Phase One: Continuous Improvement Diagnostic_09262018_12:44

Phase One: Continuous Improvement Diagnostic

MT. Washington Middle School
Shawn Picket
269 Water St
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 09/28/2018
Status: Locked

TABLE OF CONTENTS

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Using the school quality survey supplied by the district, Mount Washington Middle School focused on two categories: Healthy Culture and Impact of Instruction. According to the responses on the Healthy Culture section, 96% of learners feel safe and supported. 100% of learners feel that relationships are healthy with their peers. 80% of instructional staff collaborates with each other. According to the responses on the Impact of Instruction section, 88% of learners monitor their progress and are supported when they are not meeting expectations. 93% demonstrate success in achieving challenging goals. 92% of parents connect their children's school experiences with engagement, outcomes, and overall learner success.

ATTACHMENTS

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

Part II:

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

Mount Washington Middle School will engage a variety of stakeholders through surveys, collaborative meetings with parents, students, staff, and community members, FRYSC monthly meetings, parent coffee talks with principal monthly, PLC meetings, parent conferences, Title 1 meetings (fall and spring), SBDM, special education meetings, Parent Teacher Organization (PTO), and Booster Club. Stakeholders will be selected in a variety of ways. They could be selected as volunteers, through recommendations, ballots/elections, and community partnerships. Meetings will be scheduled on a monthly, bimonthly, or semester basis. Implementation will be monitored through leadership team meetings, PLCs, individual monthly agendas, sign-in sheets, and minutes.

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)

Phase Two: The Needs Assessment for Schools

MT. Washington Middle School
Shawn Picket
269 Water St
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/20/2018
Status: Open

TABLE OF CONTENTS

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?

Professional Learning Communities meet twice a month to review local student data (MAP scores, formative/summative assessments) and make decisions based on the data and student needs. MAP scores and SPAGGS data are used to determine the placement in MTSS tiers. These PLCs are facilitated by team leaders and include all grade level teachers and RTI teachers. Leadership Team PLCs (Principal, Assistant Principal, Counselor, Instructional Coach, Youth Service Center Coordinator) meet twice a month and reviews PLC minutes and discuss instructional and behavioral needs for the school. Teacher meetings during their planning times twice a month facilitated by the Principal or Instructional Coach. Faculty meetings as needed. Teacher Planning Days meet once a month. KPREP scores and MAP data is analyzed and students schedules are adjusted according to their needs. SBDM meet once a month. Principal hosts monthly coffee talks with parents and community members where state and local data is discussed and processes for ensuring student success is explained. Mentoring groups will meet once a month to check on academic performance, behavior, and transition readiness.

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

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.

On the 2017-2018 KPREP test, we are an Other category school with a proficiency indicator of 70.6, a separate academic indicator of 63.3, and growth indicator of 12.4. We have three subgroups. White students proficiency indicator of 70.6, a separate academic indicator of 63.3, and growth indicator of 12.1. Free/Reduced-Prices Meal students proficiency indicator of 57.4, a separate academic indicator of 54.4, and growth indicator of 10.6. Students with Disability (with IEP) proficiency indicator of 26, a separate academic indicator of 24.9, and growth indicator of 13.7. KPREP overall novice for reading performance is 19.29%. Proficient/Distinguished overall for reading is 60.78%. Math overall novice is 17.01%. Proficient/Distinguished is 42.53%. 8th grade writing performance for novice was 18.63% and proficient/Distinguished was 26.08%. Academic: KPREP students with disabilities (wtih IEP) in reading scoring novice was 66.7% and Proficient/Distinguished was 19%. KPREP students with disabilities (with IEP) in math scoring novice was 54.8% and Proficient/Distinguished was 4.8%. MAP data for fall 2018-2019, sixth-grade reading mean RIT was 212.1 and math mean RIT was 215.6. Seventh-grade reading mean RIT was 216.5 and math mean RIT was 221.9. Eighth-grade reading mean RIT was 224.1 and math mean RIT was 232.9. Non-Academic: 180 days missed by certified staff during the 2017-2018 school year. Student attendance for 2017-2018 was 95.77%. During 2017-2018 there were 253 disciplinary events.

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

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.

Students with disabilities (with IEP) in math and reading. 95.2% scored below proficient in math and 81% scored below proficient in reading. On-demand writing for eighth grade, 74% scored below proficient. Decrease number of students with discipline events. Increase teacher attendance.

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

Trends

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

In the area of on-demand writing, novice increased from 2016-2017 from 10.4 to 18.63, which is an increase of 8.23%. Proficient/Distinguished went from 48.1% in 2015-2016 to 42.9%, in 2016-2017, and 26.08% in 2017-2018. Teacher and student attendance remain areas for improvement. Staff absences have increased in the past two years from 155 total days missed to 180 days missed. Overall students attendance in 2016-2017 was 96.29% and in 2017-2018 was 95.77%.

