



2021-22 Phase One: Continuous Improvement Diagnostic for Schools_09272021_11:27

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

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

Table of Contents

2021-22 Phase One: Continuous Improvement Diagnostic for Schools	3
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2021-22 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 2021-22 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
- 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. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.

Troy D. Wood September 27, 2021



2021-22 Phase Two: The Needs Assessment for Schools_10272021_12:43

2021-22 Phase Two: The Needs Assessment for Schools

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

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

Attachment Summary 7

2021-22 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Eastside Middle School seeks to use all available data in order to better understand the system that produces our results. We use available data to continuously improve all processes, procedures, and systems contributing to student learning, ultimately, improving our results. All teachers are involved in continual data analysis. Teachers collaborate with our school's data manager to develop reports and analyze these reports during PLCs (weekly). All members of our school's CSIP team as well as our SBDM council contributed to the data analysis. Our goal is to determine if the systems and procedures we have in place are effectively addressing the needs of our students. The first step in addressing our identified

areas of concern involves collaboration. Members of the learning community assist in identifying the areas needing improvement. We participate in a comprehensive data analysis in attempt to identify probable causes of lower performance. Collaboration continues in order to identify research-based strategies to address the identified areas of concern. Administrators will now work with all members of the learning community to ensure the areas of concern and the strategies to address these concerns are clearly communicated. Furthermore, we work to equip the members of our learning community with professional development opportunities, time, and resources to successfully implement our plan for improvement. Our school administrators, district leaders, faculty members, and SBDM council monitor Eastside Middle School's plan of action. The activities identified are implemented according to the timeline outlined in our school's SBDM approved CSIP. Eastside's leadership team meet each week in order to discuss the progress made in the implementation of our plan. Information is then presented during monthly SBDM meetings and team PLCs to ensure our stakeholders are included in the implementation process and progress. Our faculty continually assesses the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members use the data provided by these programs in order to make informed instructional decisions. Instructional decisions are discussed during weekly/monthly PLC meetings in order to ensure students are benefiting from the programs and strategies implemented.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

See attached link.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached link.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

See attached link.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See attached link.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.



After analyzing the Key Elements of your teaching and learning environment, 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.

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

KCWP 2: Design and Deliver Instruction Eastside is committed to providing our teachers with opportunities and time to collaborate and attend professional development to improve instruction. By continually seeking ways to engage and challenge our students through rigorous instruction we can establish a learning community that supports continual improvement. KCWP 4: Review, Analyze and Apply Data Team Based PLCs meet monthly. PLCs consists of teachers, administration, instructional coach, data manager, a school psychologist and the school counselor. When applicable, district personal or other experts are included. This collaboration works to identify at risk students, predict possible barriers to success and plan for instruction, interventions and incentives. Team PLCs desegregate data and plan for opportunities to meet needs of all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>EMS Key Elements 21-22</u>	EMS Key Elements 21-22	.
 <u>EMS Needs Assessment 21-22</u>	EMS Needs Assessment 21-22	.

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards</p> <p>What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<p>Eastside has implemented core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations/ professional development in order to enhance their knowledge of best practices in teaching and learning, design lessons, and review curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards</p>
<p>KCWP 2: Design and Deliver Instruction</p> <p>What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?</p>	<p>Our administrative team has committed to be in every class, every week. During classroom visits, administrators agree to provide usable feedback for teacher growth using the Effective Learning Environments Observation Tool (eleot). Other methods of feedback include 30 second feedback. Teachers will receive some type of communication with every visit to help ensure their instruction is</p>

	<p>highly effective, culturally responsive, evidence-based, and provided to all students in the classroom</p> <p>Eastside has implemented core content professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet weekly to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach, teachers, and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning Communities participate in off-site observations/ professional development in order to enhance their knowledge of best practices in teaching and learning.</p>
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<p>In the area of writing, EMS has increased teacher use of thinking strategies in all content areas. Thinking strategies have been fully implemented in order to equip students with skills necessary for composing meaning at both a text and word level. Teachers will also collaborate to develop assessment tools and strategies that effectively monitor and document students' growth toward reading and writing proficiency. The Eastside learning community has collaborated to develop cross-content vertically aligned writing rubrics and instruction. We have worked to develop a common vocabulary in our writing process to be implemented in all content areas. By</p>

