2021-22 Phase One: Continuous Improvement Diagnostic for Schools_08262021_07:51

2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Zoneton Middle School
Cyndi Bell
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
United States of America

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Zoneton Middle School

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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.

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Please enter your name and date below to certify.
Cynthia Bell 08/26/2021

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2021-22 Phase Two: The Needs Assessment for Schools

Zoneton Middle School
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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.

Zoneton Middle School works through a variety of collaborative teams to review and analyze academic, behavior, attendance, and cultural data throughout the year. Each of the team responsibilities and team members are reviewed on the attached "ZMS Schoolwide Teams" document. WE seek to utilize all available data in an effort to continuously improve our systems and processes within the building. At Zoneton, we continually strive to deepen our collaborative culture ensuring input from all stakeholders. In addition to the school side data teams shared in the attachment, Zoneton has an outstanding social media presence which contributes to our two way communication and allows for discussion of concerns and perceived needs

from the community perspective. This has further helped to develop and strengthen the core mission of Zoneton Middle School: Character, Community and Academics.

ATTACHMENTS

Attachment Name

🔗 ZMS Schoolwide Data Teams

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 spreadsheet outlining the trend data from 2015 - 2021. In reviewing the trend data, it was noted that due to the Covid-19 pandemic and condensed testing in reading and math, numbers are not comparable to previous years in the same manner. However, the writing assessment was not altered in any way this past year and ZMS showed a significant jump in P/D from 16.8% to 49%.

ATTACHMENTS

Attachment Name

🔗 2015-2021 ZMS Trend Data

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 spreadsheet outlining the current state at Zoneton Middle School

ATTACHMENTS

Attachment Name

🔗 2022 CSIP 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 the attached spreadsheet outlining specific areas of concern in all areas; specifically the percentages of students scoring Novice in the areas of math and reading.

ATTACHMENTS

Attachment Name

🔗 2022 CSIP 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 spreadsheet outlining strength and leverages for improving academic success.

ATTACHMENTS

Attachment Name

🔗 2022 CSIP 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.

KCWP 2 - Design and Deliver Instruction KCWP 3 - Design and Deliver Assessment Literacy KCWP 4 - Review, Analyze and Apply Data

ATTACHMENTS

Attachment Name

🔗 KCWP Document

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2015-2021 ZMS Trend Data		• 2
🔗 2022 CSIP Needs Assessment		• 3 • 4 • 5
🔗 KCWP Document		• 6
🔗 ZMS Schoolwide Data Teams	ZMS Schoolwide Data Teams	• 1

School Name	2015 Reading N	2016 Reading N	2017 Reading N	2018 Reading N	2019 Reading N	2021 Reading N	2015 Reading A	2016 Reading A	2017 Reading A	2018 Reading A	2019 Reading A	2021 Reading A
Zoneton Middle School	31.1	25.4	19.7	23.4	24.9	40.3	30.3	25.4	31.0	26.8	22.8	25.1
State	21.1	21.1	19.4	19.2	19.5		25.1	23.7	23.8	20.8	20.9	

	2015 Math N	2016 Math N	2017 Math N	2018 Math N	2019 Math N	2021 Math N	2015 Math A	2016 Math A	2017 Math A	2018 Math A	2019 Math A	2021 Math A
Zoneton Middle School	22.0	15.8	15.4	16.6	14.2	38.40%	51.9	43.5	35.7	45.6	49.1	43.80%
State	16.1	16.4	17.0	14.2	14.6		41.1	36.5	35.9	38.7	39	

	2015 Writing N	2016 Writing N	2017 Writing N	2018 Writing N	2019 Writing N	2021 Writing N	2015 Writing A	2016 Writing A	2017 Writing A	2018 Writing A	2019 Writing A	2021 Writing A
Zoneton Middle School	22.8	17.8	18.1	25.8	23.2	16.10%	53.3	55.1	59.4	51.0	60.0	35%
State	14.3	17.7	16.3	14.4	20.4		46.5	38.0	46.5	41.3	47.7	

