

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on prioritizing closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the 4-5 required school goals (based on level): proficiency, separate academic indicator, achievement gap closure, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipl*).

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and related factors that determine an organization's success and help it prioritize areas for growth.

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

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

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

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

Requirements for Building an Improvement Plan

- There are 4-5 required school goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Proficiency/Gap/Growth Goals (3 year target for each)

- Proficiency Goal: By 2023, Mt Washington Middle will increase the percentage of proficient/distinguished on combined reading and math on KPREP from 73.4% to 79.4%
- Gap Goal: By 2023, increase the combined gap rate for students with disabilities and Economically disadvantaged from 47.05 to 57.05.
- Growth Goal: By 2023, Mt. Washington Middle School will decrease the percentage of students scoring novice on combined reading and math on KPREP from 59.5% to 49.1%

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding
<p>Increase the percentage of students scoring proficient/distinguished in reading on KPREP from 60.3% to 63.9% by 2021.</p> <p>Proficiency indicator score from the 2018 KPREP assessment was 70.6 which increased to 73.4 on the 2019 KPREP assessment.</p> <p>Decrease the percentage of students scoring novice on combined reading and math on the KPREP from 59.5% to 56.5% by 2021.</p>	<p>Mount Washington Middle School will have 63.9 % proficient/distinguished students on KPREP reading in 2021.</p> <p>Mount Washington Middle School will have 56.5% novice or fewer in combined reading and math on the KPREP assessment</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Must have an established system for examining and interpreting all of the data in their classrooms (Mastery Connect, PLCs). This data includes all formative, summative and benchmark assessments. Data analysis will help determine priorities for individual student success.</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>Must establish a model to monitor and evaluate effectiveness in order to improve systems and solve problems.</p>	<p>KCWP 4: CASE data will be used three times a year (Fall, Winter, Spring) to identify levels of mastery. Highly qualified teachers will use this information to guide instruction, assessment and MTSS interventions.</p> <p>KCWP 4: Administrators will review lesson/unit plans and gather data through ELEOT walkthroughs.</p> <p>KCWP 5: Core content PLCs will meet to review/analyze data, improve instructional practices, monitor student progress, plan lessons and design assessments to measure mastery of students.</p> <p>KCWP 5: Grade level teams will meet to review/analyze data and determine individual needs and next steps for students, MTSS tier placement, and extensions for students.</p>	<p>August 2012-April 2021</p> <p>CASE analysis completed after each testing cycle to determine level of proficiency and next steps for students.</p> <p>Analysis of MTSS data by PLC teams.</p> <p>Review/Monitoring of PLC agendas, minutes and meetings.</p> <p>Feedback on lesson, unit plans and ELEOT walkthroughs (Plus/Delta)</p>	<p>Total funding:</p> <p>KCWP 4: ESS Dayt plus after-school l \$12,294.17</p> <p>KCWP 5: No fundi</p>
<p>Increase the percentage of students scoring proficient/distinguished in math on KPREP from 49.1% to 53.7% by 2021.</p>	<p>Mount Washington Middle School will have 53.7 % proficient/distinguished students on KPREP math in 2021.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Must have an established system for examining and interpreting all of the data in</p>	<p>KCWP 4: CASE data will be used three times a year (Fall, Winter, Spring) to identify levels of mastery. Highly qualified teachers will use this information to guide</p>	<p>August 2020-April 2021.</p> <p>CASE analysis completed after each testing cycle to determine level of proficiency and next steps for students.</p>	<p>Total funding:</p> <p>KCWP 5: No fundi</p>

