, RTI concerns. More emphasis will be placed on teacher needs and input in the decision making process of the school. Winter and Spring survey results will help determine the effectiveness of accommodating those needs. Stakeholders for special projects or committees will continue to be selected on a volunteer basis with encouraged participation given to specific teachers as leaders, or developing leaders.

**COMMENTS**

Please enter your comments below.

**ATTACHMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Phase Two: The Needs Assessment for Schools\_2018**

### **Phase Two: The Needs Assessment for Schools**

#### **Eastside Middle School**

Troy Wood  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
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**Last Modified: 11/14/2018**

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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?

Eastside Middle School seeks to use all available data in order to better understand the system that produces our results. We use available data to continuously improve all processes, procedures, and systems contributing to student learning, ultimately, improving our results. All teachers are involved in continual data analysis. Teachers collaborate with our school's data manager to develop reports and analyze these reports during PLCs. All members of our school's CSIP team as well as our SBDM council contributed to the data analysis. Our goal is to determine if the systems and procedures we have in place are effectively addressing the needs of our students. The first step in addressing our identified areas of concern involves collaboration. Members of the learning community assist in identifying the areas needing improvement. We participate in a comprehensive data analysis in attempt to identify probable causes of lower performance. Collaboration continues in order to identify research-based strategies to address the identified areas of concern. Administrators will now work with all members of the learning community to ensure the areas of concern and the strategies to address these concerns are clearly communicated. Furthermore, we work to equip the members of our learning community with professional development opportunities, time, and resources to successfully implement our plan for improvement. Our school administrators, district leaders, faculty members, and SBDM council monitor Eastside Middle School's plan of action. The activities identified are implemented according to the timeline outlined in our school's SBDM approved CSIP. Eastside's leadership team meet each week in order to discuss the progress made in the implementation of our plan. Information is then presented during monthly SBDM meetings and team PLCs to ensure our stakeholders are included in the implementation process and progress. Our faculty continually assesses the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members use the data provided by these programs in order to make informed instructional decisions. Instructional decisions are discussed during weekly/monthly PLC meetings in order to ensure students are benefitting from the programs and strategies implemented.

### **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.

Eastside Middle School Summary of Current Academic State: EMS Scored above the District and State averages in every tested content area. - Reading Data: - 71% of students scoring Proficient / Distinguished compared to state average of 60% - #1 in the District in reading - Decreased the % of students scoring novice in reading in each of the last two years. 2016: 11% 2017: 8.8% 2018: 8.6% - Increased the % of students scoring Proficient/ Distinguished in reading in each of the last two years. 2016: 66.1% 2017: 68.6% 2018: 71.1% - Increased % of students (GAP / IEP) scoring Proficient / Distinguished in reading in each of the last two years. 2016: 36.7% 2017: 43.4% 2018: 51.9% - Increased % of students (GAP / F/R) scoring Proficient / Distinguished in reading in each of the last three years. 2015: 52.9% 2016: 55.3% 2017: 58.2% 2018: 64.4% - Decreased the % of students scoring novice (GAP / IEP) in reading in each of the last three years. 2015: 35.1% 2016: 33.3% 2017: 26.4% 2018: 25% - Decreased the % of students scoring novice (GAP / FR) in reading in each of the last two years. 2016: 19% 2017: 13.7% 2018: 13.5% - Decrease in % of students (GAP/ F/R) scoring Distinguished in reading. 2017: 16.4% 2018: 9.2% (5th in the district) - Decrease in % of students (GAP/ IEP) scoring Distinguished in reading. 2017: 13.2% 2018: 7.7% - Science Data: - 35.3% of students scoring Proficient / Distinguished in science compared to the state average of 25.9% - #1 in the District - Math Data - 58.1% of students scoring Proficient / Distinguished in math as compared to the state average of 47% - #1 in the District - Decreased the total % of students scoring novice in math. 2017: 7.7% 2018: 5% - Decreased the % of students scoring novice (GAP / FR) in the area of math. 2017: 14.4% 2018: 6.7% - Decreased the % of students scoring novice (GAP / IEP) in the area of math in each of the last three years. 2015: 26.3% 2016: 25.0% 2017: 22.6% 2018: 15.4% - Increased % of students (GAP / IEP) scoring Proficient / Distinguished in the area of math. 2017: 20.8% 2018: 30.8% - Decrease in % of students scoring Proficient/ Distinguished in math (1.1%). 2017: 59.2% 2018: 58.1% - Decrease in % of students (GAP/ F/R) scoring Proficient/ Distinguished in math (2.3%). 2017: 45.2% 2018: 42.9% - 0.0% of students with IEPs scored Distinguished in math - 9.2% of students (GAP/ F/R) scored Distinguished in math (3rd among middle schools in the district) - 15.2% of students scored Distinguished in math (3rd among middle schools in the district) - Social Studies Data - 73.4% of students scoring Proficient / Distinguished in social studies compared to the state average of 60% - #1 in the District - Writing Data - 75% of students scoring Proficient / Distinguished in the area of writing as compared to the state average of 44.3% - #1 in the District - Increased % of students scoring Proficient / Distinguished in writing. 2017: 64.3% 2018: 75% - Increase % of students scoring Novice in writing. 2017: 2.8% 2018: 3.6% - Increased % of students (GAP / IEP) scoring Proficient / Distinguished in writing. 2017: 43.3% 2018: 50% - Increased % of students (GAP / FR) scoring Proficient / Distinguished in writing. 2017: 46.2% 2018: 64.8% - Decrease in % of students scoring Distinguished in the area of writing. 2017: 31.5% 2018: 17.2% - Decrease in % of students

(GAP/ F/R) scoring Distinguished in the area of writing. 2017: 21.2% 2018: 13.0% - Decrease in % of students (GAP/ IEP) scoring Distinguished in the area of writing. 2017: 12.5% 2018: 6.3% Non-Academic Current State: Teachers: - Teachers have an average of 13.6 years of teaching experience - Four of our teachers are certified by National Board for Professional Standards - Only 32 members of the EMS learning community participated in SBDM elections - Eastside had 5.9% teacher turnover for the 2017-2018 school year (only to retirement) - Suspensions declined from 24 in 2015-2016 to 8 in 2016-2017 to 6 in 2017-2018

### **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.

Priorities/ Concerns Areas for improvement in math: - Decrease in % of students scoring Proficient/ Distinguished in math (1.1%). 2017: 59.2% 2018: 58.1% - Decrease in % of students (GAP/ F/R) scoring Proficient/ Distinguished in math (2.3%). 2017: 45.2% 2018: 42.9% - 0.0% of students with IEPs scored Distinguished in math. - 9.2% of students (GAP/ F/R) scored Distinguished in math (3rd in the district). - 15.2% of students scored Distinguished in math (3rd in the district). Areas for improvement in reading: - Decrease in % of students (GAP/ F/R) scoring Distinguished in reading. 2017: 16.4% 2018: 9.2% (5th among middle schools in the district) - Decrease in % of students (GAP/ IEP) scoring Distinguished in reading. 2017: 13.2% 2018: 7.7% Areas for improvement in writing: - Decrease in % of students scoring Distinguished in the area of writing. 2017: 31.5% 2018: 17.2% - Decrease in % of students (GAP/ F/R) scoring Distinguished in the area of writing. 2017: 21.2% 2018: 13.0% - Decrease in % of students (GAP/ IEP) scoring Distinguished in the area of writing. 2017: 12.5% 2018: 6.3% - Increase in % of students scoring Novice in the area of writing. 2017: 2.8% 2018: 3.6%

## **ATTACHMENTS**

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## Trends

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

**SIGNIFICANT AREAS FOR IMPROVEMENT** Data reveals that Eastside has experienced a significant drop in our percentage of GAP group students scoring at the Distinguished level. While we have increased the percentage of GAP group students scoring in the Proficient/ Distinguished range, our percentage of students scoring Distinguished has decreased over the last two years. In the area of math, the percentage of students with a disability scoring Distinguished has decreased in each of the last two years (16.7% in 2016, 3.8% in 2017, and 0.0% in 2018). The same trend can be seen in the area of reading ( 15% in 2016, 13.2% in 2017, and 7.7% in 2018). In the area of reading, the percentage of GAP group students receiving free/ reduced lunch scoring Distinguished has also declined in the last two years (18.4% in 2016, 16.4% in 2017, and 9.2% in 2018).

