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

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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MT. Washington Middle School

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

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

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

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

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

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

Please enter your name and date below to certify.

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MT. Washington Middle School

Shawn Pickett 9/28/2020

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MT. Washington Middle School

2021-22 Phase Two: The Needs Assessment for Schools_10182021_11:13

2021-22 Phase Two: The Needs Assessment for Schools

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

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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.

> The process for analyzing data at the school level includes our Leadership Team which is made up of : Principal, Assistant Principal, Counselor, Instructional Coach and Youth Service Center Coordinator. The team meets weekly to assess school needs based on academic and non-academic data. In addition to our Leadership Team, we have other teams such as our Instructional Leadership Team, Attendance PLC, SBDM, Grade Level Teams and Content PLCs that analyze student data. The school uses Plan-Do-Study-Act model to identify areas of growth and create action plans to help us monitor our progress.

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

ATTACHMENTS

Attachment Name

🔗 MWMS Needs Assessment

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

ATTACHMENTS

Attachment Name

🔗 MWMS Needs Assessment

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

ATTACHMENTS

Attachment Name

🔗 MWMS Needs Assessment

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

ATTACHMENTS

Attachment Name

🔗 MWMS Needs Assessment

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.

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MT. Washington Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
MWMS Needs Assessment		• 2 • 3 • 4 • 5

	Bullet Points
Reading (all students)	44.6% of all students are P/D in reading.
Math (all students)	30.9% of all students are P/D in math.
Writing (all students)	53.5% of all students are P/D in writing.
Students w/Disabilities Reading	███████████████████████████████████
Students w/Disabilities Math	███████████████████████████████████
Students w/Disabilities Writing	███████████████████████████████████
Economically Disadvantaged Reading	33% of economically disadvantaged students are P/D in reading.
Economically Disadvantaged Math	███████████████████████████████████
Economically Disadvantaged Writing	███████████████████████████████████
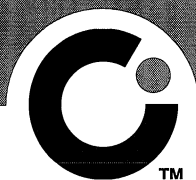
2020-21 Phase Two: School Assurances_10072020_15:36

2020-21 Phase Two: School Assurances

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

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2020-21 Phase Two: School Assurances

Introduction

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

Teacher Performance

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

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

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

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

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

- **Yes**
- o No
- o N/A

COMMENTS

Title I Schoolwide Programs

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

- **N/A**
COMMENTS

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

o Yes

o No

- **N/A**
COMMENTS

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

o Yes

o No

- **N/A**
COMMENTS

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

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

Title I Targeted Assistance School Programs

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

    o Yes

    o No

    ● **N/A**

COMMENTS

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

    o Yes

    o No

    ● **N/A**

COMMENTS

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

    o Yes

    o No

    ● **N/A**

COMMENTS

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

    o Yes

o No
● **N/A**
COMMENTS

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

o Yes
o No
● **N/A**
COMMENTS

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

o Yes
o No
● **N/A**
COMMENTS

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

o Yes
o No
● **N/A**
COMMENTS

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

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

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

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

    o Yes

    o No

    ● **N/A**

COMMENTS

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

    o Yes

    o No

    ● **N/A**

COMMENTS

All School Programs

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

- **Yes**
- o No
- o N/A

COMMENTS

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

- **Yes**
- o No
- o N/A

COMMENTS

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

- **Yes**
- o No
- o N/A

COMMENTS

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

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

- ● **Yes**
- o No
- o N/A

COMMENTS

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

- o Yes
- o No
- ● **N/A**

COMMENTS

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

- ● **Yes**
- o No
- o N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 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)).

o Yes

o No

● **N/A**

COMMENTS

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

A. timely information about programs under Title I;

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

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

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

o Yes

o No

● **N/A**

COMMENTS

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

o Yes

o No

● **N/A**

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

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

● **Yes**
o No
o N/A
COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

● **Yes**
o No
o N/A
COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

Phase II: School Safety Report_10102017_12:50

Phase II: School Safety Report

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

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School Safety Diagnostic for Schools

School Safety Requirements

1. Does the public school building have an Emergency Management Plan (EMP)?
Yes. The Emergency Management Plan is approved by the school based decision making council each year.

2. Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?
Provide the date of adoption in the comments box below.
Yes. The EMP was adopted by the MWMS school based decision making council on Sept. 13, 2017.

3. Did the SBDM Council or district adopt the EMP?
Provide the date of adoption in the comments box below.
Yes.

4. Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?
Yes. Police and fire departments were given a copy of the EMP and floor plans.

5. Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?
Provide the date of the review in the comments box below.
Yes. the policy was reviewed and adopted Sept. 13, 2017 by the school's SBDM.

6. Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?
Provide the date of the review in the comments box below.
Yes. The EMP was reviewed by faculty on staff on August 8, 2017 before the start of the school year.

7. Were local law enforcement and/or fire officials invited to review the EMP?
Yes.

8. Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?
Yes. Multiple exits are available to provide quick and safe evacuation of students and staff.

9. Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?
Provide the date of the review in the comments box below.
> Yes. The fire marshal reviewed the safe zones in our building on Sept. 13, 2013.

10. Have practices been developed for students to follow during an earthquake?
> Yes the students participate in earthquake drills throughout the school year, including the first month of school.

11. Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?
> Yes. There is a designated area in the front lobby of the school that is secure, and requires sign in for all visitors to the building, as well as name tags for district and building staff. All exterior doors are locked and secure at all times.

12. Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations, Lockdown, Severe Weather and Earthquake).
Provide the date of the review in the comments box below.
> Yes. All required drills, as well as bomb threat, have been completed in the first 30 days of school.

13. Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?
> Yes. All safety drills have been scheduled for the school year.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_12082021_13:43

2021-22 Phase Three: Professional Development Plan for Schools

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

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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?

Celebrating Success, Collaborating Together, Creating Futures The vision of Mount Washington Middle School is to ignite the passion for lifelong learning.

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?

The top two priorities for MWMS are 1. Develop and improve the PLC process at MWMS. 2. Create a positive culture and climate for students and staff via PBIS and Energy Bus.

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

The improvement of the PLC process is important to the goals of MWMS because it will help us improve our instructional practices by allowing us to break down instructional data and share instructional strategies. Our schools work with PBIS and the Energy Bus will allow us to create a more positive culture where students and staff want to come and a school to be proud of.

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

1. Train content PLC facilitators to build their capabilities to run an effective PLC. 2. Train the entire staff to become more familiar with PLC process. 3. Develop a system that allows for time for content PLC to meet.

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

1. Improvement of instructional practices and student achievement. 2. Improve educator experiences with the PLC process and a tool that can help instructional practices.

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.

1. Improvement of data collected by PLC groups. 2. Increase student achievement on common assessments, CASE and KPREP.

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

The targeted audience for any professional development on PLCs would be staff members involved.

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

The most impacted by any professional development would be staff members and as the the PLC process improves, the students will be impacted by the improvement in instruction.

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

Time is a big resource just to train staff and for staff to have time to dive into the PLC process. Funding to send staff to appropriate training.

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

More coaching and professional learning as needed from follow up and conversations within PLCs.

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.

The professional development will be monitored by our weekly PLC meetings which will involve student work, classroom observations and ILT.

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.

1. Continue to implement and improve our current PBIS system. 2. Train and implement our Energy Bus for Schools program. This year to get our feet wet with the program and build into next year and make it apart of everything we do.

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

The intended results are to create a more positive environment for students and staff.

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.

The indicators for success will be if we are creating a more positive experience for students and staff. The indicators would be any surveys given and staff retention.

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

The targeted audience would be staff to start and bring in students as we build the program.

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

PBIS and Energy Bus for Schools will impact students, staff and community as these are campus wide efforts.

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

Funding for resources and renewal of the program. Time for staff to meet and develop a plan for MWMS.

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

Coaching and professional learning for staff as we implement and grow PBIS and Energy Bus.

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

The professional development will be monitored by classroom observations, surveys, PLCs and staff and student feedback. The data would be monitored by PBIS and Energy Bus Team.
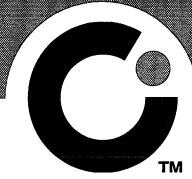
6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an

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MT. Washington Middle School

optional extension, please list N/A in the space provided below.

N/A

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MT. Washington Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_12082021_13:43

2021-2022 Phase Three: Comprehensive School Improvement Plan

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

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MT. Washington Middle School

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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.

a. Develop your Strategic Goals using the <u>Comprehensive School Improvement Plan Template</u>.
b. 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.

See Attached

ATTACHMENTS

Attachment Name

📎 <u>CSIP</u>

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, Baldridge, 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)
🔗 CSIP		•

Comprehensive School Improvement Plan (CSIP)

Rationale
School 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 School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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

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

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. 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, Baldridge, 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 4-5 required school goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Proficiency/Gap/Growth Goals (3 year target for each) GO TO 19-20 report card assessment results, progress toward state goals use chart for goals, on Modifications to objectives are documented through our color coding process/procedure

- Proficiency Reading: By 2025, 71.1% of students will score proficient or above in reading.
- Proficiency Math: By 2025, 63% of students will score proficient or above in math.
- Achievement Gap Goal: By 2025, MWMS will increase the percentage of students with disabilities scoring proficient and distinguished in Reading to 38.3% and Math to 35.5%.
- Growth Goal: By Spring 2025, MWMS will decrease students performing novice in reading and math on KPREP to 16%.