		<p><i>their classrooms (Mastery Connect, PLCs). This data includes all formative, summative and benchmark assessments. Data analysis will help determine priorities for individual student success.</i></p> <p><i>KCWP 5: Design, Align and Deliver Support</i></p> <p><i>Must establish a model to monitor and evaluate effectiveness in order to improve systems and solve problems.</i></p>	<p><i>instruction, assessment and MTSS interventions.</i></p> <p><i>KCWP 4: Administrators will review lesson/unit plans and gather data through ELEOT walkthroughs.</i></p> <p><i>KCWP 5: Core content PLCs will meet to review/analyze data, improve instructional practices, monitor student progress, plan lessons and design assessments to measure mastery of students.</i></p> <p><i>KCWP 5: Grade level teams will meet to review/analyze data and determine individual needs and next steps for students, MTSS tier placement, and extensions for students.</i></p>	<p><i>Analysis of MTSS data by PLC teams.</i></p> <p><i>Review/Monitoring of PLC agendas, minutes and meetings.</i></p> <p><i>Feedback on lesson, unit plans and ELEOT walkthroughs (Plus/Delta)</i></p>	
<p>Increase the gap rate for students with disabilities scoring proficient/distinguished in combined reading/math from 32.3% to 35.3% by 2020.</p> <p>Students with disabilities on the 2019 KPREP assessment scored 29.7 in reading compared with all students which scored 76.0.</p> <p>Students with disabilities on the 2019 KPREP assessment scored 34.9 compared with all students which scored 70.8.</p>	<p><i>Mount Washington Middle School will have a 31.4% gap rate for students with disabilities scoring proficient/distinguished students on KPREP math/reading in 2020.</i></p>	<p><i>KCWP 4: Review, Analyze, and Apply Data</i></p> <p><i>Must have an established system for examining and interpreting all of the data in their classrooms (Mastery Connect, PLCs). This data includes all formative, summative and benchmark assessments. Data analysis will help determine priorities for individual student success.</i></p> <p><i>KCWP 5: Design, Align and Deliver Support</i></p> <p><i>Must establish a model to monitor and evaluate</i></p>	<p><i>KCWP 4: PDSA Team focusing on students with disabilities: collecting data from CASE testing.</i></p> <p><i>KCWP 5: Core content PLCs will meet to review/analyze data, improve instructional practices, monitor student progress, plan lessons and design assessments to measure mastery of students.</i></p> <p><i>KCWP 5: Grade level teams will meet to review/analyze data and determine individual needs and next steps for</i></p>	<p>August 2020-April 2021</p> <p><i>CASE analysis completed after each testing cycle to determine level of proficiency and next steps for students.</i></p> <p><i>Analysis of MTSS data by PLC teams.</i></p> <p><i>Review/Monitoring of PLC agendas, minutes and meetings.</i></p> <p><i>Feedback on lesson, unit plans and ELEOT walkthroughs (Plus/Delta)</i></p> <p><i>Student behavior data (SWIS and CICO), SAS results from staff and Impact survey data</i></p>	No funding

		<p><i>effectiveness in order to improve systems and solve problems.</i></p> <p><i>KCWP 6: Establishing Learning Culture and Environment</i></p> <p><i>Must ensure students are learning at the optimal level in a safe learning environment.</i></p>	<p><i>students, MTSS tier placement, and extensions for students.</i></p> <p><i>KCWP 6: Highly qualified teachers will participate in the BCPS Thinking Focus Cohort to improve classroom community and instructional practices.</i></p> <p><i>KCWP 6: PBIS is implemented school wide to help provide a classroom environment that is organized, responsible, safe and respectful.</i></p> <p><i>KCWP 6: Each Staff member will mentor a student with a disability to develop a positive relationship with the student and goal set for the CASE assessment and KPREP.</i></p>	<p><i>CASE Data on individual student performance</i> <i>KPREP Data on individual student performance</i></p>	
<p>Increase the gap rate for students with economic disadvantages scoring proficient/distinguished reading/math from 61.8% to 64.8% in 2020.</p>	<p><i>Mount Washington Middle School will have an 82.3% gap rate for students with economic disadvantages scoring proficient/distinguished students on KPREP math/reading in 2020.</i></p>	<p><i>KCWP 5: Design, Align and Deliver Support</i></p> <p><i>Must establish a model to monitor and evaluate effectiveness in order to improve systems and solve problems.</i></p> <p><i>KCWP 6: Establishing Learning Culture and Environment</i></p> <p><i>Must ensure students are learning at the optimal level in a safe learning environment.</i></p>	<p><i>KCWP 5: Core content PLCs will meet to review/analyze data, improve instructional practices, monitor student progress, plan lessons and design assessments to measure mastery of students.</i></p> <p><i>KCWP 5: Grade level teams will meet to review/analyze data and determine individual needs and next steps for students, MTSS tier placement, and extensions for students.</i></p> <p><i>KCWP 6: Highly qualified teachers will participate in the BCPS Thinking Focus Cohort to improve classroom</i></p>	<p>August 2020-April 2021.</p> <p><i>CASE analysis completed after each testing cycle to determine level of proficiency and next steps for students.</i></p> <p><i>Analysis of MTSS data by PLC teams.</i></p> <p><i>Review/Monitoring of PLC agendas, minutes and meetings.</i></p> <p><i>Feedback on lesson, unit plans and ELEOT walkthroughs (Plus/Delta)</i></p> <p><i>Student behavior data (SWIS and CICO), SAS results from staff and Impact survey data</i></p>	<p>No funding</p>