<u>ATTACHMENTS</u>
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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

KCWP 6: PBIS will be implemented schoolwide. Create rewards for student and staff attendance. Weekly star program, attendance rewards, student discipline, and General of the Month. Monthly teacher rewards. Monthly Principal coffee talks with parents. SBDM monthly meetings with a focus on student and staff attendance. KCWP 2: Schoolwide Title 1 funds will be used to enhance the MTSS program. Develop a new schoolwide writing plan (focused on 8th-grade on-demand writing) with the assistance of all stakeholders and approved by SBDM.

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

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%.

Our students are growing. Our growth indicator (10.6) with free and reduced lunch is above the recommended threshold cut scores of 9.5. Students with disabilities (with IEP), our growth indicator (13.7) is above the recommended threshold cut scores of 9.5. The overall Proficiency Indicator is 70.6 which is above the recommended threshold cut score of 62. Separate Academic Indicator is 63.3 which is above the recommended threshold cut score of 55. 7th-grade reading performance, novice decreased from 21.7% to 13.41% and proficient/distinguished increased from 50.7% to 67.07%. 7th-grade math performance, novice decreased from 19.7% to 12.8% and proficient/distinguished increased from 31.6% to 48.17%.

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)

Phase Two: School Assurances_10192018_08:22

Phase Two: School Assurances

MT. Washington Middle School
Shawn Picket
269 Water St
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 10/31/2018
Status: Open

TABLE OF CONTENTS

Phase Two: School Assurances

Introduction

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

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

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

Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

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

4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ● **Yes**
- ○ No

○   N/A

COMMENTS

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

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

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

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.
- ● **Yes**
- ○   No
- ○   N/A

COMMENTS

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

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

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

Teacher Quality

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

Title I Application

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

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

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

Paraeducators

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

- ● **Yes**
- ○ No

   ○ N/A

COMMENTS

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

Paraeducator Non-Instructional Duties

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

   ● **Yes**

   ○ No

   ○ N/A

COMMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
MWMS PD Plan	MWMS Professional Development Plan	2, 4
Master Schedule	Master Schedule	6, 7, 9
Parent Involvement	SBDM Policy Number 25: Parent Involvement	8
Title 1 Compact	2018 Title 1 Compact	3, 5, 8, 10
Title 1 Meeting and Plan	MWMS Title 1 Parent Meeting and Closing the Achievement Gap Plan	8

e Prove diagnostics

Phase Two: School Safety Report_10192018_08:32

Phase Two: School Safety Report

MT. Washington Middle School
Shawn Picket
269 Water St
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 10/31/2018
Status: Open

TABLE OF CONTENTS

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 several 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. The Emergency Plan was adopted on September 18, 2018

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. Copies provided to Mt. Washington Police and Fire Departments. The plan includes all maps of the school.

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. Red Emergency Folders were provided to teachers on opening day and contain maps, emergency contact numbers, drill schedules and procedures. Maps are to be posted in rooms.

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. Areas for safe zones during lockdown drills and events have also been identified.

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. we continually discuss the Emergency Plan with all stakeholders throughout the year. Revisions to the emergency plan were made in preparation for the 2018-19 school year.

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 <u>current</u> 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. During Opening Day for Teachers. Red emergency folders were provided and reviewed.

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 <u>current</u> 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 <u>not</u> being asked to certify that here.

Yes. The drill scheduled is attached.

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

8. During the month of January during the <u>prior</u> 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 <u>not</u> being asked to certify that here.

Yes. A similar drill schedule for 2017-18 was followed as the one outlined and attached below.

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)
PDF MWMS School Safety Plan	This plan was submitted to BCPS.	1
This is the drill schedule for MWMS including bus drills.	Drill schedule for this current school year.	7

Phase Three: Comprehensive Improvement Plan for Schools

MT. Washington Middle School
Shawn Picket
269 Water St
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/26/2018
Status: Open

TABLE OF CONTENTS

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.