	<p>establishing a common instructional language, teachers will be able to create cohesion across students' literacy learning. Teachers will continually collaborate in order to design opportunities for students to use reading and writing as a tool for problem solving in all disciplines.</p>
<p>KCWP 4: Review, Analyze and Apply Data</p> <p>What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<p>At EMS, Team Based PLCs meet monthly. PLCs consist of teachers, administration, instructional coach, data manager, a school psychologist and the school counselor. When applicable, district personal or other experts are included. This collaboration works to identify at risk students, predict possible barriers to success and plan for instruction, interventions and incentives. Team PLCs desegregate data and plan for opportunities to meet the needs of all students. Data is continuously reviewed and progress toward closing the achievement gap is closely monitored. Based on data and need, Professional Development opportunities are sought out and utilized. Teachers use PD learning to utilize new techniques and tools valuable to closing the achievement gap. These processes guide the writing, review and monitoring of the CSIP, and the goals set within.</p>
<p>KCWP 5: Design, Align and Deliver Support</p> <p>What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<p>Eastside has implemented core content, professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's curriculum coach and administrators organize this time in order to provide a protocol conducive to continuous</p>

	<p>improvement. Professional Learning Communities participate in off-site professional development opportunities in order to enhance their knowledge of best practices in teaching and learning. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team-based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately.</p>
<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>Eastside learning community has adopted a unified set of expectations for all students. These expectations are part of Eastside's Positive Behavior Intervention System or PBIS. PBIS is a systems approach to enhancing the capacity of schools to educate all students by developing research-based, school-wide behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior expectations for all students. It is a team-based process for systematic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and students can reach their maximum potential as life-long learners. As part of PBIS teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption. To keep students following the rules in a positive manner, members of our learning community constantly teach and model school-wide expectations. Teachers look to acknowledge positive behavior first and provide positive, immediate, frequent, and explicit feedback. Furthermore,</p>

faculty and staff treat minor behavior issues as the opportunity to teach appropriate behaviors.

Eastside will also be intentional about developing a culture of reading. Eastside teachers will collaborate with our instructional coach and librarian to implement literacy activities in our school library. Eastside will work to ensure that students have more opportunities to visit our school library throughout the year in hopes of making our library a focal point of our learning environment. Teachers will assist in the development of a culture of reading by posting the titles of books they are currently reading outside their classrooms. This initiative is intended to spark conversations with students about books they are reading as well as providing opportunities to discuss books that may interest students.

[illegible]



2021-22 Phase Two: School Assurances_10182021_10:48

2021-22 Phase Two: School Assurances

Eastside Middle School
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Mount Washington, Kentucky, 40047
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Table of Contents

2021-22 Phase Two: School Assurances	3
--------------------------------------	---

2021-22 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

☐ Yes

☐ No

☒ N/A

COMMENTS

2. 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

Title I Programs

3. 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

4. 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

5. 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

6. 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

7. 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

8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

14. 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

15. 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

Title I Schoolwide Programs

16. 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

17. 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

18. 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

19. 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

20. 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

21. 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 CFR 200.26 (Code of Federal Regulations).

☐ Yes

☐ No

☒ N/A

COMMENTS

22. 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

23. 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

24. 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

25. 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

26. 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

27. 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

28. 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

29. 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

30. 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

31. 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

32. 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

33. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: School Safety Report_10182021_10:55

2021-22 Phase Two: School Safety Report

Eastside Middle School
Troy Wood
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Table of Contents

<u>2021-22 Phase Two: School Safety Report</u>	<u>3</u>
--	----------

2021-22 Phase Two: School Safety Report

School Safety Report

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) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) 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

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

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

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

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes

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

Yes (August 2021)

8. 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.

Yes

9. 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.

Yes

10. 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

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Professional Development Plan for Schools_11232021_12:58

2021-22 Phase Three: Professional Development Plan for Schools

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

Table of Contents

2021-22 Phase Three: Professional Development Plan for Schools	3
--	---

2021-22 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

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

Vision: Eastside Middle School will collaborate with all shareholders to create a Safe, Organized, Accountable, and Respectful, student-centered learning community.

Mission to: Students- Eastside Middle School will collaborate with all members of the learning community to create a Safe, Organized, Accountable, and Respectful environment that equips all students with the skills necessary to reach their maximum potential as lifelong learners. Faculty and Staff- Eastside Middle School will foster a collaborative environment that equips all faculty members and staff

with the tools necessary to become successful facilitators of a Safe, Organized, Accountable, and Respectful, student-centered learning community. Community-Eastside Middle School will strive to communicate the goals and vision of the school to the local community, encourage community participation, and foster their role in the creation of a Safe, Organized, Accountable, and Respectful, student-centered learning community.