			<p>community and instructional practices.</p> <p>KCWP 6: PBIS is implemented school wide to help provide a classroom environment that is organized, responsible, safe and respectful.</p>		
<p>Decrease the percentage of students scoring novice in reading on KPREP from 19.6% to 14.6% in 2020.</p>	<p>Mount Washington Middle School will have a novice percentage of 14.6% in reading on KPREP in 2020.</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Must have an established system for examining and interpreting all of the data in their classrooms (Mastery Connect, PLCs). This data includes all formative, summative and benchmark assessments. Data analysis will help determine priorities for individual student success.</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>Must establish a model to monitor and evaluate effectiveness in order to improve systems and solve problems.</p>	<p>KCWP 4: CASE data will be used three times a year (Fall, Winter, Spring) to identify levels of mastery. Highly qualified teachers will use this information to guide instruction, assessment and MTSS interventions.</p> <p>KCWP 4: Administrators will review lesson/unit plans and gather data through ELEOT walkthroughs.</p> <p>KCWP 5: Highly qualified teachers and Instructional Coach will work to improve the MTSS process.</p> <p>MTSS team was established to specifically look at student data and make decisions to help students be more successful.</p> <p>KCWP 5: ESS will be provided to students that require additional support in reading. Grade level PLCs will monitor student progress and make recommendations to MTSS team.</p>	<p>August 2020-April 2021.</p> <p>CASE analysis completed after each testing cycle to determine level of proficiency and next steps for students.</p> <p>Analysis of MTSS data by PLC teams.</p> <p>Review/Monitoring of PLC agendas, minutes and meetings.</p> <p>Feedback on lesson, unit plans and ELEOT walkthroughs (Plus/Delta)</p>	<p>Total funding:</p> <p>KCWP 5: ESS Dayt plus after-school l \$12,294.17</p>
<p>Decrease the percentage of students scoring novice in</p>	<p>Mount Washington Middle School will have a novice</p>	<p>KCWP 4: Review, Analyze and Apply Data</p>	<p>KCWP 4: CASE data will be used three times a year (Fall, Winter, Spring) to identify</p>	<p>August 2020-April 2021.</p>	<p>Total funding:</p> <p>KCWP 4: ESS Dayt</p>

math on KPREP from 39.9% to 34.9% in 2020.	percentage of 34.9% in math on KPREP in 2020.	<p>Must have an established system for examining and interpreting all of the data in their classrooms (Mastery Connect, PLCs). This data includes all formative, summative and benchmark assessments. Data analysis will help determine priorities for individual student success.</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>Must establish a model to monitor and evaluate effectiveness in order to improve systems and solve problems.</p>	<p>levels of mastery. Highly qualified teachers will use this information to guide instruction, assessment and MTSS interventions</p> <p>KCWP 4: Administrators will review lesson/unit plans and gather data through ELEOT walkthroughs.</p> <p>KCWP 5: Highly qualified teachers and Instructional Coach will work to improve the MTSS process.</p> <p>MTSS team was established to specifically look at student data and make decisions to help students be more successful.</p> <p>KCWP 5: ESS will be provided to students that require additional support in reading. Grade level PLCs will monitor student progress and make recommendations to MTSS team.</p>	<p>CASE analysis completed after each testing cycle to determine level of proficiency and next steps for students.</p> <p>Analysis of MTSS data by PLC teams.</p> <p>Review/Monitoring of PLC agendas, minutes and meetings.</p> <p>Feedback on lesson, unit plans and ELEOT walkthroughs (Plus/Delta)</p>	plus after-school \$12,294.17
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Separate Academic Indicator (3 year target)

- SAI Goal: By 2023, Mt Washington Middle will demonstrate an increase in the percentage of proficient/distinguished students in social studies (61.5% to 68.5%), science (36.5%).

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding
Increase the percentage of proficient/distinguished students in Social Studies on KPREP from 61.5% to 65.0% in 2021.	Mount Washington Middle School will have 65.0% of social studies students scoring proficient/distinguished in 2021.	<p>KCWP 2: Design and Deliver Instruction</p> <p>Ensure the core instructional process is provided to all</p>	KCWP 2: Administrators will monitor the delivery of instruction for rigor and evidence-based strategies that match DOK levels of the standards	<p>August 2020-April 2021.</p> <p>Data analysis completed after each testing cycle to determine level of proficiency and next steps for students.</p>	No funding