School Name	2015 Reading P	2016 Reading P	2017 Reading P	2018 Reading P	2019 Reading P	2021 Reading P	2015 Reading D	2016 Reading D	2017 Reading D	2018 Reading D	2019 Reading D	2021 Reaading D
Zoneton Middle School	31.9	40.7	38.2	40.8	39.3	23.2	6.7	8.5	11.1	9.1	13.0	11.4
State	37.2	37.3	39.6	38.3	37.8		16.7	17.9	17.3	21.7	21.9	

	2015 Math P	2016 Math P	2017 Math P	2018 Math P	2019 Math P	2021 Math P	2015 Math D	2016 Math D	2017 Math D	2018 Math D	2019 Math D	2021 Math D
Zoneton Middle School	23.6	37.1	42.3	32.7	32.3	15.60%	2.6	3.6	6.6	5.2	4.4	2.10%
State	32.4	33.7	35.4	34.0	33.7		10.4	13.3	11.7	13.1	12.7	

	2015 Writing P	2016 Writing P	2017 Writing P	2018 Writing P	2019 Writing P	2021 Writing P	2015 Writing D	2016 Writing D	2017 Writing D	2018 Writing D	2019 Writing D	2021 Writing D
Zoneton Middle School	23.1	25.7	18.1	20.6	15.2	40.60%	0.9	1.3	4.4	2.6	1.6	8.40%
State	33.4	36.6	24.9	33.5	21.6		5.8	7.7	12.3	10.8	10.4	

School Name	2015 Reading P/D	2016 Reading P/D	2017 Reading P/D	2018 Reading P/D	2019 Reading P/D	2021 Reading P/D
Zoneton Middle School	38.6	49.3	49.3	49.9	52.3	34.60%
State	53.8	55.2	56.9	60.0	59.6	

	2015 Math P/D	2016 Math P/D	2017 Math P/D	2018 Math P/D	2019 Math P/D	2021 Math P/D
Zoneton Middle School	26.1	40.7	41.7	37.9	36.7	17.70%
State	42.8	47	35.9	47.0	46.4	

	2015 Writing P/D	2016 Writing P/D	2017 Writing P/D	2018 Writing P/D	2019 Writing P/D	2021 Writing P/D
Zoneton Middle School	23.9	27.1	22.5	23.2	16.8	49.00%
State	39.2	44.4	37.2	44.3	31.9	

School Name
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Key Elements	Evidence
KCWP 1: Design and Deploy Standards 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?	• PLC Minutes • Pacing Guides • Priority Standards documents • Standards Alignment with District
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	• ELEOT data walkthrough • PLC Look/Listen Document • Teacher feedback documentation • Title 1 Instructional Coach Cycles • Special Education Coaching Cycles
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• CASE Assessment Data • ODW Tracking form • Formative/Summative Assessment Data • Mastery Connect Items Bank
KCWP 4: Review, Analyze and Apply Data 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?	• PLC Minutes • Data Analysis Protocols • Bullitt Day Agendas • On-Demand Writing Benchmark Reviews
KCWP 5: Design, Align and Deliver Support 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?	• MTSS Support Plans • PLC Minutes • Behavior Support Plans • ILT Meeting Minutes • Grade Level Team Meeting Minutes
KCWP 6: Establishing Learning Culture and Environment 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?	• Title 1 Parent Orientation • TItle 1 Parent Conferences Format • PBIS Documentation • Behavior Matrix • House System Points Protocol • Special Education Coaching Cycles

SBDM - Meets once per month

>The principal prepares the agenda and minutes. Every meeting the academic progress is presented and Title I review of data is discussed. Parents are provided information through the PTSA and during parent assemblies at school. Sign in sheets and agendas document these events.

Cynthia Bell - Principal
Heather Cox - Teacher
Derek Shouse - Teacher
Sarah Starks - Teacher
Danielle Dunn - Parent
Ginny Vaughn - Parent

ATM - Administrative Team Meeting - Every Wednesday

>The ATM analyzes academic, behavior, and summit (a personalized learning computer-based program) data to determine next steps for the PBIS/ABRI committee, faculty meetings, teacher planning days, and PLC. The principal prepares the agenda and minutes which are accessible by all members through our Google Team Drive

Cynthia Bell - Principal
Tyler Boston - Assistant Principal
Karissa Lewis - Counselor/BAC
Hannah Curtsinger - Instructional Coach
Carey Murphy - SpEd Instructional Coach
Sara Thornsberry - MTSS Coach

Head of Houses - meets monthly

>Our head of houses meet monthly to discuss attendance, behavior, and academic data as it relates to their individual Houses. In addition they work together to develop plans and schedules for various activities throughout the year, discuss grading concerns, as well as celebrations from the building. The principal prepares the agenda and grade level team leaders keep the minutes for their team.