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?

IMPROVE DELIVERY of INSTRUCTION (KCWP 2): Eastside is committed to providing our teachers with opportunities and time to collaborate and attend professional development to improve instruction. By continually seeking ways to engage and challenge our students through rigorous instruction we can establish a learning community that supports continual improvement. IMPROVE , DESIGN, ALIGN and DELIVER SUPPORT PROCESSES with SUB-GROUP FOCUS (KCWP 5) Eastside faculty and administration must continue to improve our MTSS and the protocols in place to ensure we are continually working to close the achievement gap. By improving our MTSS process we can efficiently identify students at risk and implement research-based interventions that increase overall student performance and close the achievement gap.

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

IMPROVE DELIVERY of INSTRUCTION (KCWP 2): GOAL: Increase overall student achievement Research shows the best way to improve student achievement is by improving instruction. By continually seeking ways to engage and challenge our students through rigorous instruction we can establish a learning community that supports continual improvement. IMPROVE DELIVERY of SUPPORT PROCESSES with SUB-GROUP FOCUS (KCWP 5) GOAL: Improve overall student performance/ close achievement gap Eastside faculty and administration must continue to improve our MTSS and the protocols in place to ensure we are continually working to close the achievement gap. By improving our MTSS process we can efficiently identify students at risk and implement research-based interventions that increase overall student performance and close the achievement gap.

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.

IMPROVE DELIVERY of INSTRUCTION (KCWP 2): Eastside will implement professional development that challenges teachers to adopt a growth mindset in regards to continual improvement. Our faculty consist of experienced, talented teachers who have developed a myriad of successful teaching strategies throughout their careers. Eastside must continue provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. It is our goal to provide teachers with opportunities to collaborate and develop lesson plans, assessments, and share teaching strategies with others in the profession. The professional development opportunities provided must assist teachers in identifying areas for growth while providing resources to improve instruction.

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

Our professional development plan has been developed to engage teachers in learning opportunities conducive to continual improvement and provide resources and strategies to enhance instruction. Lessons should be engaging and rigorous resulting in an overall increase in student achievement.

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.

An increase in student achievement would be the primary indicator of success. Another indicator of success would be collaborative professional learning communities following a protocol for continual improvement for teachers and students. Teachers stepping out of their comfort zones to try new strategies and technologies. Furthermore, a learning community that seeks out additional professional development opportunities independent from those provided by administrators would also be an indicator of success.

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

All Eastside Middle School faculty would be the target audience for the professional development.

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

The entire Eastside learning community should be impacted by this component of professional development. Teachers should be impacted through the development of instructional practices that engage and challenge students. Students should be impacted by improvement in instruction. Improved instruction should result in fewer classroom disruptions and off-task behaviors.

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

Additional funding may be needed to provide teachers opportunities to attend professional learning outside of our state. Additional funding may also be required as teachers identify new learning opportunities specific to their development goals.

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

Eastside has implemented Professional Learning Communities to support our professional development plan. Professional Learning Communities meet on a weekly basis to foster a culture and atmosphere of continual improvement. Off-campus visits are part of our commitment to learn from others and emulate best practices. Embedded professional development and teacher training opportunities promote instructional growth within our staff. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team-based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately.

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.

Eastside administration will monitor the implementation of our professional development plan through classroom observations. Our administrative team has committed to be in every class, every week. During classroom visits, the

administrators agree to provide usable feedback for teacher growth using the Effective Learning Environments Observation Tool (eleot). Other methods of feedback include 30 second feedback. Teachers receive some type of communication with every visit. Student achievement data will also provide evidence as to the effectiveness of our professional development implementation. Teacher will also monitor the effectiveness the plan through PLC meetings and data analysis.

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.

IMPROVE DELIVERY of SUPPORT PROCESSES with SUB-GROUP FOCUS (KCWP 5)
GOAL: Improve overall student performance/ close achievement gap Eastside faculty and administration must continue to engage in professional development to improve our MTSS and the protocols in place to ensure we are continually working to close the achievement gap. Eastside must improve its research-based multi-tiered system of supports in order to meet the needs of individual learners and ensure all students are challenged to reach their maximum potential. Eastside's system must identify at-risk students through ongoing data collection and implement systems to provide students with appropriate levels of assistance academically and behaviorally.