Separate Academic Indicators from the 2018 KPREP assessment was 63.3 which decreased to 58.4 from the 2019 KPREP assessment.		<p>students utilizing evidence-based strategies. KCWP 4: Review, Analyze and Apply Data</p> <p>Must have an established system for examining and interpreting all of the data in their classrooms (Mastery Connect, PLCs). This data includes all formative, summative and benchmark assessments. Data analysis will help determine priorities for individual student success.</p>	<p>KCWP 4: Core Content PLCs will meet and analyze student data to monitor progress toward mastery and design formative assessments to provide data in writing.</p>	<p>Review/Monitoring of PLC agendas, minutes and meetings.</p> <p>Feedback on lesson, unit plans and ELEOT walkthroughs (Plus/Delta)</p>	
Increase the percentage of proficient/distinguished students in Science on KPREP from 22.8% to 29.8% in 2021.	Mount Washington Middle School will have 29.8% of science students scoring proficient/distinguished in 2021.	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>Must have an established system for examining and interpreting all of the data in their classrooms (Mastery Connect, PLCs). This data includes all formative, summative and benchmark assessments. Data analysis will help determine priorities for individual student success.</p> <p>KCWP 5: Design, Align and Deliver Support</p> <p>Must establish a model to monitor and evaluate effectiveness in order to improve systems and solve problems.</p>	<p>KCWP 4: Administrators will review lesson/unit plans and gather data through ELEOT walkthroughs.</p> <p>KCWP 5: Core content PLCs will meet to review/analyze data, improve instructional practices, monitor student progress, plan lessons and design assessments to measure mastery of students.</p> <p>KCWP 5: Grade level teams will meet to review/analyze data and determine individual needs and next steps for students and extensions for students</p>	<p>August 2020-April 2021.</p> <p>Data analysis completed after each testing cycle to determine level of proficiency and next steps for students.</p> <p>Review/Monitoring of PLC agendas, minutes and meetings.</p> <p>Feedback on lesson, unit plans and ELEOT walkthroughs (Plus/Delta)</p>	No funding
Increase the percentage of proficient/distinguished	Mount Washington Middle School will have 29.5% of	KCWP 2: Design and Deliver Instructions	KCWP 2: Highly qualified ELA teachers have created a	August 2020-April 2021	

<p>students in Writing on KPREP from 22.4% to 29.5% in 2021.</p>	<p>writing students scoring proficient/distinguished in 2021.</p>	<p>Ensure the instructional program is intentional and of the highest quality.</p> <p>KCWP 4: Review, Analyze and Apply Data</p> <p>Must have an established system for examining and interpreting all of the data in their classrooms (Mastery Connect, PLCs). This data includes all formative, summative and benchmark assessments. Data analysis will help determine priorities for individual student success.</p>	<p>common writing process (RACE) and implement in all content classes and CASE assessments.</p> <p>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</p> <p>KCWP 4: Administrators will review lesson/unit plans and gather data through ELEOT walkthroughs.</p> <p>KCWP 5: Core content PLCs will meet to review/analyze data, improve instructional practices, monitor student progress, plan lessons and design assessments to measure mastery of students.</p>	<p>Data analysis completed after each testing cycle to determine level of proficiency and next steps for students.</p> <p>Review/Monitoring of PLC agendas, minutes and meetings.</p> <p>Feedback on lesson, unit plans and ELEOT walkthroughs (Plus/Delta)</p>	
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2020-21 Phase Three: Executive Summary for
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2020-21 Phase Three: Executive Summary for Schools

MT. Washington Middle School
Shawn Picket
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2020-21 Phase Three: Executive Summary for Schools

. 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 is a grade 6-8 middle school with 476 students calling it home. Forty-Two percent 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. Although the majority of our students are Caucasian, MWMS and the community is becoming more diverse. Our school population includes Chinese, Hispanic, Asian, African American, American Indian and multiracial students. 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. Mount Washington Middle School is among the oldest middle schools in the Bullitt County Public Schools system. The building itself once served as the city's only school for elementary, middle and high school students. Many community members attended the school, and it has been a fixture in the community for generations.

. 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.

Mount Washington Middle School's mission is to Celebrate Success, Collaborate Together and Create Futures. Our vision is to ignite the passion for lifelong learning. Our core values include communication, kindness, leadership and community. Mount Washington Middle School is committed to communicating clearly, showing kindness to others, building a positive community and becoming leaders. We instill this mission, vision and core values in our staff, teachers and students by providing a rigorous curriculum paired with many extra-curricular offerings for our students. We have high expectations for our students, and continue to use schoolwide STAR expectations to guide students and teachers on the pathway to success. By Staying

Organized, Taking Responsibility, Acting Safely and Respecting Everyone, our students, staff and teachers will continue to strive to Lead Like A General.

. 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 earned redesignation as a School to Watch (National Middle School Recognition Program for High Performing Middle Schools) in 2017. 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, Girl's Group, and Chess Club 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. PBIS (Positive Behavior Intervention and Supports) has been instrumental in building a positive culture throughout our school. In addition, our school recently developed and adopted new mission, vision and core values statements that will serve as a guide as we continue to improve and move Mount Washington Middle School into the future.

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

NA

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

PBIS (Positive Behavior Intervention and Supports) is in its third year. Our schoolwide discipline is showing signs of improvement thus keeping students in classrooms and on task at a higher rate. In the last year our discipline referrals reduced by more than 50 percent. We are implementing a new system of student rewards this school year, as well as expanding the umbrella of PBIS to include MTSS and Mental Health. We continue to look for ways to create the best culture possible for the success of our students, teachers and community.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Three: Professional Development Plan for Schools_11302020_12:03

2020-21 Phase Three: Professional Development Plan for Schools

MT. Washington Middle School
Shawn Picket
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United States of America

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

The Mission of Mt. Washington Middle School is Celebrating Success, Collaborating Together, and Creating Futures.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