### **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

**DELIVERY of INSTRUCTION (KCWP 2):** Research shows the best way to improve student achievement is by improving instruction. Eastside has implemented core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations/ professional development in order to enhance their knowledge of best practices in teaching and learning.

**DESIGN, ALIGN and DELIVER SUPPORT PROCESSES with SUB-GROUP FOCUS (KCWP 5)** In order to improve the identified areas of need, Eastside faculty and administration will work to improve our RTI process in the areas of math, reading, and writing, specifically focusing on students within our GAP group. We will continue to implement a period during the school day to focus on interventions in math and literacy. This class period is intended for all students to identify areas for improvement and work to meet or exceed learning expectations. We will utilize Edgenuity MyPath, MobyMax, and specialized/ individualized instruction to engage students in research-based computer programs and to address individual learning needs using human resources and small group instruction. Furthermore, teachers will meet in PLCs to identify specific students who performed at the Novice level in our GAP group. Teachers will also identify students within our GAP group who need to be challenged to reach their maximum potential. Once identified, teachers will collaborate with administrators to form a specific learning plan for EACH individual. Eastside is also dedicated to providing support in order to challenge high-performing students to reach their maximum potential. In this endeavor we identified a need to provide additional support and challenges for our high performing/ gifted students. Eastside has recently implemented our "Take Flight Program". This program will provide enrichment opportunities for gifted and talented and advanced students, creating opportunities for enhancement in areas of giftedness and high performance. Students will be exposed to rigorous experiences that are authentic, exciting and engaging.

**DELIVERY OF INSTRUCTION/ LITERACY FOCUS (KCWP 2&3)** In the area of writing, EMS has increased teacher use of thinking strategies in all content areas. Thinking strategies have been fully implemented in order to equip students with skills necessary for composing meaning at both a text and word level. Teachers will also collaborate to develop assessment tools and strategies that effectively monitor and document students' growth toward reading and writing proficiency. We have also worked to develop a common vocabulary in our writing process to be implemented in all content areas. By establishing a common instructional language, teachers will be able to create cohesion across students' literacy learning. Teachers will continually collaborate in order to design opportunities for students to use reading and writing as a tool for problem solving in all disciplines.

**ESTABLISHING A LEARNING CULTURE AND ENVIRONMENT/ CULTURE OF READING (KCWP 6)** Eastside will also be intentional about developing a culture of reading. Eastside teachers will collaborate with our instructional coach and librarian to implement literacy

activities in our school library. Eastside will work to ensure that students have more opportunities to visit our school library throughout the year in hopes of making our library a focal point of our learning environment. Teachers will assist in the development of a culture of reading by posting the titles of books they are currently reading outside their classrooms. This initiative is intended to spark conversations with students about books they are reading as well as providing opportunities to discuss books that may interest students. DESIGN, ALIGN and DELIVER SUPPORT PROCESSES with SUB-GROUP FOCUS (KCWP 5) Eastside Middle School continues to experience significant growth in its GAP group numbers. Currently, Kentucky provides additional funding to high poverty schools in order to extend instruction in ways they deem most appropriate for their school community. Eastside Middle School has not reached the level required to receive additional funding. Therefore, the leadership team at EMS must identify ways to extend its budget in order to meet the needs of students in our gap group. Furthermore, as our population continues to change demographically, teachers must be equipped to identify and fully understand the needs of students from varying ethnic and socioeconomic backgrounds. Teachers must also be cognizant of the educational barriers inherent within each GAP group. Therefore, the learning community of Eastside Middle School must collaborate in professional development opportunities to ensure students of all backgrounds, languages and socioeconomic levels feel respected, heard, welcomed, and are able to learn. Teachers must also participate in professional development to assist in the implementation of culturally competent content and educational strategies in their classrooms and school community. Teachers will seek to implement off-site learning experiences and opportunities intended to enhance cultural awareness. Eastside will strive to provide experiences students might otherwise not be exposed to due to socioeconomic and domestic barriers. REVIEW, ANALYZE AND APPLY DATA RESULTS (KCWP 4) At EMS, Team Based PLCs meet monthly. PLCs consists of teachers, administration, instructional coach, data manager, a school psychologist and the school counselor. When applicable, district personal or other experts are included. This collaboration works to identify at risk students, predict possible barriers to success and plan for instruction, interventions and incentives. Team PLCs desegregate data and plan for opportunities to meet needs of all students. Data is continuously reviewed and progress toward closing the achievement gap is closely monitored. Based on data and need, Professional Development opportunities are sought out and utilized. Teachers use PD learning to utilize new techniques and tools valuable to closing the achievement gap. These processes guide the writing, review and monitoring of the CSIP, and the goals set within.

## **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%.

Eastside Middle School Strengths and Leverages Reading: - Increased % of students scoring Proficient / Distinguished in the area of reading. #1 in the District State Average: 60% Eastside: 71.1% - Decreased the % of students scoring novice in reading. 2017: 8.8% 2018: 8.6% - Increased the % of students scoring Proficient/ Distinguished in reading. 2017: 68.6% 2018: 71.1% - Increased % of students (GAP / IEP) scoring Proficient / Distinguished in reading. 2017: 43.4% 2018: 51.9% - Increased % of students (GAP / F/R) scoring Proficient / Distinguished in reading. 2017: 58.2 2018: 64.4 - Decreased the % of students scoring novice (GAP / IEP) in reading. 2017: 26.4% 2018: 25% - Decreased the % of students scoring novice (GAP / FR) in reading. 2017: 13.7% 2018: 13.5% Science - % of students scoring Proficient / Distinguished #1 in the District State Average: 25.9% Eastside: 35.3% Math - % of students scoring Proficient / Distinguished #1 in the District State Average: 47% Eastside: 58.1% - Decreased the total % of students scoring novice in math. 2017: 7.7% 2018: 5% - Decreased the % of students scoring novice (GAP / FR) in math. 2017: 14.4% 2018: 6.7% - Decreased the % of students scoring novice (GAP / IEP) in math. 2017: 22.6% 2018: 15.4% - Increased % of students (GAP / IEP) scoring Proficient / Distinguished in math. 2017: 20.8% 2018: 30.8% Social Studies - % of students scoring Proficient / Distinguished #1 in the District State Average: 60% Eastside: 73.4% Writing: - % of students scoring Proficient / Distinguished #1 in the District State Average: 44.3% Eastside: 75% - Increased % of students scoring Proficient / Distinguished in writing. 2017: 64.3% 2018: 75% - % of students scoring Novice in writing. 3.6% - Increased % of students (GAP / IEP) scoring Proficient / Distinguished in writing. 2017: 43.3% 2018: 50% - Increased % of students (GAP / FR) scoring Proficient / Distinguished in writing. 2017: 46.2% 2018: 64.8%

## **ATTACHMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## **Phase Two: School Assurances\_2018**

### **Phase Two: School Assurances**

**Eastside Middle School**  
Troy Wood  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

**Last Modified: 11/14/2018**  
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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.

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## School Assurances

### Preschool Transition

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

#### **COMMENTS**

#### **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**

#### **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**

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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**

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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**

All Eastside Middle School teachers responsible for instruction are high qualified.

### **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**

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### **Paraeducators**

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

- ☒ Yes

- ☐ No
- ☐ N/A

**COMMENTS**

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**Paraeducator Non-Instructional Duties**

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



- ☒ Yes
- ☐ No
- ☐ N/A

**COMMENTS**

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 EMS PD PLAN 18-19	EMS PD PLAN 18-19	2
 Survey	School Quality Factors Survey	3

## **Phase Two: School Safety Report\_2018**

### **Phase Two: School Safety Report**

**Eastside Middle School**  
Troy Wood  
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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no," please explain below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

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

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

Yes September 1, 2018

### **ATTACHMENTS**

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

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?