NA

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)
CSIP Goal Builder	CSIP Goals and Objectives	

Comprehensive Improvement Plan for Schools

Rationale

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

Operational definitions of each area within the plan

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

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

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

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

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

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

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

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 *(State your proficiency goal): to increase the percentage of students scoring proficient/distinguished on combined reading and math on the KREP 2021.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	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 cha... activities, the perso... of the activity or ac... the activity or activ...
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring proficient/distinguished in reading on the KPREP test from 61.2% in 2018 to 64.2% by 2019.	KCWP 4: Review, Analyze, and Apply Data must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	KCWP 4: MAP will be used three times a year (fall, winter, and spring) to identify student needs. High qualified teachers will use data to guide instruction and MTSS interventions.(SWP 1, 2, 3, 8, 9)	MAP data, MTSS data	January 2019-December 2019	Title 1 funding $51,282
		KCWP 4: Administrators will review lesson/unit plans and gather data through classroom walkthroughs. (SWP 8)	PLC agenda and minutes, MAP data	January 2019-December 2019	$1425
	KCWP 5: Design, Align, and Deliver Support	KCWP 5: Core Content PLCs will meet to improve instructional practices,	PLC agenda and minutes, MAP and formative	January 2019-December 2019	No Funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system.	monitor student progress, plan lessons, and design common formative assessments. (SWP 1, 2, 3, 8)	assessment data, administrative walkthroughs with feedback		
		KCWP 5: Grade Level PLCs will meet to discuss the needs of individual students, MTSS tier placement, enrichment and extension lessons. (SWP 1, 2, 3, 8, 9, 10)	Lesson plans, ELEOT tool with classroom walkthrough feedback	January 2019-December 2019	No Funding
Objective 2: Increase the percentage of students scoring proficient/distinguished in math on the KPREP test from 43.3% in 2018 to 46.3% by 2019.	KCWP 4: Review, Analyze, and Apply Data must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	KCWP 4: MAP will be used three times a year (fall, winter, and spring) to identify student needs. Highly qualified teachers will use data to guide instruction and MTSS interventions (SWP 1, 2, 3, 8, 9)	MAP data, MTSS data	January 2019-December 2019	No Funding
		KCWP 4: Administrators will review lesson/unit plans and gather data through classroom walkthroughs. (SWP 8)	PLC agenda and minutes, MAP data	January 2019-December 2019	No Funding
	KCWP 5: Design, Align, and Deliver Support must establish a model to monitor	KCWP 4: Core Content PLCs will meet to improve instructional practices, monitor student progress, plan lessons, and design common formative	PLC agenda and minutes, MAP and formative assessment data, administrative walkthroughs with	January 2019-December 2019	$1425

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	and evaluate effectiveness in order to improve problems and improve the system.	assessments in math. (SWP 1, 2, 3, 8)	classroom feedback		
		KCWP 4: Grade Level PLCs will meet to discuss the needs of individual students, MTSS tier placement, enrichment and extension lessons. (SWP 1, 2, 3, 8, 9, 10)	Lesson plans, ELEOT tool and classroom walkthrough feedback	January 2019-December 2019	No Funding

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): *to increase the percentage of students scoring proficient/distinguished on the combined separate a...* from 63.3% in 2018 to 66.3% by 2021.

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	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 ch... activities, the perso... of the activity or ac... the activity or activ...
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of students scoring proficient/distinguished in science on the KPREP test from 31.3 in 2018 to 32.8 in 2019.	KCWP 5: Design, Align, and Deliver Support must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system.	KCWP 5: Core Content PLCs will meet to improve instructional practices, plan lessons in science, and vertically align content in science. (SWP 1, 2, 3, 8)	PLC agenda and minutes, Lesson plans	January 2019-December 2019	No Funding
		KCWP 5: Grade Level PLCs will meet to discuss the needs of individual students, enrichment and extension lessons. (SWP 3, 8, 9)	PLC agenda and minutes	January 2019-December 2019	No Funding
	KCWP 4: Review, Analyze, and Apply Data	KCWP 4: Administrators will review lesson/unit plans and gather data through classroom walkthroughs. (SWP 8)	Lesson plans, ELEOT tool and provide classroom feedback	January 2019-December 2019	$1425