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

Research indicates that nearly all students can achieve at high levels. However, some students require additional assistance in achieving their maximum potential. For this reason, Eastside middle school will participate in professional learning develop appropriate interventions intended to address the specific learning needs of all students. Teacher's will increase their knowledge concerning behavior modification, social development, and academic development for at risk students. However, it is our goal to identify students' needs as opposed to identifying only those at risk. This focus should ensure all students (including those in our GAP group) are given the support they require to be life-long learners.

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.

One indicators of success would be an overall increase in student achievement scores while closing the achievement gap. Other indicators would include an increase in achievement scores for our students within our gap group. Finally, a

more efficient system for meeting student needs would be evidence of a successful professional development plan.

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

All members of the Eastside learning community. An appropriate multi-tiered system of supports must involve everyone who consistently interacts with our students.

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

As previously stated, our goal is to identify students' needs as opposed to identifying only those at risk. This focus should ensure all students (including those in our GAP group) are given the support they require to be life-long learners.

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

Additional funding may be needed to provide teachers opportunities to attend professional learning outside of our state. Additional funding may also be required as teachers identify new learning opportunities specific to MTSS and interventions.

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

Eastside has implemented Professional Learning Communities to support our professional development plan. Professional Learning Communities meet on a weekly basis to foster a culture and atmosphere of continual improvement. Off-campus visits are part of our commitment to learn from others and emulate best practices. Embedded professional development and teacher training opportunities promote instructional growth within our staff. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's instructional coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team-based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately.

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.

Eastside Middle School's plan of action will be monitored by our school administrators, district leaders, faculty members, and SBDM council. The activities described in our professional learning plan will be implemented according to the timeline outlined in our school's SBDM approved CSIP. Eastside's leadership team will meet each week in order to discuss the progress made in the implementation of our plan. Information will be presented during monthly SBDM meetings to ensure our stakeholders are included in the implementation process and progress. Our faculty will continually assess the programs and strategies implemented in order to determine efficiency and effectiveness. Faculty members will use the data provided by these programs in order to make informed instructional decisions. Instructional decisions will be discussed during monthly PLC meetings in order to ensure students included in our gap group are benefitting from the programs and strategies implemented.

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)
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2021-2022 Phase Three: Comprehensive School Improvement Plan_11232021_13:16

2021-2022 Phase Three: Comprehensive School Improvement Plan

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

Table of Contents

2021-22 Phase Three: Comprehensive School Improvement Plan	3
Attachment Summary	6

2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
- Upload your completed Comprehensive School Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Modifications to objectives and strategies are documented through color-coding process/ procedure on the CSIP plan template link in the attachment area.

ATTACHMENTS

Attachment Name



[Eastside Middle School Jan.-Dec. 2022 CSIP III Goal Builder](#)

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, 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, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. 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*, *Shipley*, *Baldrige*, etc.).

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 relate to its core competencies. These are the 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

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

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 responsible individuals.


Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Eastside Middle School Jan.-Dec.</u> <u>2022 CSIP III Goal Builder</u>		.

Comprehensive School Improvement Plan (CSIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

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 district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. 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*, *Shipley*, *Baldrige*, etc.).

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 relate to its core competencies. These are the 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 responsible individuals.

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 six (6) required district 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 Reading:** Increase the combined READING percentage of proficient/ distinguished students from 75.9 percent to 82.5 percent by SPRING 2025.
- **Proficiency Goal Math:** Increase the combined MATH percentage of proficient/ distinguished students from 61.3 percent to 71.9 percent by SPRING 2025.
- **Gap Goal:** Eastside Middle School will increase reading and math proficiency rates for all students in the GAP group (non-duplicated) from 47.5 to 64.4 percent by SPRING 2025.
- **Growth Goal:** Decrease the combined average of students scoring novice and apprentice in reading and math from 14.6% to 10% as measured by KPREP, by SPRING 2025.

LEGEND COLOR CODING

New/ Updated School Improvement		School Improvement on Hold Due to Pandemic		In-Progress		COMPLETED
Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
Increase the percentage of proficient/ distinguished students in the area of Reading from 75.9 to 79.2 by spring 2022.	79.2 percent of students will achieve proficiency in the area of Reading on 2022 KPREP assessment.	KCWP 2 KCWP 4 KCWP 5 KCWP 6	- Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of reading. - Teachers provided with additional 55 minute planning period per week to meet in CCPLC - Teachers in all content areas will collaborate with ELA teachers to develop reading practices consistently across curricular areas - All teachers promote reading for comprehension, pleasure and understanding. - Implement CASE test to identify standards not mastered -Use CASE data to guide instructional process	Classroom observations KPREP Data Intervention Data PLC minutes/ CASE assessments/ Lesson plans/ CFA data/ Use of academic language	\$0	N/A
Increase the combined percentage of Economically Disadvantaged students scoring proficient and distinguished in reading and math from 59.45% to 64.95%	64.95 percent of Economically Disadvantaged students will achieve proficiency in the combined areas of reading and math on 2022 KPREP assessment.	KCWP 2 KCWP 4 KCWP 5	- Include ECE instructional coaches in ECE PLC. - ECE Instructional coaches to ensure best practices in the co-teaching model and in	Classroom observations KPREP Data Intervention Data PLC minutes/ CASE assessments/ Lesson plans/ CFA data/ Use of academic	\$0	