*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes August 7, 2018

### **ATTACHMENTS**

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

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **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)
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## Phase Three: Comprehensive Improvement Plan for Schools\_12172018\_00:15

### Phase Three: Comprehensive Improvement Plan for Schools

**Eastside Middle School**  
Troy Wood  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

Last Modified: 12/20/2018  
Status: Open

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

### **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)
 EMS KDE Goal Builder 2018	EMS KDE Goal Builder	

# 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 gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic and 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 school needs 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 processes that 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 and 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 combined (reading and math) percentage of proficient/ distinguished students from 64.6 percent to 72 percent by 2021.**

Which <b>Strategy</b> will the district use to address this goal? ( <i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i> )	Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? ( <i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity</i> )	In the following chart activities, the person of the activity or activity the activity or activity
<ul style="list-style-type: none"> <li>• KCWP 1: Design and Deploy Standards</li> <li>• KCWP 2: Design and Deliver Instruction</li> <li>• KCWP 3: Design and Deliver Assessment Literacy</li> <li>• KCWP 4: Review, Analyze and Apply Data</li> <li>• KCWP 5: Design, Align and Deliver Support</li> <li>• KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
Objective 1: Increase the percentage of proficient/ distinguished students in the area of Reading from 71.1 to 73 by spring 2019.	<p>KCWP 2: Design and Deliver Instruction</p> <p>* Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.</p>	<p>Teachers will participate in professional development involving thinking strategies implementation to improve the rigor of instruction. Teachers will work in core content PLCs, facilitated by our instructional coach, to develop a system of continual improvement concerning instructional practices involving thinking strategies related to literacy.</p> <p>Teachers will visit lab classrooms in order to increase knowledge, collaborate with colleagues, and equip themselves with the skills necessary to successfully implement thinking strategies within their classroom instruction.</p>	<p>MAP Data, CCPLC notes and agendas, Administrative Observations</p> <p>Lab Classroom Observations, Administrative Observations</p>	
	KCWP 4: Review, Analyze and Apply Data	Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of reading.	MAP Data, Achievement Data	
	* Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative, summative, benchmark, and interim assessment data) in order to	Teachers will analyze writing growth through extensive analysis of student works in order to identify areas of strength and weakness in instructional practice.	Student Writing Examples, Assessment Data, Achievement Data	



	determine priorities and strategies for individual student success.	<p>Administration will review, analyze, and apply data gathered through classroom observations (every classroom each week) to provide feedback and support to improve instructional practices for individual teachers.</p> <p>EMS will implement universal screening (MAP assessment) in order to identify student strengths and weaknesses. Teachers will apply this data to assign appropriate research-based interventions to ensure students reach their maximum potential.</p>	Effective Learning Environment Observation Tool (ELEOT), Evaluations	
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>*Addressing this process will ensure students are learning at the optimal level in a safe learning environment.</p>	<p>PBIS - Administration and teachers will successfully implement a system of positive behavior interventions and supports to provide an educational experience and atmosphere that is safe, organized, accountable, respectful and conducive to learning as measured by PBIS benchmarks of quality, the TELL survey, and student behavior data.</p>	MAP Data, RTI Data	
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.</p>	<p>LA teachers will establish a common vocabulary in our writing process to be implemented in all content areas and grade levels. By establishing a common instructional language, teachers will be able to create cohesion across students' literacy learning. Teachers will continually collaborate in order to design opportunities for students to use writing as a tool for problem-solving in all disciplines.</p>	Outline of Writing Process PLC agenda notes Student Writing Samples	
		Teachers will be provided with an extra 55-minute planning period each week to meet in core content PLCs. During CCPLCs teachers will collaborate to improve instructional practices, analyze data, create assessments, and plan lessons in order to successfully implement best practices in teaching and learning.	School Master Schedule	

		Each team of teachers will meet the last Tuesday of each month with administrative counselor, data manager, instructional coach, school psychologist, and other education professionals to discuss the needs and concerns of teachers and students. Teacher teams consist of a Math, Science, Social Studies, and Language Arts teacher as well as Collaborative Teachers when applicable.	Team PLC Agendas and Notes	
		Teachers in all content areas will collaborate with the English/ Language Arts teachers to develop reading practices consistently across the curricular areas, as well as promoting reading for comprehension, pleasure, and understanding.	MAP Data, Team Meeting Agenda and Notes, Achievement Data	
		Core content PLCs will meet one day a week, to collaborate and design lesson plans, assessments, and improve teaching strategies. Teachers will work in core content PLCs, facilitated by our instructional coach, to develop a system of continual improvement concerning instructional practices involving thinking strategies related to mathematics.	CCPLC agenda and meeting notes, Lesson Plans, Classroom Observations	
		Teachers will visit lab classrooms in order to increase knowledge, collaborate with colleagues, and equip themselves with the skills necessary to successfully implement thinking strategies within their classrooms.	Lesson Plans, Classroom Observations	
		Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of math.	CCPLC agenda and meeting notes, MAP Data, Achievement Data	
	Objective 2: Increase the percentage of proficient/ distinguished students in the area of Math from 58.1 to 60 by spring 2019.	KCWP 2: Design and Deliver Instruction  * Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.		
		KCWP 4: Review, Analyze and Apply Data  * Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative, summative, benchmark, and interim assessment data) in order to		

	determine priorities and strategies for individual student success.	<p>The administration will review, analyze, and apply data gathered through classroom observations to provide feedback and support to improve instructional practices for individual teachers.</p>	Effective Learning Environment Observation Tool (ELEOT), Evaluations	
		EMS will implement universal screening (MAP assessment) in order to identify student strengths and weaknesses. Teachers will apply this data to assign appropriate research-based interventions to ensure students reach their maximum potential.	MAP Data, RTI Data	
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.</p>	<p>Teachers will be provided with an extra 55-minute planning period each week to meet in core content PLCs. During CCPLCs teachers will collaborate to improve instructional practices, analyze data, create assessments, and plan lessons in order to successfully implement best practices in teaching and learning.</p>	CCPLC agenda and meeting notes, Lesson Plans, Classroom Observations, Effective Learning Environment Observation Tool (ELEOT), School Master Schedule	
		<p>Each team of teachers will meet the last Tuesday of each month with administrative counselor, data manager, instructional coach, school psychologist, and other education professionals to discuss the needs and concerns of teachers and students.</p> <p>Teacher teams consist of a Math, Science, Social Studies, and Language Arts teacher as well as Collaborative Teachers when applicable.</p>	Team PLC Agendas and Notes	

## 2: Separate Academic Indicator

Goal 2: Increase the separate academic indicator overall from 61.3% to 68%, as measured by KPREP, by 2021.

<p>Which <b>Strategy</b> will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> <li>• KCWP 1: <u>Design and Deploy Standards</u></li> <li>• KCWP 2: <u>Design and Deliver Instruction</u></li> <li>• KCWP 3: <u>Design and Deliver Assessment Literacy</u></li> <li>• KCWP 4: <u>Review, Analyze and Apply Data</u></li> <li>• KCWP 5: <u>Design, Align and Deliver Support</u></li> <li>• KCWP 6: <u>Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> <li>• KCWP1: <u>Design and Deploy Standards Classroom Activities</u></li> <li>• KCWP2: <u>Design and Deliver Instruction Classroom Activities</u></li> <li>• KCWP3: <u>Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• KCWP4: <u>Review, Analyze and Apply Data Classroom Activities</u></li> <li>• KCWP5: <u>Design, Align and Deliver Support Classroom Activities</u></li> <li>• KCWP6: <u>Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart activities, the person of the activity or activity the activity or activity</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
<p>Objective 1-Writing</p> <p>Increase the overall writing index from 75% to 77% by Spring 2019 as measured by KPREP.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>* Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities and strategies for individual student success.</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>* Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.</p>	<p>Teachers will analyze writing growth through extensive analysis of student works in order to identify areas of strength and weakness in instructional practice.</p> <p>Teachers will be provided with an extra 55-minute planning period each week to meet in core content PLCs. During CCPLCs teachers will collaborate to improve instructional practices, analyze data, create assessments, and plan lessons in order to successfully implement best practices in teaching and learning.</p>	<p>CCPLC agenda and meeting notes, Lesson Plans, Classroom Observations, Effective Learning Environment Observation Tool (ELEOT), School Master Schedule</p> <p>CCPLC agenda and meeting notes, Lesson Plans, Classroom Observations, Effective Learning Environment Observation Tool (ELEOT), School Master Schedule</p>	
	KCWP 5: Design, Align and Deliver Support	LA teachers will establish a common vocabulary in our writing process to be implemented in all content areas and grade	Outline of Writing Process PLC agenda notes Student Writing Samples	