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	KCWP 4: Core Content PLCs will meet to analyze and monitor student progress, and design common formative assessments, to provide data on student success in science. (SWP 1, 2, 3, 8, 9)	PLC agenda and minutes, formative assessment data, administrative walkthroughs	January 2019-December 2019	No Funding
Objective 2: Increase the percentage of students scoring proficient/distinguished in Social Studies on the KPREP test from 55.27 in 2018 to 56.77 in 2019.	KCWP 2: Design and Deliver Instruction Ensures the core instructional process is provided to all students utilizing evidence-based strategies	KCWP 2: Administrators will monitor the delivery of instruction that includes rigorous and evidence-based strategies that match the DOK level of the standards. (SWP 1, 2, 3)	ELEOT tool and classroom walkthrough feedback	January 2019-December 2019	No Funding
	KCWP 4: Review, Analyze, and Apply Data must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative,	KCWP 4: Core Content PLCs will meet to analyze and monitor student progress, and design common formative assessments to provide data in writing. (SWP 1, 2, 3, 8, 9)	PLC agenda and minutes, formative assessment data, administrative walkthroughs with feedback	January 2019-December 2019	No Funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	benchmark, and interim assessment data) in order to determine priorities for individual student success				
Objective 3: Increase the percentage of students scoring proficient in On-Demand Writing on the KPREP test from 26.6% in 2018 to 28.1 by 2019.	KCWP 2: Design and Deliver Instructions ensure the instructional program is intentional and of the highest quality.	KCWP 2: Highly qualified ELA teachers will create a common writing process (RACE strategy) and implement schoolwide in all content classes. (SWP 1, 2, 3, 8, 9)	Schoolwide Writing Plan, PLC agenda and minutes, Student Writing	January 2019-December 2019	No Funding
		KCWP 2: Highly qualified ELA teachers will participate in professional development through the Louisville Writing Project and Atherton and Able consulting. PLCs will design writing prompts across all grade levels and content areas. (SWP 1, 2, 3, 4, 5, 8)	PLC agenda and minutes	January 2019-December 2019	$975
	KCWP 4: Review, Analyze, and Apply Data must have an established system for examining and interpreting all of the data that is in their classrooms (e.g.,	KCWP 4: Administrators will review lesson/unit plans and gather data through classroom walkthroughs. (SWP 8)	Lesson plans, ELEOT tool and classroom feedback	January 2019-December 2019	No Funding
		KCWP 4: Core Content PLCs will meet to analyze and monitor student progress, and design common formative	PLC agenda and minutes, formative assessment data, administrative	January 2019-December 2019	No Funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	assessments to provide data in writing. (SWP 1, 2, 3, 8, 9)	walkthroughs with feedback		

Goal 3 (State your Gap goal): To increase the percentage of free and reduced students scoring proficient/distinguished in combined reading and math on to 60.4% by 2021. To increase the percentage of special education students scoring proficient/distinguished in combined reading and math on the KPRE 2021.

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

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

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

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

In the following cha activities, the perso of the activity or ac the activity or activ

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the percentage of free/reduced lunch students scoring proficient/distinguished in reading on the KPREP test from 48.9% in 2018 to 50.4 by 2019.	KCWP 6: Establishing Learning Culture and Environment must ensure students are learning at the optimal level in a safe learning environment.	KCWP 6: Highly qualified teachers will participate in the BCPS Thinking Focus Cohort to improve classroom community and instructional practices. (SWP 3, 4, 5) KCWP 6: PBIS is implemented schoolwide to provide a classroom environment that is organized, responsible, safe, and respectful. (SWP 1, 2, 3, 4, 5, 6)	Student behavior data, Administrative walkthroughs with feedback, Lesson plans Student behavior data (SWIS) , TELL survey data	January 2019-December 2019 January 2019-December 2019	No Funding No Funding
Increase the percentage of students with disabilities scoring proficient/distinguished in reading on the KPREP test from 19% in 2018 to 20.5 by 2019.	KCWP 5: Design, Align, and Deliver Support must establish a model to monitor and	KCWP 5: Core Content PLCs will meet to improve instructional practices, monitor student progress, plan lessons, and design	PLC agenda and minutes, MAP and formative assessment data, administrative	January 2019-December 2019	No Funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	evaluate effectiveness in order to improve problems and improve the system.	common formative assessments to provide data in reading. (SWP 1,2,3, 8, 9)	walkthroughs with feedback		
		KCWP 5: Grade Level PLCs will meet to discuss the needs of individual students, MTSS tier placement (2) (10), enrichment and extension lessons. (SWP 1, 2, 3, 8, 9, 10)	Lesson plans, ELEOT tool with walkthrough feedback	January 2019-December 2019	No Funding
Objective 2: Increase the percentage of free/reduced lunch students scoring proficient/distinguished in math on the KPREP test from 28.4% in 2018 to 29.9% by 2019.	KCWP 6: Establishing Learning Culture and Environment must ensure students are learning at the optimal level in a safe learning environment.	KCWP 6: Highly qualified teachers will participate in the BCPS Thinking Focus Cohort to improve classroom community and instructional practices. (SWP 3, 4, 5)	Student behavior data, Administrative walkthroughs with feedback, Lesson plans	January 2019-December 2019	No Funding
Increase the percentage of students with disabilities scoring proficient/distinguished in math on the KPREP test from 4.8% in 2018 to 6.3% by 2019.		KCWP 6: PBIS is implemented schoolwide to provide a classroom environment that is organized, responsible, safe, and respectful. (SWP 1, 2, 3, 4, 5, 6)	Student behavior data (SWIS), TELL survey data	January 2019-December 2019	No Funding
	KCWP 5: Design, Align, and Deliver Support must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system.	KCWP 5: Highly qualified special education teachers will meet in a collaborative team with district special education on a bi-weekly basis to analyze data and get additional guidance on practices that will increase the success of	Special education student growth on MAP	January 2019-December 2019	No Funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
		special education students. (SWP 3, 5)			
		KCWP 5: Grade Level PLCs will meet to discuss the needs of individual students, MTSS tier placement, enrichment and extension lessons. (SWP 1, 2, 3, 8, 9, 10)	Lesson plans, ELEOT tool with walkthrough feedback	January 2019-December 2019	No Funding