by Spring 2022.			<p>resource classes</p> <ul style="list-style-type: none"> - Implement CASE test to identify standards not mastered - Use CASE data to guide instructional process - Core content PLCs will meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students within our GAP group - Implement period to focus on math and reading interventions in general schedule. 	language		
Increase the percentage of proficient/ distinguished students in the area of math from 61.3 to 64.8 by spring 2022	65 percent of students will achieve proficiency in the area of Math on 2021 KPREP assessment.	KCWP 2 KCWP 4 KCWP 5	<ul style="list-style-type: none"> - Teachers will work in core content PLCs, facilitated by our instructional coach, to review and analyze Eastside's system of interventions and instructional practices in the area of math. - Teachers provided with additional 55 minute planning period per week to meet in CCPLC - The admin will review and analyze data gathered through weekly classroom observations and provide feedback to improve instructional practices. 	Classroom observations KPREP Data Intervention Data PLC minutes/ CASE assessments/ Lesson plans/ CFA data/ Use of common academic language	\$0	
Increase the percentage of students with disabilities scoring proficient and distinguished in reading and math from 37.75% to 46.15%	43.5 percent of students with disabilities will achieve proficiency in the area of reading and math on 2021 KPREP assessment.	KCWP 2 KCWP 4 KCWP 5 KCWP 6	<ul style="list-style-type: none"> - Include ECE instructional coaches in ECE PLC. - ECE Instructional coaches to ensure best practices in the 	Classroom observations KPREP Data Intervention Data PLC minutes/ CASE assessments/ Lesson plans/	\$0	

by Spring 2022.			co-teaching model and in resource classes - Implement CASE test to identify standards not mastered -Use CASE data to guide instructional process - Core content PLCs will meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students within our GAP group - Implement period to focus on math and reading interventions in general schedule.	CFA data/ Use of academic language		

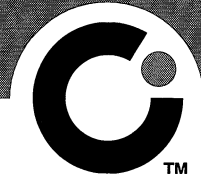
Separate Academic Indicator (3 year target)

- SAI Goal (Do not break this goal into the three areas): Increase the separate academic indicator overall proficiency from 50.6% to 64.1%, as measured by KPREP, by 2025.

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
EMS will increase proficiency in science from 29.1 to 38.8 by spring 2022	38.8 percent of students will achieve proficiency in the area of science on the 2022 KPREP assessment.	KCWP 4 KCWP 2 KCWP 5 KCWP 1	- Teachers to develop common assessments through Mastery Connect - Tracking progress toward mastery of standards through Mastery Connect - Focus on rigor of questions included in standards based common assessments, - Implement instructional process through CCPLC	Classroom observations KPREP Data Intervention Data PLC minutes/ CASE assessments/ Lesson plans/ CFA data/ Use of academic language	\$0	

EMS will increase proficiency in writing from 45.1 to 52.6 by spring 2022	52.6 percent of students will achieve proficiency in the area of writing on the 2022 KPREP assessment.	KCWP 4 KCWP 2 KCWP 5	<ul style="list-style-type: none"> - Whole school focus on pre-writing process. - Common vocabulary from 6-8 grade - More writing across content areas -LA Teachers create Prompts and common rubrics to ensure writing process is taught the same and assessed the same - Teachers in LA PLC identify what needs to be learned before students reach 8th grade - On demand prompts in all classes - Instructional process implemented 	Classroom observations KPREP Data Intervention Data PLC minutes/ CASE assessments/ Lesson plans/ CFA data/ Use of academic language Writing Process	\$0	
Increase the percentage of Students with Disabilities and Economically Disadvantaged students scoring proficient and distinguished in writing from 26.85% to 36.85% by Spring 2022	36.85 percent of Students with Disabilities and Economically Disadvantaged students will achieve proficiency in the area of writing on 2022 KPREP assessment.	KCWP 2 KCWP 4 KCWP 5 KCWP 6	<ul style="list-style-type: none"> - Whole school focus on pre-writing process. - Common vocabulary from 6-8 grade - More writing across content areas -LA Teachers create Prompts and common rubrics to ensure writing process is taught the same and assessed the same - Teachers in LA PLC identify what needs to be learned before students reach 8th grade - On demand prompts in all classes - Instructional process implemented - Include ECE instructional 	Classroom observations KPREP Data Intervention Data PLC minutes/ CASE assessments/ Lesson plans/ CFA data/ Use of academic language Writing Process	\$0	