	<p>*Addressing this process will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.</p>	<p>levels. By establishing a common instructional language, teachers will be able to create cohesion across students' literacy learning. Teachers will continually collaborate in order to design opportunities for students to use writing as a tool for problem-solving in all disciplines.</p>		
<p>Objective 2-Science</p> <p>Increase the overall science index from 35.3% to 40% by Spring 2019 as measured by KPREP.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>* Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities and strategies for individual student success.</p>	<p>Teachers will be provided with an extra 55-minute planning period each week to meet in core content PLCs. During CCPLCs teachers will collaborate to improve instructional practices, analyze data, create assessments, and plan lessons in order to successfully implement best practices in teaching and learning.</p> <p>Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of science.</p>	<p>CCPLC agenda and meeting notes, Lesson Plans, Classroom Observations, Effective Learning Environment Observation Tool (ELEOT), School Master Schedule</p>	
	<p>KCWP 2: Design and Deliver Instruction</p> <p>* Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.</p>	<p>Core content PLCs will meet one day a week, to collaborate and design lesson plans, assessments, and improve teaching strategies. Teachers will work in core content PLCs, facilitated by our instructional coach, to develop a system of continual improvement concerning instructional practices involving thinking strategies related to science.</p> <p>Teachers will visit lab classrooms in order to increase knowledge, collaborate with colleagues, and equip themselves with the skills necessary to successfully implement thinking strategies within their classrooms.</p>	<p>CCPLC agenda and meeting notes, Lesson Plans, Classroom Observations</p>	
<p>Objective 3-Social Studies</p> <p>Increase the overall social studies index from 73.4% to 75% by Spring 2019 as measured by KPREP.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>* Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative,</p>	<p>Teachers will be provided with an extra 55-minute planning period each week to meet in core content PLCs. During CCPLCs teachers will collaborate to improve instructional practices, analyze data, create assessments, and plan lessons</p>	<p>CCPLC agenda and meeting notes, Lesson Plans, Classroom Observations, Effective Learning Environment Observation Tool (ELEOT), School Master Schedule</p>	

	summative, benchmark, and interim assessment data) in order to determine priorities and strategies for individual student success.	in order to successfully implement best practices in teaching and learning.		
		Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of social studies.	CCPLC agenda and meeting notes, MAP Data, Achievement Data	
	KCWP 2: Design and Deliver Instruction  * Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.	Core content PLCs will meet one day a week, to collaborate and design lesson plans, assessments, and improve teaching strategies. Teachers will work in core content PLCs, facilitated by our instructional coach, to develop a system of continual improvement concerning instructional practices involving thinking strategies related to social studies.	CCPLC agenda and meeting notes, Lesson Plans, Classroom Observations	
		Teachers will visit lab classrooms in order to increase knowledge, collaborate with colleagues, and equip themselves with the skills necessary to successfully implement thinking strategies within their classrooms.	Lesson Plans, Classroom Observations	

### 3: Gap

Goal 3 (State your Gap goal): Eastside Middle School will increase combined reading and math proficiency rates for all students in the GAP group (non-du by 2021.

Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart activities, the person of the activity or activity the activity or activity
<ul style="list-style-type: none"> <li>• KCWP 1: Design and Deploy Standards</li> <li>• KCWP 2: Design and Deliver Instruction</li> <li>• KCWP 3: Design and Deliver Assessment Literacy</li> <li>• KCWP 4: Review, Analyze and Apply Data</li> <li>• KCWP 5: Design, Align and Deliver Support</li> <li>• KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
Objective 1: Demonstrate proficiency by increasing the percentage of students with disabilities scoring proficient and distinguished in reading and math from 41.4% to 45% by Spring 2019.	<p>KCWP 2: Design and Deliver Instruction</p> <p>* Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.</p>	<p>Core content PLCs will meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students within our GAP group.</p> <p>Eastside's instructional coach and administrators will organize this time in order to provide a protocol conducive to continuous improvement.</p>	<p>Student performance on the KPREP assessment.</p>	
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>* Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities and strategies for individual student success.</p>	<p>EMS will implement universal screening (MAP assessment) in order to identify student strengths and weaknesses. Teachers will apply this data to assign appropriate research-based interventions to ensure students reach their maximum potential.</p>	<p>MAP Data, RTI Data</p>	

	<p>KCWP 5: Design, Align and Deliver Support</p> <p>*Addressing this process will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.</p>	<p>In order to improve the identified areas of need, Eastside faculty and administration will work to improve our RTI process in the area of reading, specifically focusing on students within our GAP group. We will continue to implement a period during the school day to focus on interventions in math and literacy.</p>	<p>Student performance on the KPREP assessment School Master Schedule.</p>	
		<p>Teachers in all content areas will collaborate with the English/ Language Arts teachers to develop reading practices consistently across the curricular areas, as well as promoting reading for comprehension, pleasure, and understanding.</p>	<p>MAP Data, Team Meeting Agenda and Notes, Achievement Data</p>	
		<p>LA teachers will establish a common vocabulary in our writing process to be implemented in all content areas and grade levels. By establishing a common instructional language, teachers will be able to create cohesion across students' literacy learning. Teachers will continually collaborate in order to design opportunities for students to use writing as a tool for problem solving in all disciplines.</p>	<p>Outline of Writing Process PLC agenda notes Student Writing Samples</p>	
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>*Addressing this process will ensure students are learning at the optimal level in a safe learning environment.</p>	<p>EMS faculty will receive training and support from special education consultants, school psychologists, and a Board Certified Behavior Analyst to build skills in handling classroom and student specific behavior management concerns.</p>	<p>Behavior Data, Behavior Analyst Meeting Notes,</p>	
		<p>PBIS - Administration and teachers will successfully implement a system of positive behavior interventions and supports to provide an educational experience and atmosphere that is safe, organized,</p>	<p>PBIS benchmarks of quality, the TELL survey, and student behavior data.</p>	



<p>Objective 2: Demonstrate proficiency by increasing the percentage of F/R students scoring proficient and distinguished in reading and math from 53.7% to 57% by Spring 2019.</p>		accountable, respectful and conducive to learning as measured by PBIS benchmarks of quality, the TELL survey, and student behavior data.		
	<p>KCWP 2: Design and Deliver Instruction</p> <p>* Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.</p>	<p>Core content PLCs will meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students within our GAP group. Eastside's instructional coach and administrators will organize this time in order to provide a protocol conducive to continuous improvement.</p>	Core Content PLC meeting notes and agendas	
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>* Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities and strategies for individual student success.</p>	<p>EMS will implement universal screening (MAP assessment) in order to identify student strengths and weaknesses. Teachers will apply this data to assign appropriate research-based interventions to ensure students reach their maximum potential.</p>	MAP Data, RTI Data	
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>* Addressing this process will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.</p>	<p>In order to improve the identified areas of need, Eastside faculty and administration will work to improve our RTI process in the area of math, specifically focusing on students within our GAP group. We will continue to implement a period during the school day to focus on interventions in math and literacy.</p>	GAP group performance on KPREP assessment, School Master Schedule	
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>EMS faculty will receive training and support from special education consultants, school psychologists, and a Board Certified Behavior Analyst to build skills in handling</p>	Behavior Data, Behavior Analyst Meeting Notes	

	<p>*Addressing this process will ensure students are learning at the optimal level in a safe learning environment.</p>	<p>classroom and student specific behavior management concerns.</p>		
		<p>PBIS - Administration and teachers will successfully implement a system of positive behavior interventions and supports to provide an educational experience and atmosphere that is safe, organized, accountable, respectful and conducive to learning as measured by PBIS benchmarks of quality, the TELL survey, and student behavior data.</p>	<p>PBIS benchmarks of quality, the TELL survey, and student behavior data.</p>	

#### 4: Graduation rate

Goal 4 (State your Graduation Rate goal):

Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart activities, the person of the activity or activity the activity or activity
<ul style="list-style-type: none"> <li>• KCWP 1: Design and Deploy Standards</li> <li>• KCWP 2: Design and Deliver Instruction</li> <li>• KCWP 3: Design and Deliver Assessment Literacy</li> <li>• KCWP 4: Review, Analyze and Apply Data</li> <li>• KCWP 5: Design, Align and Deliver Support</li> <li>• KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>• KCWP1: Design and Deploy Standards Classroom Activities</li> <li>• KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>• KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>• KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>• KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>• KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
Objective 1				
Objective 2				

## 5: Growth

**Goal 5 (State your Growth goal):** Decrease the combined average of students scoring novice and apprentice in reading and math from 17.7% to 12% as measured by KPREP.