4: Graduation rate

Goal 4 (*State your Graduation Rate goal*):

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*) • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*) • KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following cha activities, the perso of the activity or ac the activity or activ

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

Goal 5 (*State your Growth goal*): *to decrease the percentage of students scoring novice on combined reading and math on the KPREP test from 18% in 2*

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 cha activities, the perso of the activity or ac the activity or activ
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: to decrease the percentage of students scoring novice in reading on the KPREP test from 19.2% to 17.7% by 2019.	KCWP 4: Review, Analyze, and Apply Data must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	KCWP 4: MAP will be used three times a year (fall, winter, and spring) to identify student needs. Highly qualified teachers will use data to guide instruction and MTSS interventions. (SWP 1, 2, 3, 8, 9)	MAP data, MTSS data	January 2019-December 2019	Title 1 funding $51,282
		KCWP 4: Administrators will review lesson/unit plans and gather data through classroom walkthroughs. (SWP 8)	PLC agenda and minutes, MAP data	January 2019-December 2019	No funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 5: Design, Align, and Deliver Support must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system.	KCWP 5: A process was created to implement a schoolwide class period to focus on MTSS interventions in reading. Highly qualified teachers and Instructional Coach will work to improve MTSS process. (SWP 1, 2, 3, 8, 9, 10)	KPREP data, Master schedule, MTSS data	January 2019-December 2019	Title 1 funding $51,282
		KCWP 5: ESS will be provided to students that required additional support in reading. Grade level PLCs will meet to monitor student progress. (SWP 1, 2, 3, 8, 9, 10)	PLC agenda and minutes, MAP and formative assessment data	January 2019-December 2019	ESS Funding $12,182.28
Objective 2: to decrease the percentage of students scoring novice in math on the KPREP test from 16.8% to 15.3% by 2019.	KCWP 4: Review, Analyze, and Apply Data must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	KCWP 4: MAP will be used three times a year (fall, winter, and spring) to identify student needs. Highly Qualified teachers will use data to guide instruction and MTSS interventions. (SWP 1, 2, 3, 8, 9)	MAP data, MTSS data	January 2019-December 2019	Title 1 funding $51,282
		KCWP 4:Administrators will review lesson/unit plans and gather data through classroom walkthroughs. (SWP 8)	PLC agenda and minutes, MAP data	January 2019-December 2019	No funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	KCWP 5: Design, Align, and Deliver Support must establish a model to monitor and evaluate effectiveness in order to improve problems and improve the system.	KCWP 5: A process was created to implement a schoolwide class period to focus on MTSS interventions in reading. Highly qualified teachers and Instructional Coach will work to improve MTSS process. (SWP 1, 2, 3, 8, 9, 10)	KPREP data, Master schedule, MTSS data	January 2019-December 2019	Title 1 funding $51,282
		KCWP 5: ESS will be provided to students that required additional support in reading. Grade level PLCs will meet to monitor student progress. (SWP 1, 2, 3, 8, 9, 10)	PLC agenda and minutes, MAP and formative assessment data,	January 2019-December 2019	ESS Funding $12,182.28

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): *To increase the percentage of students who are meeting transition benchmarks in combined Reading and* 2018 (6th grade year) to 34% by Spring 2021 (8th grade year). Transition Readiness for 8th graders in 2017-18 was a combined 28.7%.

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

• KCWP 1: Design and Deploy Standards
• KCWP 2: Design and Deliver Instruction
• KCWP 3: Design and Deliver Assessment Literacy
• KCWP 4: Review, Analyze and Apply Data
• KCWP 5: Design, Align and Deliver Support | Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)

• KCWP1: Design and Deploy Standards Classroom Activities
• KCWP2: Design and Deliver Instruction Classroom Activities
• KCWP3: Design and Deliver Assessment Literacy Classroom Activities
• KCWP4: Review, Analyze and Apply Data Classroom Activities
• KCWP5: Design, Align and Deliver Support Classroom Activities | In the following cha activities, the perso of the activity or ac the activity or activ |

- <u>KCWP 6: Establishing Learning Culture and Environment</u>
- <u>KCWP6: Establishing Learning Culture and Environment</u> Classroom Activities