			<i>coaches in ECE PLC. - ECE Instructional coaches to ensure best practices in the co-teaching model and in resource classes - Implement CASE test to identify standards not mastered</i>			
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2021-22 Phase Three: Executive Summary for
Schools_11232021_14:26

2021-22 Phase Three: Executive Summary for Schools

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

Table of Contents

2021-22 Phase Three: Executive Summary for Schools	3
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2021-22 Phase Three: Executive Summary for Schools

Description of the School

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

Eastside Middle School, home of the Eagles, is an exciting learning community located at 6925 Highway 44 East. Eastside Middle School is located in Mt. Washington, Kentucky. **STUDENT DEMOGRAPHIC DATA** Our student body encompasses grades 6 through 8. Of the 681 total students, 657 students are white. We have 3 African American students, 7 Hispanic students, 7 Asian students, and 18 students with two or more races. There are 169 students who are classified as being economically disadvantaged. Our attendance rate is currently at 96.0 percent while our retention and dropout rate is zero percent. Eastside's average daily attendance has remained consistent since 2007. **FACULTY DEMOGRAPHIC DATA** Our faculty consists of 36 teachers who have an average of 14.6 years of teaching experience. We currently have four male teachers and 32 female teachers. Of our teachers, 10.3 percent have a Bachelor's degree, 61.5 percent of our teachers have a Master's degree, and 28.2 percent have a Rank 1 or Specialist Degree. We currently have six National Board Certified teachers on our staff. **COMMUNITY DEMOGRAPHIC DATA** Our school is located in the city of Mount Washington, a suburb of the Louisville Metro area. Mount Washington's population is 15,073. The average household income for our community is \$66,299. Ninety-six percent of the Mount Washington population is White, 0.71 percent of the population is African American, and 1.97 percent of the population is labeled as having two or more races. Our community has been an integral part of Eastside's success. Last year the EMS community logged nearly 3,000 volunteer hours at our school.

School's Purpose

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

Eastside is a state of the art facility and focuses on adolescent learning and the development of leadership potential in all students. The consistent collaboration of staff, students, and community has successfully produced an educational experience that is both relevant and rigorous in content. We believe much of our success is attributed to the collaboration of all members of our learning community dedicated to creating a safe, organized, accountable, and respectful, student-centered learning environment. Vision: Eastside Middle School will collaborate with

all shareholders to create a Safe, Organized, Accountable, and Respectful, student-centered learning community. Mission to: Students- Eastside Middle School will collaborate with all members of the learning community to create a Safe, Organized, Accountable, and Respectful environment that equips all students with the skills necessary to reach their maximum potential as lifelong learners. Faculty and Staff- Eastside Middle School will foster a collaborative environment that equips all faculty members and staff with the tools necessary to become successful facilitators of a Safe, Organized, Accountable, and Respectful, student-centered learning community. Community- Eastside Middle School will strive to communicate the goals and vision of the school to the local community, encourage community participation, and foster their role in the creation of a Safe, Organized, Accountable, and Respectful, student-centered learning community. PBIS In order to achieve our vision and mission, the Eastside learning community has adopted a unified set of expectations for all students. These expectations are part of Eastside's Positive Behavior Intervention System or PBIS. PBIS is a systems approach to enhancing the capacity of schools to educate all students by developing research-based, school-wide behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior expectations for all students. It is a team-based process for systematic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and students can reach their maximum potential as life-long learners. As part of PBIS teachers and staff use evidence-based practices to increase student learning and decrease classroom disruption. To keep students following the rules in a positive manner, members of our learning community constantly teach and model school-wide expectations. Teachers look to acknowledge positive behavior first and provide positive, immediate, frequent, and explicit feedback. Furthermore, faculty and staff treat minor behavior issues as the opportunity to teach appropriate behaviors. MTSS Eastside has implemented an extensive, research-based multi-tiered system of supports in order to meet the needs of individual learners and ensure all students are challenged to reach their maximum potential. Eastside's system identifies at-risk students through ongoing data collection and has systems in place to provide students with appropriate levels of assistance academically and behaviorally. This system has been adjusted to meet the needs of students during the current COVID 19 pandemic. PROFESSIONAL LEARNING COMMUNITIES Eastside has implemented core content, professional learning communities (PLCs) in order to provide teachers the opportunity to engage in collective inquiry into both best practices in teaching and best practices in learning. Core content PLCs meet one day a week, to collaborate and develop lesson plans, assessments, teaching strategies, and identify successful intervention strategies for students. Eastside's curriculum coach and administrators organize this time in order to provide a protocol conducive to continuous improvement. Professional Learning