<p>Which <b>Strategy</b> 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.)</p> <ul style="list-style-type: none"> <li>• <u>KCWP 1: Design and Deploy Standards</u></li> <li>• <u>KCWP 2: Design and Deliver Instruction</u></li> <li>• <u>KCWP 3: Design and Deliver Assessment Literacy</u></li> <li>• <u>KCWP 4: Review, Analyze and Apply Data</u></li> <li>• <u>KCWP 5: Design, Align and Deliver Support</u></li> <li>• <u>KCWP 6: Establishing Learning Culture and Environment</u></li> </ul>	<p>Which <b>Activities</b> 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.)</p> <ul style="list-style-type: none"> <li>• <u>KCWP1: Design and Deploy Standards Classroom Activities</u></li> <li>• <u>KCWP2: Design and Deliver Instruction Classroom Activities</u></li> <li>• <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u></li> <li>• <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u></li> <li>• <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u></li> <li>• <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u></li> </ul>	<p>In the following chart activities, the person of the activity or activity the activity or activity</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
<p>Objective 1</p> <p>Decrease the number of F/R students scoring novice and apprentice in math from 57% to 50% by Spring 2019 as measured by KPREP.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>* Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities and strategies for individual student success.</p>	<p>Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of math.</p> <p>EMS will implement universal screening (MAP assessment) in order to identify student strengths and weaknesses. Teachers will apply this data to assign appropriate research-based interventions to ensure students reach their maximum potential.</p>	<p>CCPLC agenda and meeting notes, MAP Data, Achievement Data</p> <p>MAP Data, RTI Data</p>	
	<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>*Addressing this process will ensure students are learning at the optimal level in a safe learning environment.</p>	<p>PBIS - Administration and teachers will successfully implement a system of positive behavior interventions and supports to provide an educational experience and atmosphere that is safe, organized, accountable, respectful and conducive to learning as measured by PBIS benchmarks of quality, the TELL survey, and student behavior data.</p>	<p>PBIS benchmarks of quality, the TELL survey, and student behavior data.</p>	

<p>Objective 2 Reduce the number of students with disabilities scoring novice and apprentice in reading from 48.1% to 45% by Spring 2019 as measured by KPREP.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>* Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities and strategies for individual student success.</p>	<p>Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of reading.</p> <p>EMS will implement universal screening (MAP assessment) in order to identify student strengths and weaknesses. Teachers will apply this data to assign appropriate research-based interventions to ensure students reach their maximum potential.</p>	<p>CCPLC agenda and meeting notes, MAP Data, Achievement Data</p> <p>MAP Data, RTI Data</p>	
	<p>KCWP 5: Design, Align and Deliver Support</p> <p>* Addressing this process will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.</p>	<p>In order to improve the identified areas of need, Eastside faculty and administration will work to improve our RTI process in the area of math, specifically focusing on students within our GAP group. We will continue to implement a period during the school day to focus on interventions in math and literacy.</p>	<p>GAP group performance on KPREP assessment, School Master Schedule</p>	
	<p>KCWP 2: Design and Deliver Instruction</p> <p>* Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.</p>	<p>Core content PLCs will meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students within our GAP group. Eastside's instructional coach and administrators will organize this time in order to provide a protocol conducive to continuous improvement.</p>	<p>Core Content PLC meeting notes and agendas</p>	

## 6: Transition Readiness

Goal 6 (State your Transition Readiness goal): Increase the number of students who are high school ready in the areas of reading and math from 25% to 35% by 202

Which Strategy will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which Activities will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart activities, the person of the activity or activity the activity or activity
<ul style="list-style-type: none"> <li>KCWP 1: Design and Deploy Standards</li> <li>KCWP 2: Design and Deliver Instruction</li> <li>KCWP 3: Design and Deliver Assessment Literacy</li> <li>KCWP 4: Review, Analyze and Apply Data</li> <li>KCWP 5: Design, Align and Deliver Support</li> <li>KCWP 6: Establishing Learning Culture and Environment</li> </ul>	<ul style="list-style-type: none"> <li>KCWP1: Design and Deploy Standards Classroom Activities</li> <li>KCWP2: Design and Deliver Instruction Classroom Activities</li> <li>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</li> <li>KCWP4: Review, Analyze and Apply Data Classroom Activities</li> <li>KCWP5: Design, Align and Deliver Support Classroom Activities</li> <li>KCWP6: Establishing Learning Culture and Environment Classroom Activities</li> </ul>	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
Objective 1 Increase the number of 8th grade students who are high school ready in the area of reading from 47% to 50 % by 2019 as measured by MAP	<p>KCWP 2: Design and Deliver Instruction</p> <p>* Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.</p>	Core content PLCs will meet one day a week, to collaborate and develop lesson plans and assessments, while developing teaching strategies in order to provide an environment conducive to continuous improvement moving students toward "High School Readiness".	MAP Data, CCPLC notes and agendas, Administrative Observations	
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>* Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities and strategies for individual student success.</p>	Eastside Administration will develop a team to monitor "High School Ready" status for all students. Data will be shared with faculty during monthly team based PLC meetings in order to predict College and Career Readiness status for students.	Tracking Documents	
		Each team of teachers will meet the last Tuesday of each month with administrative counselor, data manager, instructional coach, school psychologist, and other education professionals to discuss data	Tracking Documents, MAP Data, Team PLC Meeting Agendas and Notes	

Objective 2 Increase the number of 8th grade students who are high school ready in the areas of math from 31% to 40% by 2019 as measured by MAP		concerning student transition status. Teacher teams consist of a Math, Science, Social Studies, and Language Arts teacher as well as Collaborative Teachers when applicable.		
		EMS will implement universal screening (MAP assessment) in order to identify student strengths and weaknesses. Teachers will apply this data to assign appropriate research-based interventions to ensure students reach their maximum potential.	MAP Data, RTI Data	
	KCWP 5: Design, Align and Deliver Support  * Addressing this process will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.	Eastside's Instructional Coach and Counselor will share student transition data with BEHS to provide a continuation of support for all students as they transition to high school.	Spring Meeting Agendas	
	KCWP 2: Design and Deliver Instruction  * Addressing this process will ensure the implementation of evidence-based curriculum and/or strategies with fidelity. This is essential for both academic and behavioral instruction.	Administration will work to expose students to various college and career readiness programs as well as district innovative programs	Innovative Program Tours, Career Day, BEHS Visit, College Visit	
	KCWP 4: Review, Analyze and Apply Data  * Eastside MS must have an established system for examining and interpreting all of the data available (e.g., formative,	Core content PLCs will meet one day a week, to collaborate and develop lesson plans and assessments, while developing teaching strategies in order to provide an environment conducive to continuous improvement moving students toward "High School Readiness".	MAP Data, CCPLC notes and agendas, Administrative Observations	
		Eastside Administration will develop a team to monitor "High School Ready" status for all students. Data will be shared with faculty during monthly team based PLC meetings in order to predict College and Career Readiness status for students.	Tracking Documents	

	summative, benchmark, and interim assessment data) in order to determine priorities and strategies for individual student success.	Each team of teachers will meet the last Tuesday of each month with administrative counselor, data manager, instructional coach, school psychologist, and other education professionals to discuss data concerning student transition status. Teacher teams consist of a Math, Science, Social Studies, and Language Arts teacher as well as Collaborative Teachers when applicable.	Tracking Documents, MAP Data, Team PLC Meeting Agendas and Notes	
		EMS will implement universal screening (MAP assessment) in order to identify student strengths and weaknesses. Teachers will apply this data to assign appropriate research-based interventions to ensure students reach their maximum potential.	MAP Data, RTI Data	
	KCWP 5: Design, Align and Deliver Support  *Addressing this process will establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system rather than function under crisis management.	Eastside's Instructional Coach and Counselor will share student transition data with BEHS to provide a continuation of support for all students as they transition to high school.	Spring Meeting Agendas	
		Administration will work to expose students to various college and career readiness programs as well as district innovative programs	Innovative Program Tours, Career Day, BEHS Visit, College Visit	
		Teachers in all content areas will collaborate with the English/ Language Arts teachers to develop reading practices consistently across the curricular areas, as well as promoting reading for comprehension, pleasure, and understanding.	MAP Data, Team Meeting Agenda and Notes, Achievement Data	