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 - To increase the percentage of students who are meeting transition benchmarks in Reading on MAP scores from 41.8% in Spring 2018 to 45% by Spring 2019.	KCWP 3: Design and Deliver Assessment Literacy must have an established system for examining assessment data to determine next steps for individual student success	KCWP 3: Highly qualified teachers will discuss MAP results with students, set SMART goals, thus allowing students to take ownership of their own learning. (SWP 1, 2, 3)	Map data, MTSS data, Goal monitoring with mentor	Prior to testing windows in the Fall and Spring with follow up to occur after testing is completed.	No Funding
	KCWP 2: Deign and Deliver Instruction Ensures the core instructional process is provided to all students utilizing evidence-based strategies	KCWP 2: Administrators will monitor the delivery of instruction that includes rigorous and evidence-based strategies that match the DOK level of the standards. (SWP 1, 2, 3)	ELEOT tool and classroom feedback	January 2019-December 2019	No Funding
	KCWP 6: Establishing Learning Culture and Environment must ensure students are learning at the optimal level in a safe learning environment.	KCWP 6: PBIS is implemented schoolwide to provide a classroom environment that is organized, responsible, safe, and respectful. (SWP 1, 2, 3, 4, 5, 6)	Student behavior data (SWIS), TELL survey	January 2019-December 2019	No Funding
Objective 2 - To increase the percentage of students who are meeting transition benchmarks in Math on MAP scores	KCWP 3: Design and Deliver Assessment Literacy	KCWP 3: Highly qualified teachers will discuss MAP results with students, set SMART goals, thus allowing	Map data, MTSS data Goal monitoring with mentor	Prior to testing windows in the Fall and Spring with follow up to occur after testing is completed.	No Funding

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
from 25% in Spring 2018 to 30% by Spring 2019.	must have an established system for examining assessment data to determine next steps for individual student success	students to take ownership of their own learning. (SWP 1, 2, 3)			
	KCWP 4: Review, Analyze and Apply Data must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success	KCWP 4: MAP will be used three times a year (fall, winter, and spring) to identify student needs. Highly qualified teachers will use data to guide instruction and MTSS interventions. (SWP 1, 2, 3, 8, 9)	MAP data, MTSS data	January 2019-December 2019	No Funding

Goal 7 (State your goal):

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	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 cha... activities, the perso... of the activity or ac... the activity or activ...
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards Classroom Activities • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities	

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

Phase Three: Closing the Achievement Gap Diagnostic

MT. Washington Middle School
Shawn Picket
269 Water St
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/13/2018
Status: Open

TABLE OF CONTENTS

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 Achievement Gap Group spreadsheet.

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.

Free/Reduced lunch students participate in the same core standards-based curriculum as non-gap students. Special education students are placed in the appropriate classroom environment based on their IEP. Special education students participate in the co-teaching environment in math and language arts. They are in regular education classes without a co-teacher for science and social studies. 7% of the special education population is serviced in a resourced environment. Gap students as well as all students, receive additional support through MTSS and ESS as needed.

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.

We have not successfully closed the gap, but are making positive steps in all gap areas. We still have improvement needed.

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

The overall percentage of students scoring proficient/distinguished in reading went from 59.4% to 60.78%. The percentage of free/reduced students scoring proficient/distinguished in reading went up from 46.4% to 48.9%. Students with disability improved from 15.2% to 19%. The percentage of free/reduced gap students scoring proficient/distinguished in math went up from 26.7% to 28.4%.

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

The percentage of free/reduced students scoring novice in reading went from 25% to 31.1%. Students with a disability went from 56.5% to 66.7%. In math, the percentage of free/reduced students scoring novice went from 18.2% to 23.7%. Students with a disability went from 45.7% to 54.8%. The percentage of free/reduced students scoring novice for on-demand writing went from 15.3% to 26.1%. Students with a disability went from 48.1% to 80%. Free/reduced students performing proficient/distinguished for on-demand writing went from 30.6% to 17.4%. Students with a disability went from 18.5% to 0%.

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).

Our plan for special education consists of professional development for improved understanding of accommodations, IEPs, 504s, and responsibilities of all classroom teachers. Language arts teachers were given academic support through attending the Louisville Writing Project and the Atherton and Abell Consulting focused on writing across the curriculum. MTSS and ESS training was provided to all staff to improve achievement for all students, especially gap students (free/reduced and students with disabilities). Bullitt days are used to prepare staff to "own" their students, intentional planning, and PLC time to name and claim students, identifying academic needs.

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.

Our schedule did not allow us the flexibility to schedule students in MTSS classes. The special education schedule needed to allow more opportunities for individual academic achievement. More resource, smaller classroom sizes, individualized instruction needs to be offered. Teachers are in need of continued training on how to implement IEPs and differentiate lessons in a co-teaching and non co-teaching environment. 8th grade Special education teacher position was vacant the entire school year due to a tragic accident.