1. Improve Classroom Instruction
2. Improve School Culture

3. How do the identified **top two priorities** of professional development relate to school goals?

1. Improving Classroom Instruction: Improvement of proficient/distinguished scores on the KPREP test in reading, writing, and science. Improvement of the understanding of the PLC process. 2. Improving School Culture: Decrease the percentage of students receiving discipline referrals and In-School Alternative Program/ Suspension assignments.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

1. Improvement of Classroom Instruction: Increase the percentage of students scoring proficient/distinguished in reading on the KPREP test from 62.1% in 2020 to 63.9% in 2021. Increase the percentage of students with disabilities scoring proficient/distinguished in reading on the KPREP test from 19.0% in 2020 to 22.8% in 2021. Increase the percentage of students scoring proficient/distinguished in writing on the KPREP test from 25.9% in 2020 to 29.5% in 2021. Increase the percentage of students scoring proficient/distinguished in science on the KPREP test from 26.3% in 2020 to 29.8% in 2021. Build teacher capacity as PLC Facilitators.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Improvement of classroom instruction and student engagement. Teachers use Project Based learning to improve classroom instruction and student engagement. Teachers use focussed planning strategies with Standards based learning targets to improve student achievement in all contents. STEM activities are used in the science and technology classrooms. On-Demand Writing strategies are used by teachers to improve writing instruction and student achievement. New Teacher District Induction Program designed to support beginning teachers. PLCs are focussed on standards and the four key questions with student achievement in mind.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Student achievement demonstrated on the KPREP test in the areas of reading, writing, and science. CASE test three times a year. Teacher Observations and Reflections demonstrate a commitment to improved classroom instruction. PLC observations and agendas demonstrate teacher collaboration to assist each other in student success.

4d. Who is the targeted audience for the professional development?

All Teachers and Students PLC facilitators Beginning Teachers, Language Arts Teachers, Science Teachers, SPED Teachers

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All Teachers, Students, Principals, Curriculum Coach, SPED Ed Curriculum Coach, District Leaders, Counselor PLC facilitators Beginning Teachers, Language Arts Teachers, Science Teachers, SPED Teachers Parents and families

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Louisville Writing Project - \$350.00 / Teach Like A Pirate - Book Study - District provided funds / Visit Ron Clark Academy \$4000.00 for 6 people No other funding needed. Teacher training time commitment. Observations and Walkthrough time commitment. Necessary Technology for Remote Learning - Chromebooks (district funded) Teacher reflection time commitment.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

PLC support will be given to PLC Facilitators during meetings on a monthly basis by the Principal, Curriculum Coach, and Assistant Principal. District Thinking Focus Cadre: Cohort of teachers in a year long training of thinking strategies and the workshop model. Principals and Curriculum Coaches provide feedback and coaching to teachers during constructive conversations.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Monitoring of Classroom instruction: CASE Data - three times a year. (Teachers) ELEOT Walkthrough data collection - all teachers will have a walkthrough every two weeks (Principal, Assistant Principal, Curriculum Coach). Teacher Observations- throughout the school year (Principal and Assistant Principal). KPREP Data (Teachers and Admin team). Lesson Plans - checked on a by-weekly basis (Principal, Assistant

Principal and Curriculum Coach). Teacher Reflections - throughout the year (Teachers) Academic Achievement Data will be reviewed monthly by the SBDM council.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Improving School Culture: Decrease the percentage of students receiving discipline referrals by 20% and decrease the percentage of ISAP and Suspensions by 10%.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

PBIS will be fully implemented schoolwide with fidelity. Teachers will handle classroom disruptions with improved strategies. Student attendance will improve. Academic achievement will increase. ISAP referrals will decrease, Suspensions will decrease, Discipline Referrals will decrease

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Tableau Visualization Data will be used to track Discipline Data in Infinite Campus. The PBIS Team will review Discipline data each month and relay the information to teachers during Bullitt Days each month. Attendance data is at or above 96% daily average attendance. CASE Testing, formative assessments, summative assessments reviewed during PLCs to check on student academic progress. Mentoring with Tier 2 student with more than two ISAP referrals or one Suspension.

5d. Who is the targeted audience for the professional development?