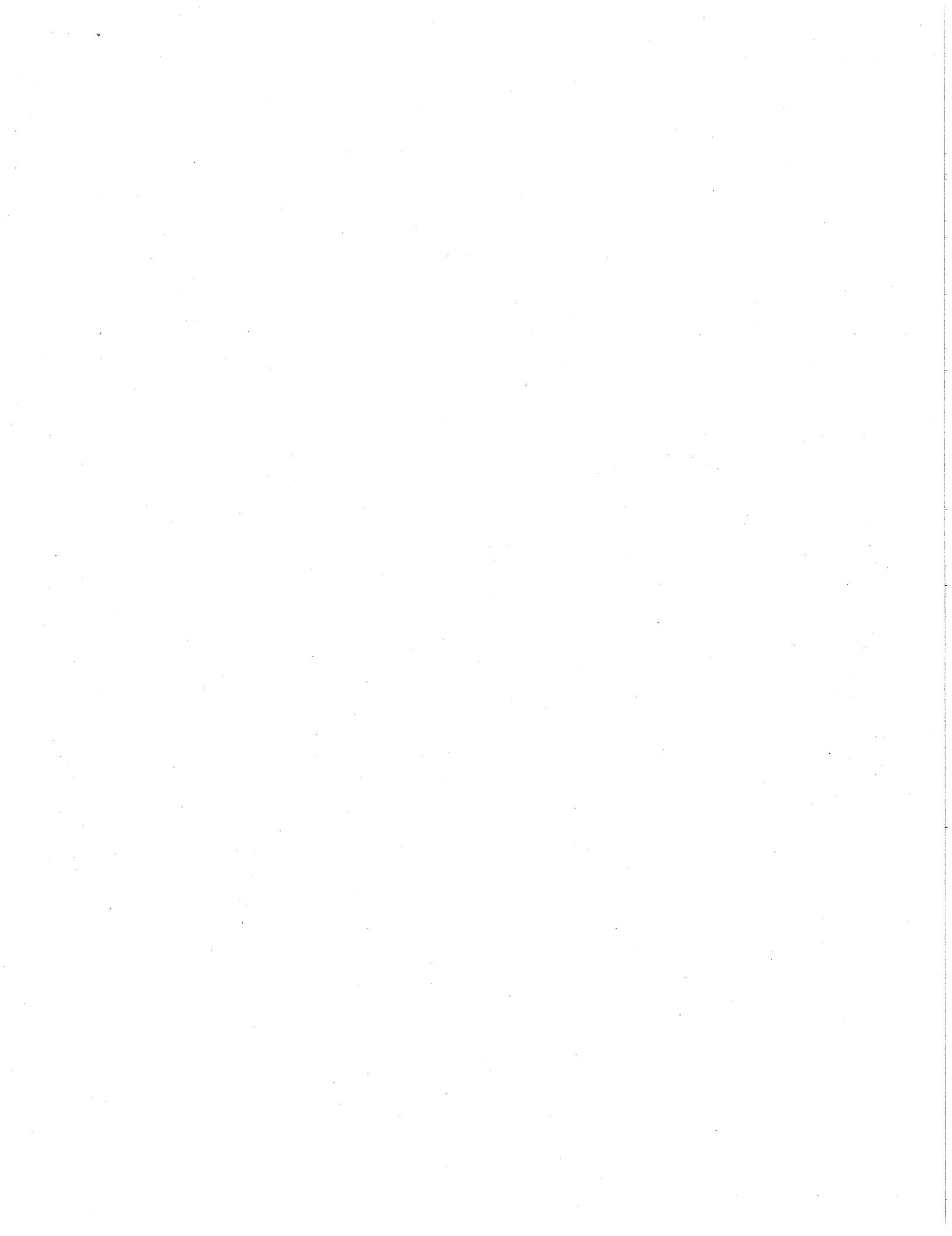


## 7: Other (optional)

Goal 7 (State your goal):

Which <b>Strategy</b> will the district use to address this goal? (The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)	Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? (The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)	In the following chart activities, the person of the activity or activity the activity or activity
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring D
Objective 1				
Objective 2				





## **Phase Three: Closing the Achievement Gap Diagnostic\_12162018\_23:40**

### **Phase Three: Closing the Achievement Gap Diagnostic**

**Eastside Middle School**  
Troy Wood  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

**Last Modified: 12/18/2018**  
**Status: Open**

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## **Phase Three: Closing the Achievement Gap Diagnostic**

### **I. Achievement Gap Group Identification**

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See 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.

According to the data, EMS has 27 minority students, 163 students receive free or reduced lunch and 52 students have been identified as having a disability. All EMS teachers are considered highly qualified/effective. We currently have zero teachers instructing outside their field of expertise. Therefore, all low income and minority students are assigned to highly qualified/effective educators. Eleven percent of our teachers are National Board Certified and eighty-three percent of our teachers have four or more years of experience. EMS teachers have an average of 13.5 years of teaching experience. The number of students on free and reduced lunch and students with identified disabilities continues to increase each year. As our population continues to change demographically, teachers must be equipped to identify and fully understand the needs of students from varying ethnic and socioeconomic backgrounds. Teachers must also be cognizant of the educational barriers inherent within each GAP group. Therefore, the learning community of Eastside Middle School collaborates in professional development opportunities to ensure students of all backgrounds, languages and socioeconomic levels feel respected, heard, welcomed, and are able to learn. Teachers also participate in professional development to assist in the implementation of culturally competent content and educational strategies in their classrooms and school community. Recently our district has provided professional development for school leaders in order to bring awareness and strategies to assist students living in poverty.

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.

While our gap remains significant, Eastside has experienced significant growth in our overall GAP group performance. Our percentage of students on free and reduced lunch scoring proficient and distinguished has shown significant growth over the last two years. In the area of reading our F/R students increased the percentage scoring proficient and distinguished in reading by 9.1 percent over the last two years. Sixty four percent of our F/R students are scoring in the proficient and distinguished range in reading. In the area of math our F/R students increased the percentage scoring proficient and distinguished in reading by 3.2 percent over the last two years. Forty three percent of our F/R students are scoring in the proficient and distinguished range in math. In the area of writing, our F/R students increased the percentage scoring proficient and distinguished by 11.1 percent over the last two years. Sixty-five percent of our F/R students are scoring in the proficient and distinguished range in writing. Our percentage of students with disabilities scoring proficient and distinguished has shown significant growth over the last two years. In the area of reading, our students with disabilities increased the percentage of students scoring proficient and distinguished in reading by 15.2 percent over the last two years. Fifty-two percent of our students with disabilities are scoring in the proficient and distinguished range in reading. In the area of writing, our students with disabilities increased the percentage scoring proficient and distinguished by 14.7 percent over the last two years. Fifty percent of our students with disabilities are scoring in the proficient and distinguished range in writing. Students with disabilities scoring in the proficient and distinguished range in the area of math increased 10% between 2017 and 2018 but has fallen by 2.5 percent since 2016. Thirty-one percent of our students with disabilities are scoring in the proficient and distinguished range in math. Over the last three years, EMS has worked to reduce the discrepancy between our overall population and our GAP group students. We have successfully reduced the performance gap in the areas of Reading, Math, and Writing. EMS Gap group students have increased the percentage of students scoring in the proficient/distinguished range in Reading, Math, and Writing. Eastside's free/reduced lunch population has consistently scored higher than those students with disabilities.



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

According to the data, Eastside's GAP group students have shown significant improvement in the areas of Reading, Math, and Writing. While the gap remains significant, Eastside has experienced significant growth in our overall GAP group performance. Our percentage of GAP group students scoring proficient and distinguished in reading has risen by 11.5 percent over the last four years. Our percentage of GAP group students scoring proficient and distinguished in math has risen by 4.1 percent over the last four years. Our percentage of GAP group students scoring proficient and distinguished in Writing has risen by 15.5 percent over the last four years.

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

Data reveals that Eastside has experienced a significant drop in our percentage of GAP group students scoring at the Distinguished level. While we have increased the percentage of GAP group students scoring in the Proficient/ Distinguished range, our percentage of students scoring Distinguished has decreased over the last two years. In the area of math, the percentage of students with a disability scoring Distinguished has decreased in each of the last two years (16.7% in 2016, 3.8% in 2017, and 0.0% in 2018). The same trend can be seen in the area of reading (15% in 2016, 13.2% in 2017, and 7.7% in 2018). In the area of reading, the percentage of GAP group students receiving free/ reduced lunch scoring Distinguished has also declined in the last two years (18.4% in 2016, 16.4% in 2017, and 9.2% in 2018).