Communities participate in off-site professional development opportunities in order to enhance their knowledge of best practices in teaching and learning. Furthermore, Eastside teachers participate in team-based PLCs monthly in order to discuss student behavior interventions, counseling needs, and academic interventions for students. This time is also used to address any teacher needs or concerns. Team-based PLCs are organized by our administrators in order to ensure student and teacher needs are being communicated and addressed appropriately. This work has proved vital during the current COVID 19 pandemic. Teachers have continued to collaborate virtually on a daily basis in order to provide the best educational experience in a digital environment. EXTRACURRICULAR ACTIVITIES Eastside encourages all students to be involved in extracurricular activities. As such, Eastside provides many opportunities for students to be involved in activities outside the realm of traditional academics. Eastside offers basketball, cheerleading, track, archery, volleyball, drama club, FCA, academic team, Jr. BETA club, dance team, chess club, art club, manga club, robotics club, creative writing club, agriculture club, KUNA, Travel Club, and STLP. Eastside has also added an intramural program to include activities such as 3 on 3 basketball, wiffleball, dodgeball, and kickball.

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.

NOTABLE ACHIEVEMENTS According to student performance on the KPREP assessment, Eastside Middle School has been classified as a distinguished school from 2013 through 2017. Though the label has changed, Eastside continues to perform consistently above the district and state averages in all tested areas. Based on KPREP assessment data, under the outgoing assessment system, Eastside would have been named a Distinguished school for five consecutive years and would have been labeled a School of Distinction in 2018. In 2019, Eastside received a four star rating and scored above the District and State averages in every tested area. Furthermore, Eastside was recognized in 2013, 2014, 2015, 2017, 2018, and 2019 as a school having implemented the Positive Behavior Intervention System to fidelity. EMS was recently selected as one of the Honorable Mentions regarding teaching conditions, school safety, and student achievement. The initial selection included the list of schools that reached the 50% minimum threshold for response rate on the TELL Kentucky survey. For Phase II, the schools that ranked in the third or fourth quartiles regarding working conditions were then selected to move on to the next phase. Schools in Phase III were then examined for details regarding their TELL Kentucky results, as well as other criteria (such as school safety), using a rubric designed by the New Teacher Center and the TELL Kentucky Advisory Team. Phase

IV schools met all of the minimum criteria for selection. The Advisory Team reviewed these and 66 exemplary schools across the state, aiming for representation in each of the State Board/Judicial Districts. EMS was included in this list. As EMS was identified for this honor, our school was compiled on a list and given to educational leaders in Kentucky so others were made aware that Eastside faculty and leadership can serve as an example for implementing best practice models.

EXTRACURRICULAR SUCCESS The academic team was represented at the regional and state competitions in 2018 and 2019. Our school band continues to excel, as demonstrated by their distinguished ratings at the Kentucky Music Education Association competition. Eastside's archery has competed at the regional, state, and national level. The archery team finished second at the world competition in 2012. EMS cheerleaders have consistently finished as a top squad at the state and national levels. Our cheerleading squads placed first in their division at the state competition ten years total, and each of the last 7 consecutive years. Both squads are back to back state, national and world champions. The Blue squad represented the United States of America in the Jr. National competition and won the Gold medal for their performance two consecutive years. The Eastside boys and girls basketball teams finished undefeated in county play in 2015 and 2017. The boy's A and B basketball team won the Bullitt County basketball tournament in 2015 and 2018. The girl's basketball team placed first at the middle school state basketball tournament in 2013 and 2018. The team won third place in 2015.

TEACHER AWARDS Eastside teachers have been awarded honors for their success in the classroom. Eastside currently boasts the district teacher of the year, the state Health Teacher of the Year 2017, and the state Social Studies Teacher of the Year 2016.