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)
Based on KPREP data from 2020-2021 school report card, student scored: • P/D Reading: 44.6% • P/D Math: 30.9%	Increase the percentage of students scoring P/D by Spring 2022: • P/D Reading: 65.7% • P/D Math: 56%	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	-Implementation of content collaborative teams (CCT) using the PLC process -MWMS ILT will review CCT agendas and artifacts on specific review schedule -Implement IXL for reading and math to identify student math/reading needs for MTSS program -Conduct eleot walkthroughs to monitor student engagement and data dive with staff	• MWMS PLC-PDSA • Link MTSS Data • Eleot data spreadsheet	$6500 ESSER Funding and SBDM Funds for Professional Development $2100 ESSER Instructional Resources	NA
Based on KPREP data from 2020-2021, our students with disabilities scored: • P/D Reading: * • P/D Math: *	Increase the percentage of students with disabilities scoring P/D by Spring 2022: • P/D Reading: 26.7% • P/D Math: 23.4%	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	-Implementation of content collaborative teams (CCT) using the PLC process -Move special education teachers to specialize in specific contents -Implement PASS program	• MWMS PLC-PDSA • Link MTSS Data • Eleot data spreadsheet • PASS Program data	$6500 ESSER Funding and SBDM Funds for Professional Development $2100 ESSER Instructional Resources	

|						
			-MWMS ILT will review CCT agendas and artifacts on specific review schedule -Implement IXL for reading and math to identify student math/reading needs for MTSS program -Conduct eleot walkthroughs to monitor student engagement and data dive with staff			
Based on KPREP data from 2020-2021, novice percentages were: • Reading: 29.1% • Math: 24.7%	MWMS will decrease the percentage of students scoring novice on reading and math to 24.2%.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	-Implementation of content collaborative teams (CCT) using the PLC process -Move special education teachers to specialize in specific contents -Implement PASS program -MWMS ILT will review CCT agendas and artifacts on specific review schedule -Implement IXL for reading and math to identify student math/reading needs for MTSS program -Conduct eleot walkthroughs to monitor	• MWMS PLC-PDSA • Link MTSS Data • Eleot data spreadsheet • PASS Program data	$6500 ESSER Funding and SBDM Funds for Professional Development $2100 ESSER Instructional Resources	

			student engagement and data dive with staff			

Separate Academic Indicator (3 year target)
    By 2025, Mt Washington Middle will demonstrate an increase in the percentage of proficient/distinguished students in writing to 43.6%

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)
Our 20-21 K-PREP below shows the percentage of all students scoring Proficient/Distinguished in writing: 53.5%	By 2022 BCPS will increase the proficient/distinguished students in writing to: 55%

Already reached the state goal. | KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy | -Review and develop a school writing plan across grade levels and content.

-Implementation of content collaborative teams (CCT) using the PLC process

-MWMS ILT will review CCT agendas and artifacts on specific review schedule | • MWMS PLC-PDSA

• Review and adjust school writing plan accordingly. | | NA |
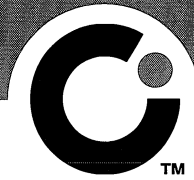
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2021-22 Phase Three: Executive Summary for Schools

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

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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?

Mount Washington Middle School is a grade 6-8 middle school with 476 students calling it home. Forty-Two percent of our students are identified as receiving free and/or reduced lunch. The school continues to offer a comprehensive range of course offerings for all of the students, at all ability levels, as well as a full range of extracurricular activities. The academic programs meet the changing needs of society and the population in our area. Although the majority of our students are Caucasian, MWMS and the community is becoming more diverse. Our school population includes Chinese, Hispanic, Asian, African American, American Indian and multiracial students. The staff understands students of this age group change and differ in abilities, capabilities, and patterns of growth. Therefore, the programs offered at the school meet the emotional, social, and physical needs of middle school students. The SBDM Council supports the belief that all of our students are entitled to the best educational facility and teachers with the highest degree of excellence. The adults in this school believe in providing an environment that is conducive to learning and that the schools exist to benefit all of its students. Mount Washington Middle School is among the oldest middle schools in the Bullitt County Public Schools system. The building itself once served as the city's only school for elementary, middle and high school students. Many community members attended the school, and it has been a fixture in the community for generations.

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.

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

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

Notable Achievements and Areas of Improvement

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

Mount Washington Middle School earned redesignation as a School to Watch (National Middle School Recognition Program for High Performing Middle Schools) in 2017. Students in the school regularly qualify and participate in the ACT/SAT test through the Duke Talent Search Program. Students in the school participate in the schools Academic Team, Beta Club, Girl's Group, and Chess Club The school offers a wide range of opportunities for the student body to participate in academic and athletic extracurricular activities. For the past several years the school has focused on the area of writing for school improvement, This year we are going to continue to focus on writing and math, especially gap students. PBIS (Positive Behavior Intervention and Supports) has been instrumental in building a positive culture throughout our school. In addition, our school recently developed and adopted new mission, vision and core values statements that will serve as a guide as we continue to improve and move Mount Washington Middle School into the future.

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.

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

Attachment Summary

Attachment Name	Description	Associated Item(s)