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).*

Eastside Middle School continues to experience significant growth in its GAP groups. As this population continues to change, our educators must understand the importance of high-standards, good instruction, and additional assistance. Clear/ High Standards Eastside Middle School is dedicated to the development of clear and high standards that hold all students and teachers accountable. Teachers will collaborate in PLCs to develop lessons and assessments that challenge students to reach their maximum learning potential. School-wide expectations have been established and will continue to be enforced with fidelity. In order to remove existing and potential barriers, the Eastside staff must prescribe to the notion that all students are capable of reaching high levels of achievement. Improved Instruction Research shows the best way to improve student achievement is by improving instruction. Therefore, improving instruction is one of the best ways to overcome barriers. Eastside has implemented core content, professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's curriculum coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations in order to enhance their knowledge of best practices in teaching and learning. Extra Help Research indicates that nearly all students can achieve at high levels. However, some students require additional assistance in achieving their maximum potential. For this reason, Eastside middle school will continue to implement a schedule that includes an intervention period to address the specific learning needs of all students. During this time students will be given additional support in behavior modification, social development, and academic development. Students' needs will be identified through data

gathered by research-based assessments. Research-based interventions will then be implemented. It is our goal to identify students' needs as opposed to identifying only those at risk. This initiative has been implemented to ensure all students (including those in our GAP group) are given the support they require to be life-long learners. Eastside Middle School's plan of action will be monitored by our school administrators, district leaders, faculty members, and SBDM council. The activities described will be implemented according to the timeline outlined in our school's SBDM approved CSIP. Eastside's leadership team will meet each week in order to discuss the progress made in the implementation of our plan. Information will be presented during monthly SBDM meetings to ensure our stakeholders are included in the implementation process and progress. Our faculty will continually assess the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members will use the data provided by these programs in order to make informed instructional decisions. Instructional decisions will be discussed during monthly PLC meetings in order to ensure students included in our gap group are benefitting from the programs and strategies implemented.

## **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.

Eastside Middle School continues to experience significant growth in its GAP groups. Currently, Kentucky provides additional funding to high poverty schools in order to extend instruction in ways they deem most appropriate for their school community. Eastside Middle School has not reached the level required to receive additional funding. Therefore, the leadership team at EMS must identify ways to extend its budget in order to meet the needs of students in our gap group. Furthermore, as our population continues to change, teachers must be equipped to identify and fully understand the needs of students from varying ethnic and socioeconomic backgrounds. Teachers must also be cognizant of the educational barriers inherent within each GAP group. Therefore, the learning community of Eastside Middle School must collaborate in professional development opportunities to ensure students of all backgrounds, languages and socioeconomic levels feel respected, heard, welcomed, and able to learn. Teachers must also participate in professional development to assist in the implementation of culturally competent content and educational strategies in their classrooms and school community.

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.

The Eastside Middle School Leadership team collaborated to select stakeholders to participate in the development of the school's improvement plan as it relates to closing the achievement gap. Stakeholders were selected based on their school and community involvement as well as their knowledge of the school's systems and processes. Roles were delegated by the leadership team and stakeholders were informed of these roles by the school administration. Meetings were scheduled at various times and locations conducive to the availability of the chosen members. The first step in addressing our identified areas of concern involved collaboration. Members of the learning community assisted in identifying the areas needing improvement. We participated in a comprehensive data analysis in attempt to identify probable causes of lower performance. The collaboration continued in order to identify research-based strategies to address the identified areas of concern. Administrators will now work with all members of the learning community to ensure the areas of concern and the strategies to address these concerns are clearly communicated. Furthermore, we will work to equip the members of our learning community with professional development opportunities, time, and resources to successfully implement our plan for

improvement as it relates to closing the achievement gap. Our faculty will continually assess the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members will use the data provided by these programs in order to make informed instructional decisions. Instructional decisions will be discussed during weekly/monthly PLC meetings in order to ensure students are benefitting from the programs and strategies implemented. The final improvement plan will be communicated to all stakeholders through the use of our school's website. EMS principal, Troy Wood, will send a link to our stakeholders via his weekly Weebly, Facebook and Twitter. Stakeholders will be informed of any changes or updated information concerning the planning process through the same methods. Troy Wood- Principal Kyle Buege- Assistant Principal Bryan Bates- Counselor Kim Green- Teacher Lisa Carli- PBIS Coach Tabitha Echols- Curriculum Coach Christie Clements- Parent Faith Murphy- Parent Dawn Breshear- Teacher Missy Russell- Teacher Roseleen Root- Teacher Team Leaders- Identification of structural and procedural needs PLCs- Identification of Curriculum goals and needs

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

- Increase the percentage of students with disabilities scoring proficient and distinguished in reading from 51.9% to 54% by Spring 2019. - Increase the percentage of students with disabilities scoring proficient and distinguished in math from 30.8% to 35% by Spring 2019. - Increase the percentage of students with disabilities scoring proficient and distinguished in writing from 50% to 55% by Spring 2019. - Increase the percentage of F/R students scoring proficient and distinguished in reading from 64.4% to 67% by Spring 2019. - Increase the percentage of F/R students scoring proficient and distinguished in math from 42.9% to 45% by Spring 2019. - Increase the percentage of F/R students scoring proficient and distinguished in writing from 64.8% to 67% by Spring 2019.

#### **ATTACHMENTS**

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

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached.

#### **ATTACHMENTS**

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

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Achievement Gap Group Identification	I
 EMS Measurable Gap Goal 2018	EMS Measurable Gap Goal 2018	III



## **Phase Three: Executive Summary for Schools\_12162018\_23:28**

### **Phase Three: Executive Summary for Schools**

#### **Eastside Middle School**

Troy Wood  
6925 Hwy 44E  
Mount Washington, Kentucky, 40047  
United States of America

**Last Modified: 12/17/2018**

**Status: Open**

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Eastside Middle School, home of the Eagles, is an exciting learning community located at 6925 Highway 44 East. Eastside Middle School is located in Mt. Washington, Kentucky and a part of the 8th largest school district in Kentucky. **STUDENT DEMOGRAPHIC DATA** Our student body encompasses grades 6 through 8. Of the 633 total students, 593 students are white. We have 6 African American students, 13 Hispanic students, 6 Asian students and 15 students with two or more races. There are 152 students who are currently on free/reduced lunch. Our attendance rate is currently at 96.4 percent while our retention and dropout rate is zero percent. Eastside's average daily attendance has remained consistent since 2007. **FACULTY DEMOGRAPHIC DATA** Our faculty consists of 36 teachers who have an average of 13.5 years of teaching experience. We currently have four male teachers and 32 female teachers. Of our teachers, 2.9 percent have a Bachelor's degree, 76.5 percent of our teachers have a Master's degree, and 20.6 percent have a Rank 1. We currently have four National Board Certified teachers on our staff as well as the current middle school teacher of the year for the state of Kentucky. Our faculty also includes the 2017 Middle School Social Studies teacher of the year as well as the 2016 Physical Education teacher of the year for the Commonwealth of Kentucky. One Hundred percent of our teacher population is white. **COMMUNITY DEMOGRAPHIC DATA** Our school is located in the city of Mount Washington, a suburb of the Louisville Metro area. Mount Washington's population is 12,246. The average household income for our community is \$67,480. Ninety-six percent of the Mount Washington population is White, 1.2 percent of the population is African American, and 1.6 percent of the population is Hispanic. Our community has been an integral part of Eastside's success. Last year the EMS community logged nearly 5,000 volunteer hours at our school.