All Teachers and Students PBIS Team PLCs

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All Teachers, Students, Principals, Curriculum Coach, SPED Ed Curriculum Coach, District Leaders, Counselor PBIS Team, FRYSC, Social Workers, Beginning Teachers, SPED Teachers Parents and families

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

PBIS Team - Assistant Principal, Teachers, Counselor, FRYSC (Meet Monthly) Infinite Campus - Tableau Visualization(used to collect discipline data) Rewards - Student Positive Behavior Store - (paid by the District) store items - \$400.00+ Ron Clark Visit - \$4000.00 for 6 people Book Study - Teach Like A Pirate - district provided funds

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

PLC and Team Meetings to discuss discipline strategies (Weekly) PBIS Team supports teachers with Expectation Learning Slides (Plans) for students. Feedback and Coaching - Walkthroughs and Observations


5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

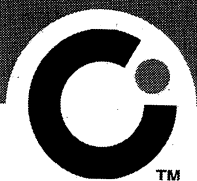
The PBIS Team will monitor Discipline Data and Rewards data and relay that information to the staff monthly. PLCs will monitor student academic progress and discuss Tier 2 supports for students. Walkthrough and Observations will observe discipline classroom strategies and interventions. Attendance Data will be reviewed by the attendance PLC and relayed to the staff and SBDM monthly. Discipline Data will be reviewed by the SBDM council monthly.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N?A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MWMS PD Plan 2020-2021	Mt. Washington Middle School Professional Development Plan for 2020-2021 school year.	.



2020-21 Phase Three: Closing the Achievement Gap
Diagnostic_11302020_12:00

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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

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

I. Achievement Gap Group Identification

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

- . Complete the Achievement Gap Group spreadsheet and attach it.

See Achievement Gap Spreadsheet

II. Achievement Gap Analysis

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

From March 16, 2020 until present, December 2020, our school has primarily been learning in a virtual format. The KPREP assessment was not given in 2020. All students are showing signs of learning loss. We are very concerned about the learning loss from our gap populations. We are allowing students with disabilities who can come to the school for up to two hours one or two days a week for more intensive / structured learning environment. After Zoom meetings with teachers, special education teachers are staying on with students to assist in content understanding and to check on emotional health. 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 but still receive support. 7% of the special education population are serviced in a resourced environment. Gap students as well as all students, receive additional support through MTSS and ESS as needed.

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

We have not successfully closed any achievement gaps. But, economically disadvantaged students improved proficiency index in combined reading and math from 57.4 in 2018 to 61.8 in 2019. Students with disabilities improved in proficiency index from 26 in 2018 to 32.3 in 2019. Economically disadvantaged students are consistently 5% - 6% points below in each content category compared with all students.

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

The overall percentage of students scoring proficient/distinguished in reading went from 60.78% to 60.3%. The percentage of free/reduced students scoring proficient/distinguished in reading went up from 48.9% to 64%. The percentage of free/reduced gap students scoring proficient/distinguished in math increased from

28.4% to 37.2%. The percentage of students with disabilities scoring proficient/distinguished in math increased from 4.8% to 11.3%. The percentage of students with disabilities scoring proficient/distinguished in social studies increased from 10% to 20%.

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

The percentage of free/reduced students scoring novice in reading went from 25% in 2017 to 31.1% in 2018 to 23% in 2019. Students with a disability scoring novice in reading went from 56.5% in 2017 to 66.7% in 2018 to 56.6% in 2019. In math, the percentage of free/reduced students scoring novice went from 18.2% in 2017 to 23.7% in 2018 to 20.9% in 2019. Students with a disability scoring novice in math went from 45.7% in 2017 to 54.8% to 2018 to 41.5% in 2019. The percentage of free/reduced students scoring novice for on-demand writing went from 15.3% in 2017 to 26.1% in 2018 to 39% in 2019. Students with a disabilities scoring novice in on-demand writing went from 48.1% in 2017 to 80% in 2018 to 70% in 2019. Free/reduced students performing proficient/distinguished for on-demand writing went from 30.6% in 2017 to 17.4% in 2018 to 16.1% in 2019. Students with a disability went from 18.5% in 2017 to 0% to 2018 to 10% 2019. The percentage of students with disabilities scoring proficient/distinguished in reading decreased from 19% to 15.1%.

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

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. Due to retirement, district personnel movement and hiring difficulties, we changed everyone in the special education department except one. This turnover created turmoil and a lack of consistency with expectations.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Our plan for special education consists of professional development for improved understanding of accommodations IEPs, progress monitoring, co-teaching

strategies, and responsibilities of all classroom teachers. CASE data will be monitored by all teachers to improve standards proficiency for all students. Plan-Do-Study-Act team consisting of all special education teachers, 6th -7th-and 8th grade teachers, exploratory teacher, curriculum coach, special education curriculum coach, and principal will analyze CASE data and make recommendations. 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

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

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

A Plan-Do-Study-Act team focused on special education data has been created to analyze CASE data and make recommendations for gap improvements for students with disabilities. The District Special Education Instructional Coach will provide professional development in progress monitoring and co-teaching strategies to special education teachers.. Teachers including special education teachers will meet in PLCs to analyze data to improve instruction and create strategies to assist that academic needs of students. All staff members will mentor a student with disabilities to build relationships and discuss goal setting for the CASE assessments and KPREP. SBDM makes decisions for the benefit for all student achievement especially students that fall into our gap groups.

III. Planning the Work

. 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 economically disadvantaged students scoring proficient/ distinguished in combined reading and math on the KPREP test to 52.0 % by 2023.