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.

Teachers will meet in PLCs to analyze data to improve instruction and create strategies to assist that academic needs of students. SBDM makes decisions that contribute to the overall academic and cultural environment of the schools. Parents have been invited to monthly "coffee talks" as well as Title 1 meetings to provide input on ways the school can help educate their children. Special Education Consultants, Instructional Coach, Administrators, and teachers all participate in implementing ideas and strategies to assist at-risk kids during faculty meetings, team leader meetings, and Bullitt Days. Student groups (Principal Roundtable and Student Council) are able to voice their thoughts and opinions monthly to help improve school climate and culture.

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 free/reduced lunch students scoring proficient/distinguished in reading on the KPREP test to 50.4 by 2019. Increase the percentage of students with disabilities scoring proficient/distinguished in reading on the KPREP test to 20.5 by 2019. Increase the percentage of free/reduced lunch students scoring proficient/distinguished in math on the KPREP test to 29.9 by 2019. Increase the percentage of students with disabilities scoring proficient/distinguished in math on the KPREP test to 6.3 by 2019.

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

Closing the Gap
> Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
> Step 2: Complete your findings and answers.
> Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Achievement Gap	Achievement Gap	I
Measurable Gap Goal	Measurable Gap Goal	III

Phase Three: Executive Summary for Schools_12042018_08:35

Phase Three: Executive Summary for Schools

MT. Washington Middle School
Shawn Picket
269 Water St
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/21/2018
Status: Open

TABLE OF CONTENTS

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?

Mount Washington Middle School has been a vital part of the Mount Washington community for the past 50 plus years. The school is a grade 6-8 middle school with 480 students calling it home. 43% of our students are identified as receiving free and/or reduced lunch. The school continues to offer a comprehensive range of course offerings for all of the students, at all ability levels, as well as a full range of extracurricular activities. The academic programs meet the changing needs of society and the population in our area. The staff understands students of this age group change and differ in abilities, capabilities, and patterns of growth. Therefore, the programs offered at the school meet the emotional, social, and physical needs of middle school students. The SBDM Council supports the belief that all of our students are entitled to the best educational facility and teachers with the highest degree of excellence. The adults in this school believe in providing an environment that is conducive to learning and that the schools exist to benefit all of its students.

ATTACHMENTS

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

School's Purpose

> Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Mount Washington Middle School is to provide for our students a strong academic and social foundation, within an orderly, safe and nurturing environment, whereby all children can achieve their maximum potential and become responsible, productive members of society. Mount Washington Middle School's vision is to become a professional learning community, upholding a standard of excellence by fostering academic and social growth through creativity, caring, collaboration, and reflection. Mount Washington Middle School stakeholders believe that every child matters. We believe that a safe environment is necessary for student achievement. We believe our teaching strategies support the different learning styles of our students. We believe we are responsible for teaching Kentucky Core Content. We believe that all students have a right to an education. We believe all students are capable of learning and can learn at high levels. We believe our school is a safe and caring environment where students can experience success and are encouraged to take educational risks and accept new challenges. We believe children learn best in an atmosphere in which they feel accepted and respected. We believe students should be sensitive to the needs and values of others and respect individual and group differences. We believe education is a responsibility shared by teachers, students, family, and community.

ATTACHMENTS

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

Notable Achievements and Areas of Improvement

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

Mount Washington Middle School received state and national recognition as a School to Watch (National Middle School Recognition Program for High Performing Middle SChools) in 2001. In 2014 and 2017, the school earned redesignation as a School to Watch. Students in the school regularly qualify and participate in the ACT/SAT test through the Duke Talent Search Program. Students in the school participate in the schools Academic Team, Beta Club, KYS, and Speech Team at district, regional, and state level competitions. The school offers a wide range of opportunities for the student body to participate in academic and athletic extracurricular activities. For the past several years the school has focused on the area of writing for school improvement, This year we are going to continue to focus on writing and math, especially gap students.

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

Additional Information

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

We have implemented PBIS (Positive Behavior Intervention and Supports) this school year. Our schoolwide discipline is showing signs of improvement thus keeping students in classrooms and on task at a higher rate. We are creating a collaborative support system for our staff and students through a teaming approach to our schedule.

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

e Prove diagnostics

Phase Three: Title I Annual Review

MT. Washington Middle School
Shawn Picket
269 Water St
Mount Washington, Kentucky, 40047
United States of America

Last Modified: 12/21/2018
Status: Open

TABLE OF CONTENTS

e Prove diagnostics

Phase Three: Title I Annual Review

Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under 34 CFR §200.26 and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the Title I Handbook and 34 CFR §200.26.

Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Professional Learning Communities meet twice a month to review local student data (MAP scores, formative/summative assessments) and make decisions based on the data and student needs. MAP scores and SPAGGS data are used to determine the placement in MTSS tiers. A Title 1 Parent Survey was sent to all parents/guardians requesting feedback on areas of strength and areas of improvement in our Title 1 program. Our parents believe that our Title 1 school-wide program benefits students in reading and math. Title 1 funds were used to hire a Highly Qualified teacher to work with MTSS Tier 2 and 3 in reading and math for four and a half hours a day.

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

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Continuous improvement and assessment: The teachers along with the school's data manager will monitor identified student's growth in PLCs throughout the year and develop strategies when growth isn't occurring. 30% of students have moved from Tier 3 to Tier 2 as a result of research-based instructional strategies. 39% of students have moved from out of Tier 2 as a result of research-based instructional strategies. Formative assessments: Teachers will give formative assessments to students during instruction. These assessments will provide explicit feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. This process involves continuous evaluation of student needs during PLCs. Learning Culture and Environment: In an effort to close the achievement gap and reduce the percentage of novice learners, the school will ensure, align, and refine the organizational structure and supports to reduce barriers to teaching through the implementation of schoolwide PBIS.

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

Parent and Family Engagement (ESSA Section 1116)

Rationale:
• Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
• Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
• As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
• Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
• To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Information and guidance to parents is communicated at Open house, Back to School Bash, Sixth Grade Orientation, monthly parent "coffee talks" with the Principal, Chromebook 101 Family Night, SBDM meetings, Parent Teacher Conferences, Award Ceremonies, Title 1 Compacts, District Surveys and home visits. Our KPREP data shows that improvement in parent and family engagement is needed due to students performing at the novice level increasing from 15.1% in 2017 to 19.0% in 2018 in reading and 15.2% in 2017 to 16.8% in 2018 in math.

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

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

Based on the Title 1 Survey, communication to parents and continued parent feedback were areas of improvement. Our plan of action includes having parent meetings throughout the school year to explain how we use our Title 1 funding to improve student learning, communicate to parents during monthly "coffee talks" the importance of a school-wide Title 1 program, have a short survey in the front office to give to parents to complete thus providing us continued feedback, improve communications with parents and all stakeholders via social media and website, send progress reports home with midterm grades and quarter grades, increase parent involvement throughout the school- Watchdogs, PTSO, Booster Clubs, SBDM, etc. so we can stress the importance of a strong school-wode Title 1 program as an integral part of the overall learning environment.

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

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

Students were identified through their MAP scores as well as class performance. The teacher would provide the instruction and probes were given to see if the student was progressing academically. The data manager would calculate the scores of the probes and the teacher will use the questions and/or problems from the probes to guide further instruction. MAP data, student work, and probes were analyzed during PLCs. The team would develop strategies when growth isn't occurring. 30% of students have moved from Tier 3 to Tier 2 as a result of research-based instructional strategies. 39% of students have moved from out of Tier 2 as a result of research-based instructional strategies. According to Fall 2018 MAP data, 14% of sixth-grade students, 12% of seventh-grade students, 5% of eighth-grade students were in the bottom 20th percentile in reading. 14% of sixth-grade students, 14% of seventh-grade students, and 8% of eighth-grade students were in the bottom 20th percentile in math.

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

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

The most effective component is the PLC process involving highly qualified MTSS teachers, highly qualified classroom teachers, and staff. Formative assessments and probes are used to determine appropriate Tier placement. The school schedule allows for flexible scheduling of tier students. Parent involvement has improved through monthly "coffee talks" and after-school events. Improvement in communication with all stakeholders must be made through social media, websites, and newsletters. Continued improvement in teacher professional development with working with at-risk students. Continue to hire Highly Qualified Teachers to enhance the academic environment for all students.

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

4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Based on the results of the evaluation, our plan of action includes having parent meetings throughout the school year to explain how we use our Title 1 funding to improve student learning, communicate to parents during monthly "coffee talks" the importance of a school-wide Title 1 program, have a short survey in the front office to give to parents to complete thus providing us continued feedback, improve communications with parents and all stakeholders via social media and website, send progress reports home with midterm grades and quarter grades, increase parent involvement throughout the school- Watchdogs, PTSO, Booster Clubs, SBDM, etc. so we

can stress the importance of a strong school-wode Title 1 program as an integral part of the overall learning environment.

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)
Coffee Talks	Coffee Talk Agendas	3A
MAP data	Fall 218 MAP data	2, 4A
Parent Involvement SBDM Policy	Parent Involvement SBDM Policy	3A
Parent Survey Analysis	Parent Survey Analysis	1
Title 1 Parent Meetings	Title 1 Parent Meetings	3A, 3B
Title 1 School Compact	Title 1 School Compact	2