#### **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.

Eastside is a state of the art facility and focuses on adolescent learning and the development of leadership potential in all students. The consistent collaboration of staff, students, and community has successfully produced an educational experience that is both relevant and rigorous in content. We believe much of our success is attributed to the collaboration of all members of our learning community dedicated to creating a safe, organized, accountable, and respectful, student-centered learning environment. **Vision:** Eastside Middle School will collaborate with all shareholders to create a Safe, Organized, Accountable, and Respectful, student-centered learning community. **Mission to: Students-** Eastside Middle School will collaborate with all members of the learning community to create a Safe, Organized, Accountable, and Respectful environment that equips all students with the skills necessary to reach their maximum potential as lifelong learners. **Faculty and Staff-** Eastside Middle School will foster a collaborative environment that equips all faculty members and staff with the tools necessary to become successful facilitators of a Safe, Organized,

Accountable, and Respectful, student-centered learning community. Community- Eastside Middle School will strive to communicate the goals and vision of the school to the local community, encourage community participation, and foster their role in the creation of a Safe, Organized, Accountable, and Respectful, student-centered learning community. PBIS In order to achieve our vision and mission, the Eastside learning community has adopted a unified set of expectations for all students. These expectations are part of Eastside's Positive Behavior Intervention System or PBIS. PBIS is a systems approach to enhancing the capacity of schools to educate all students by developing research-based, school-wide behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior expectations for all students. It is a team-based process for systematic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and students can reach their maximum potential as life-long learners. As part of PBIS teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption. To keep students following the rules in a positive manner, members of our learning community constantly teach and model school-wide expectations. Teachers look to acknowledge positive behavior first and provide positive, immediate, frequent, and explicit feedback. Furthermore, faculty and staff treat minor behavior issues as the opportunity to teach appropriate behaviors. RTI Eastside has implemented an extensive, research-based response to intervention program in order to meet the needs of individual learners and ensure all students are challenged to reach their maximum potential. Eastside's intervention process identifies at-risk students through universal screening and has systems in place to provide students with appropriate levels of assistance academically and behaviorally. At-risk students are identified through the use of the districts Monitored Academic Progress (MAP) assessment program. PROFESSIONAL LEARNING COMMUNITIES Eastside has implemented core content, professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's curriculum coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site professional development opportunities in order to enhance their knowledge of best practices in teaching and learning. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team-based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately. EXTRACURRICULAR ACTIVITIES Eastside encourages all students to be involved in extracurricular activities. As such, Eastside provides many opportunities for students to be involved in activities outside the realm of traditional academics. Eastside offers basketball, cheerleading, track, archery, volleyball, drama club, FCA, academic team, Jr. BETA club, dance team, chess club, art club, manga club, robotics club, creative writing club, agriculture club, KUNA, and STLP. Eastside has also added an intramural program to include activities such as 3 on 3 basketball, wiffleball, dodgeball, and kickball.

## **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.

According to student performance on the KPREP assessment, Eastside Middle School has been classified as a distinguished school from 2013 through 2017. Though the label has changed, Eastside continues to perform consistently above the district and state averages in all tested areas. Based on KPREP assessment data, under the outgoing assessment system, Eastside would have been named a Distinguished school for five consecutive years and would have been labeled a School of Distinction. Furthermore, Eastside was recognized in 2013, 2014, 2015, 2017 and 2018 as a school having implemented the Positive Behavior Intervention System to fidelity. EMS was recently selected as one of the Honorable Mentions regarding teaching conditions, school safety, and student achievement. The initial selection included the list of schools that reached the 50% minimum threshold for response rate on the TELL Kentucky survey. For Phase II, the schools that ranked in the third or fourth quartiles regarding working conditions were then selected to move on to the next phase. Schools in Phase III were then examined for details regarding their TELL Kentucky results, as well as other criteria (such as school safety), using a rubric designed by the New Teacher Center and the TELL Kentucky Advisory Team. Phase IV schools met all of the minimum criteria for selection. The Advisory Team reviewed these and 66 exemplary schools across the state, aiming for representation in each of the State Board/Judicial Districts. EMS was included in this list. As EMS was identified for this honor, our school was compiled on a list and given to educational leaders in Kentucky so others were made aware that Eastside is doing great things and can provide some best practice models. Eastside had 24 students chosen for the DUKE talent search last year. The academic team was represented at the regional and state competitions. Our school band continues to excel, as demonstrated by their distinguished ratings at the Kentucky Music Education Association competition. Eastside's archery has competed at the regional, state, and national level. The archery team finished second at the world competition in 2012. EMS cheerleaders have consistently finished as a top squad at the state and national levels. Our cheerleading squads placed first in their division at the state competition ten years total, and each of the last 7 consecutive years. Both squads are back to back state, national and world champions. The Blue squad represented the United States of America in the Jr. National competition and won the Gold medal for their performance two consecutive years. The Eastside boys and girls basketball teams finished undefeated in county play in 2015 and 2017. The boy's A and B basketball team won the Bullitt County basketball tournament in 2015 and 2018. The girl's basketball team placed first at the middle school state basketball tournament in 2013 and 2018. The team won third place in 2015. Eastside teachers have been awarded honors for their success in the classroom. Eastside currently boasts the district teacher of the year, the state Health Teacher of the Year, and the state Social Studies Teacher of the Year. Eastside is also home to the 2016 Valvoline Middle School Teacher of the Year. WHAT WE ARE DOING TO IMPROVE Eastside strives to meet our maximum potential in all areas. Instruction is data-driven in order to meet all student needs and EMS works closely with an instructional coach in order to maximize results. Professional Learning Communities meet on a weekly basis to foster a culture and atmosphere of continual improvement. Off-campus visits are part of our commitment to learn from others and emulate best practices. Embedded professional development and teacher training opportunities promote instructional growth within our staff. Eastside currently has lab-classrooms based on the Thinking Strategies Institute and the Public Education and Business Coalition (PEBC). These classrooms are intended to assist in the intellectual and scholarly practices of educators across the continuum of their professional lives to create schools worthy of our students. Teachers and staff members visit these lab-classrooms in order to observe best practices in teaching, learning and community development. We continue to seek additional opportunities for students to participate in extracurricular activities and take ownership in the improvement of their school and community. We are dedicated to increasing community involvement through service-learning projects and programs to provide parents the opportunity to be involved in their child's educational experience. Eastside will continue to implement the Gateway program through Project Lead the Way this year. PLTW is the nation's leading provider of science, technology, engineering,

and math programs. The curriculum is rigorous and will provide our students relevant experiences through activity-, project-, and problem-based learning. This program has allowed us the opportunity to provide a partnership with the Beemis Corporation in Shelbyville, KY. Beemis has committed \$10,000 per year for the next two years to help offset the cost of implementation. Their funding support has allowed us to create a PLTW computer lab and purchase supplies necessary for the program. Bullitt East High School started the PLTW engineering pathway during the 2014 school year to compliment the district's initiative of college and career readiness. Our goal at Eastside is to establish a true engineering pipeline. This year, Eastside's 6th graders will take the initial Gateway course called Design and Modeling. This will begin an engineering foundation and allow students to apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Our school technology coordinator, Scott Hatfield, will incorporate the use of the robots in his Technology course this year, allowing for continued exposure to STEM-related content. We have added to the PLTW curriculum a course in Automation and Robotics. We've added an engraver/etching machine allowing us to incorporate CAD engineering design. We are looking for a continuous process of growth and development for our students. With that, we add a pursuit for new avenues of engagement and involvement, all while trying to reach the interest of as many students as possible. We are excited to be one of only a small handful of Kentucky middle schools with a greenhouse. The use of the greenhouse is underway, with a select group of students growing items in solar powered structure. The addition of the greenhouse will allow us to collaboratively to enhance the learning experiences at both schools. The addition of a greenhouse will provide opportunities to involve a different population of students, while also exposing our students to additional fields of agriculture. The success of Eastside has been unrivaled, and there are few schools with the same drive and passion exhibited throughout our learning community. Our teachers, students, and parents collectively desire to be the best. Eastside is prideful of our accomplishments, and we will continue to work tirelessly in our efforts to be the number one middle school in the state. We value strong relationships and we hold our students to high expectations. We tell our students they are more than a score. Good grades are very important, but grades alone will not provide the assurance our students need to excel in today's society. We feel it is our moral imperative to reach students on a level that spans far beyond the realm of academics. We desire improved relationships between our students and their families and friends. We want to develop students with self-confidence and who hold others in high regards. We want our students to have a stronger understanding of life and a greater self-purpose. Using an acronym for EAGLES, the Eagle Virtues encompass the character building virtues of Encouragement, Attitude, Gratitude, Leadership, Empathy and Service. Throughout the year, each Eagle Virtue is given special emphasis for approximately one month. As principal, Mr. Wood shares the virtues with the teachers, and also teaches the lessons to our 6th grade population. Our counselor, Mr. Bates teaches the virtues to our 7th grade population. Mr. Buege, assistant principal, teaches to our 8th grade population. Our hope is to relay the message to our students that by changing ourselves, we will change the world. To continue with administrative involvement, our team has committed to be in every class, every week. During classroom visits, the administrators agree to provide usable feedback for teacher growth using the Effective Learning Environments Observation Tool (eleot). Other methods of feedback include 30 second feedback. Teachers will receive some type of communication with every visit. Additionally, the administrative team has a focus on sharing student behavior data at monthly collaborative team meetings. The meetings focus on sharing of student related information, intentional actions to address behavior, discussion of student needs as they relate to academics and behavior, counseling concerns, RTI concerns, etc.

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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.

N/A

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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