Increase the percentage of students with disabilities scoring proficient/ distinguished in combined reading and math on the KPREP test to 29.0% by 2023.







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 Closing the Achievement Gap Summary

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CASE Data	2020 Fall CASE Test Results	.
 Mt. Washington Middle January-December 2020 CSIP	Mt. Washington Middle School Goals, Objectives, Activities, Monitoring, and Funding for 2021.	.
 MWMS Achievement Gap Group Identification	The percentage of students with disabilities The percentage of economically disadvantaged students	.
 MWMS Measurable Gap Goal	Gap Goals, objectives, activities, monitoring	.
 MWMS MTSS Process and Procedures		.
 Trend Data	Trend data for the three previous years.	.



2020-21 Phase Two: School Assurances_10072020_15:36

2020-21 Phase Two: School Assurances

MT. Washington Middle School
Shawn Picket
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United States of America

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2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

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

☐ Yes

☐ No

● N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

☐ Yes

☐ No

● N/A

COMMENTS

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

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☐ Yes

☐ No

☒ N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

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

☐ Yes

☐ No

☒ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

☐ Yes

☐ No

☒ N/A

COMMENTS

All School Programs

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

☒ Yes

☐ No

☐ N/A

COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

☐ Yes

☐ No

☒ N/A

COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

☐ Yes

☐ No

☒ N/A

COMMENTS

29. The school jointly develops 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 standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☐ Yes

☐ No

☒ N/A

COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☐ Yes

☐ No

☒ N/A

COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

☒ Yes

☐ No

☐ N/A

COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

COMMENTS

35. To the extent practicable, the school provides 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), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: The Needs Assessment for
Schools_10072020_15:33

2020-21 Phase Two: The Needs Assessment for Schools

MT. Washington Middle School
Shawn Picket
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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Professional Learning Communities meet weekly in content areas to review student data (CASE, formative/summative assessments) to make decisions on the data and student needs. Grade level teams meet as needed to review student progress from a grade level perspective. SPED teachers will meet in ELA and Math content PLCs. Classroom performance and SPAGGS data are used to determine placement in MTSS tiers. On Bullitt Days, grade level MTSS data teams will meet and make decision on student placement. Each MTSS data team will consist of a counselor, instructional coach, MTSS teachers, and content teachers. Instructional Leadership Team PLCs (Principal, Assistant Principal, Counselor, Instructional Coach, Youth Service Center Coordinator) meet weekly and reviews PLC minutes and discuss instructional and behavioral needs for the school. Faculty meetings and teacher meetings during planning as needed. Bullitt Days focus on PLCs, MTSS, and teacher development. KPREP scores and CASE data is analyzed and students schedules are adjusted according to their needs. SBDM meets once a month and data is shared and analyzed. A Plan, Do, Study, Act team has been formed to address students with disabilities in the areas of reading and math. (PDSA Team-Principal, Instructional Coach, four content area teachers, and two special education teachers) Once Principal hosts coffee talks with parents and community members where state and local data is discussed and processes for ensuring student success is explained. Select student groups meet as needed to check on academic performance, behavior, attendance, and transition readiness. PBIS team meets monthly to look at behavior data and develop protocols to improve student behavior and overall school culture.

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:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

At present, our district is moving between remote learning, in-person learning, and hybrid A/B schedule learning. We understand that learning gaps are prevalent. We are using CASE testing to find those learning gaps in the understanding of standards from the previous year. Case Assessment Data (September 2020, during Covid-19) based on standards from the previous year. Projected Percentage Proficient - 6th Grade Math: 43.9%, Bullitt County 45.9% = -2% / 7th Grade Math: 45.7%, Bullitt County 34.4% = +11.3% / 8th Grade Math: 22.4%, Bullitt County 44.8% = -22.4% / 6th Grade Language Arts 47.6%, Bullitt County 49.8% = -2.2% / 7th Grade Language Arts 56.6%, Bullitt County 49.7 = +6.9% / 8th Grade Language Arts 43.8%, Bullitt County 46.5% = -2.7% Students taking Algebra: Projected Percentage Proficient on this years 8th grade standards - 28.6% / (Non-Academic) Discipline Referrals: 2018-2019 school year - 728, 2019-2020 school year 251 / Based on 2018/2019 KPREP results: 60.3% of all students are Proficient/Distinguished in reading. 49.1% of all students are Proficient/Distinguished in math. 22.4% of all students are Proficient /Distinguished in writing. 22.8% of all students are Proficient/Distinguished in science. 61.5% of all students are Proficient/Distinguished in social studies. Impact Survey Data Analysis showed that Managing Student Behavior scored a 73%, which was 12% above the District. Staff Leadership

Relationships scored an 83%, which was 11% above the District. Feedback and Coaching scored a 57% which was 5% above the District. School Climate scored a 66% which was 6% above the District.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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

Students in the 8th grade scored 22.4% lower than the district on the 7th grade math standards. 50.9% of all students scored novice and apprentice in math. Based on the 2018-2019 KPREP results: 77.6% of all students scored novice and apprentice in writing. 77.2% of all students scored novice and apprentice in science. 84.9% of students with disabilities scored novice and apprentice in reading. 88.7% of students with disabilities scored novice and apprentice in math. 90% of students with disabilities scored novice and apprentice in writing. Providing consistent, timely feedback and coaching to teachers to improve classroom instruction.