PBIS/ABRI Team

>The PBIS/ABRI meets monthly to review and discuss behavior and MTSS data from the previous month. Expectations are continually reviewed and revised, celebrations are planned, and teachers work together to address student concerns that are not succeeding in meeting the building

expectations. Agenda and minutes are kept by the school counselor.

Karissa Lewis - Counselor
Cynthia Bell - Principal
Amanda Joseph - 7th Grade Writing Teacher
Dana Mitchell - 8th Grade Science Teacher
Nicole Perugini - 8th Grade Writing Teacher
Kelly Roach - Health/PE Teacher
Teresa Jaggers - 6th Grade Reading Teacher
Sarah Pearl - 7th Grade Math Teacher
Kyle Stanton - 7th Grade SS Teacher
Hannah Curtsinger - Instructional Coach
Pam Herm - Youth Service Center Coordinator

Certified Content

School Assurances_10112017_09:27

School Assurances

Zoneton Middle School
Cyndi Bell
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165

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A. Institution Assurances

1. AdvancED Policies and Procedures

    a. The institution has read, understands, and complies with the <u>AdvancED Policies and Procedures</u>.

        ● **Yes**

        o No

    1a. Comments

COMMENTS

Please enter your comments below.

2. Substantive Changes

    a. The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the <u>AdvancED Standards and Policies</u>. Such changes include, but are not limited to:

* Restructuring (merging, opening or closing) of the institution or institution(s) within its jurisdiction

* Mission and purpose of the institution

* Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership

* Grade levels served by the institution

* Staffing, including administrative and other non-teaching professional personnel

* Available facilities, including upkeep and maintenance

* Level of funding

* School day or school year

* Establishment of an additional location geographically apart from the main campus

* Student population that causes program or staffing modification(s)

* Available programs, including fine arts, practical arts and student activities

        ● **Yes**

        o No

    2a. Comments

COMMENTS

Please enter your comments below.

3. Security and Crisis Management Plan

    a. The institution implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for stakeholders. Attach the Security and Crisis Management Plan. (optional)

● **Yes**

o No

3a. Comments

COMMENTS

Please enter your comments below.

ATTACHMENTS

Attachment Name

📄 Emergency Plan 2017-2018

4. Financial Transactions

a. The institution monitors all financial transactions through a recognized, regularly audited accounting system.

● **Yes**

o No

4a. Comments

The institution follows the Redbook Accounting System for the state of Kentucky.

COMMENTS

Please enter your comments below.

5. Improvement Plan

a. The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's eProve system.

● **Yes**

o No

5a. Comments

COMMENTS

Please enter your comments below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
Emergency Plan 2017-2018	Each year Zoneton Middle School reviews and revises its Emergency Plan with all school stakeholders.	• A.3.3a

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2021-22 Phase Two: School Safety Report

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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)?

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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

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Zoneton Middle School

7. Was the school's emergency plan reviewed following the end of the <u>prior</u> 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

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

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 <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

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

Yes

10. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(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.

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Yes

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Professional Development Plan for Schools_11192021_07:45

2021-22 Phase Three: Professional Development Plan for Schools

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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?

 ZMS Mission Statement: Strength in character, community, and academics. Developing caring, courteous, trustworthy, responsible, and accountable students who are on their way to being college and career ready

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

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

1. Development within the PLC process on the use of data driven instruction 2. Increasing the rigor level and academic expectations of students

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

Data collected through eleot walk-through visits indicate a need for high expectations. In addition, PLC minutes and our Look/Listen for PLC document both indicate a lack of data conversations and the next steps based on that data.