WHAT WE ARE DOING TO IMPROVE Eastside strives to meet our maximum potential in all areas. Instruction is data-driven in order to meet all student needs and EMS works closely with an instructional coach in order to maximize results. Professional Learning Communities meet on a weekly basis to foster a culture and atmosphere of continual improvement. Off-campus visits are part of our commitment to learn from others and emulate best practices. Embedded professional development and teacher training opportunities promote instructional growth within our staff. Eastside currently has lab-classrooms based on the Thinking Strategies Institute and the Public Education and Business Coalition (PEBC). These classrooms are intended to assist in the intellectual and scholarly practices of educators across the continuum of their professional lives to create schools worthy of our students. Teachers and staff members visit these lab-classrooms in order to observe best practices in teaching, learning and community development. We continue to seek additional opportunities for students to participate in extracurricular activities and take ownership in the improvement of their school and community. We are dedicated to increasing community involvement through service-learning projects and programs to provide parents the

opportunity to be involved in their child's educational experience. Eastside will continue to implement the Gateway program through Project Lead the Way this year. PLTW is the nation's leading provider of science, technology, engineering, and math programs. The curriculum is rigorous and will provide our students relevant experiences through activity-, project-, and problem-based learning. This program has allowed us the opportunity to provide a partnership with the Beemis Corporation in Shelbyville, KY. Beemis has committed \$10,000 per year for the next two years to help offset the cost of implementation. Their funding support has allowed us to create a PLTW computer lab and purchase supplies necessary for the program. Bullitt East High School started the PLTW engineering pathway during the 2014 school year to complement the district's initiative of college and career readiness. Our goal at Eastside is to establish a true engineering pipeline. Eastside's 6th graders will take the initial Gateway course called Design and Modeling. This will begin an engineering foundation and allow students to apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Our school technology coordinator, Tiffany Walker, will continue to incorporate the use of the robots in her Technology courses, allowing for continued exposure to STEM-related content. We have added to the PLTW curriculum a course in Automation and Robotics. We've added an engraver/etching machine allowing us to incorporate CAD engineering design. We are looking for a continuous process of growth and development for our students. With that, we add a pursuit for new avenues of engagement and involvement, all while trying to reach the interest of as many students as possible. We are excited to be one of only a small handful of Kentucky middle schools with a greenhouse. The use of the greenhouse is underway, with a select group of students growing items in solar powered structure. The addition of a greenhouse will provide opportunities to involve a different population of students, while also exposing our students to additional fields of agriculture. The success of Eastside has been unrivaled, and there are few schools with the same drive and passion exhibited throughout our learning community. Our teachers, students, and parents collectively desire to be the best. Eastside is proud of our accomplishments, and we will continue to work tirelessly in our efforts to be the number one middle school in the state. We value strong relationships and we hold our students to high expectations. We tell our students they are more than a score. Good grades are very important, but grades alone will not provide the assurance our students need to excel in today's society. We feel it is our moral imperative to reach students on a level that spans far beyond the realm of academics. We desire improved relationships between our students and their families and friends. We want to develop students with self-confidence and who hold others in high regards. We want our students to have a stronger understanding of life and a greater self-purpose. Using an acronym for EAGLES, the Eagle Virtues encompass the character building virtues of Encouragement, Attitude,

Gratitude, Leadership, Empathy and Service. Throughout the year, each Eagle Virtue is given special emphasis for approximately one month. As principal, Mr. Wood shares the virtues with the teachers, and also teaches the lessons to our 6th grade population. Our counselor, Mr. Bates teaches the virtues to our 7th grade population. Mr. Buege, assistant principal, teaches to our 8th grade population. Our hope is to relay the message to our students that by changing ourselves, we will change the world. To continue with administrative involvement, our team has committed to be in every class, every week. During classroom visits, the administrators agree to provide usable feedback for teacher growth using the Effective Learning Environments Observation Tool (eleot). Other methods of feedback include 30 second feedback. Teachers will receive some type of communication with every visit. Additionally, the administrative team has a focus on sharing student behavior data at monthly collaborative team meetings. The meetings focus on sharing of student related information, intentional actions to address behavior, discussion of student needs as they relate to academics and behavior, counseling concerns, MTSS concerns, etc. Due to the COVID 19 pandemic, Eastside has been challenged to implement a remote learning model to meet the educational and social emotional needs of our students. During this difficult time teachers have worked diligently to provide innovative instruction that engages students in a digital learning environment.

Additional Information

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.

N/A

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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