Trends

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

On-Demand writing remains a significant area for improvement. Over the past two years, Novice increased by 6.6% and Proficient/Distinguished decreased by 4.2%. Science also showed significant increase in Novice by 14.4% and decrease in Proficient/Distinguished by 8.5%. Our main concern our students with disabilities as compared to the overall population. In Reading, students with disabilities had an increase in novice and apprentice by 45.2%. In Math, students with disabilities had an increase in novice and apprentice by 37.8%. In Writing, students with disabilities had an increase in novice and apprentice by 12.6%. In Science, students with disabilities had an increase in novice and apprentice by 22.8%. In Social Studies, students with disabilities had an increase in novice and apprentice by 41.5%. Remote Learning began in March 16, 2020 and continued for the rest of the year. Remote learning has continued into the 2020-2021 school year. The Cloud Academy was formed to provide students a remote environment during the Covid-19 pandemic.

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 1: Design and Deploy Standards KCWP 4: Design, Analyze and Apply Data

KCWP 6: Establishing Learning Culture and Environment

Strengths/Leverages

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

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

Math has seen continual growth over the last two years. Novice has decreased by 2.8% and Proficient and Distinguished and improved by 5.8%. Reading has stayed close to the same over the past two years. Novice has decreased by 0.6% and Proficient/Distinguished has decreased by 0.8%. Writing is a concern. Over the past two years, Novice increased by 6.6% and Proficient/Distinguished decreased by 4.2%. Science also showed significant increase in Novice by 14.4% and decrease in Proficient/Distinguished by 8.5%. Social studies has shown improvement. There is a decrease in novice and apprentice 6.5% and an increase in Proficient/Distinguished by 7%. Our main concern our students with disabilities as compared to the overall population. In Reading, students with disabilities had an increase in novice and apprentice by 45.2%. In Math, students with disabilities had an increase in novice and apprentice by 37.8%. In Writing, students with disabilities had an increase in novice and apprentice by 12.6%. In Science, students with disabilities had an increase in novice and apprentice by 22.8%. In Social Studies, students with disabilities had an increase in novice and apprentice by 41.5%. Discipline Referrals: 2018-2019 school year - 728, 2019-2020 school year 251 Impact Survey Data Analysis showed that Managing Student Behavior scored a 73%, which was 12% above the District. Staff Leadership Relationships scored an 83%, which was 11% above the District. School Climate scored a 66% which was 6% above the District.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2020-21 Phase Two: School Safety Report_10072020_15:30

2020-21 Phase Two: School Safety Report

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

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2020-21 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, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, 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 in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

ATTACHMENTS

Attachment Name

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 in the comment box.

Yes copies of the emergency plan were shared with fire and police. First responders also have access to the Quick Access app, which contains emergency information, maps, contacts etc. They have signed off that they received the document and that it was discussed. In addition, police chief toured the building with the AP to familiarize himself with all access points.

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 in the comment box.

Yes. We have maps for primary and secondary routes, as well as front and rear exit scenarios.

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 in the comment box.

Yes. All of these maps are posted and available in the last section of the attached copy of the plan.

5. Was the school's emergency plan reviewed following 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)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

The document was reviewed and revisions were made to the plan as it was developed for the 2020-21 school year. Revisions were also made to make the document ready for uploading into the Quick Access app.

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)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Assistant principal reviewed the emergency plan and staff participated in roll out of the Quick Access app, which contained all of the plan's information in a digital format.

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(5)?

If the answer is "no", please explain in the comment box.

Our instructional, in-person year starts on October 20, 2020. All of these drills will be performed as required.

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(5)?

If the answer is "no", please explain in the comment box.


Yes, all drills were completed as required in January 2020.

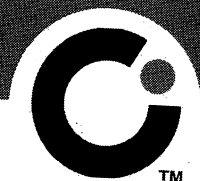
9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
 MWMS Safety Plan 2020-21	This is a PDF version of our plan. We are also utilizing Quick Access App for staff, district and key emergency responders that has this information at their fingertips.	• 1



2020-21 Phase One: Continuous Improvement Diagnostic for
Schools_09282020_12:36

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Professional Development Plan for Schools

Phase Four: January 1 - December 31

- Progress Monitoring

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

Please enter your name and date below to certify.

Shawn Pickett 9/28/2020