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. Professional Learning on the PDSA process 2. Professional Learning on various data protocols 3. Differentiation book study 4. Professional Learning on differentiation strategies and blended learning models

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

Specific, data-driven, differentiated instruction with the classrooms allowing for students to get the academic support they need to master the standards. Ultimately we should see growth from all students if they are being met where they are in regards to instruction. Teachers currently feel ill-equipped to differentiate their instruction or provide Tier II remediation because they do not feel they know "another way" to teach the content.

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. PLC minutes and PDSA documents 2. Classroom observations 3. eleot walk through data - supportive learning score above 2.75

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

All regular classroom teachers, as well as PLC facilitators specifically.

---

cognia

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

We will see a direct impact on student achievement, as well as increased teacher capacity

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

In order to achieve this professional learning, all staff will need to have access to the chosen differentiation book, as well as additional instruction on Mastery Connect. PLC facilitators will need access to specific data protocols and resources involving the use of data.

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

Supports within this goal will be ongoing within the PLC

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.

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.

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

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.

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

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Zoneton Middle School

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

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)
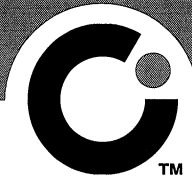
5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

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.

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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-2022 Phase Three: Comprehensive School Improvement Plan_11192021_07:42

2021-2022 Phase Three: Comprehensive School Improvement Plan

Zoneton Middle School
Cyndi Bell
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
United States of America

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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 attachment

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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 CSIP		•
🔗 KCWP Document	See notable items for each of the KCWP	•

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, school 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 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 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 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, 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 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: Increase the Reading Proficiency Goal to 65.3%, and the Math Proficiency Goal to 54.0% by 2025
- Achievement Gap Goal: Increase the Proficiency Percentage for Students with Disabilities to 48.8% in Reading, and 43.4% in Math by 2025
- Growth Goal: DECREASE the total COMBINED Novice Percentage from 39.35% to 20% 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)
ZMS had a reading % P/D of 34.6% in the 20-21 school year. Increase by 20% in 2022	ZMS will have a reading % P/D score of 41.5% on KSA for the 2021-2022 school year.	KCWP 1 KCWP 2 KCWP 5	-Professional Learning on unpacking standards and designing Learning Targets (KCWP 1) -CFA data analyzed in PLC and small group recovery provided for students not mastering standards (KCWP 5) -CASE Benchmark data analyzed to determine "bubble" students. Additional supports and recovery provided during Seminar, PLT, and after school ESS (KCWP 5) -SpEd teacher participation in content PLCs weekly -MTSS Coach- training for teachers on Tier 2 & 3 interventions -ELA curriculum split into two classes (Reading & Writing) for deeper instruction into the standards	-PLC meeting minutes and PDSA's for each department reviewed -CFA data -Analysis of CASE data -Eleot data analysis -Walkthrough observations	Instructional Tutor, Certified Teacher - Title 1 - $70,000 ESS - $11,000	-Weekly ILT meetings every Monday to review data -Title 1 Evaluation Survey administered Spring/Summer 2021 - Title 1 Parent/Student Open House -Title 1 Teacher -Title 1 Instructional Tutor provides Tier II math support in small groups and assists certified teacher in Tier III intervention progress monitoring. -Social Media communication of Title 1 Compact and plans -Student Led Conferences Fall 2021 and Spring 2022
ZMS had a math % P/D of 17.7% in the 20-21 school year. Increase by 20% in 2022	ZMS will have a math % P/D score of 21.24 on KSA for the 2021-2022 school year.					
Last year, only 16.4% of SWD scored P/D in Reading, and only 7.3 scored P/D in math. Increase by 50% in 2022 in both reading and math	ZMS will have 25% of SWD score P/D in reading, and 15% score P/D in math on KSA for the 2021-2022 school year.					
Last year, ZMS had a combined Math/Reading Novice percentage of 39.35. Decrease by 10% in 2022	ZMS will decrease the total combined math/reading novice percentage to less than 35% on KSA for the 2021-2022 school year.					
2018-2019 EOY attendance data indicated that ZMS attendance was 93.92%	ZMS will have an EOY attendance rate of 95% with less than 10%	KCWP 6	-Restructured and implemented PBIS systems within the building	-Attendance data monitored monthly during Attendance PLC meetings	General Fund - $5000	-MTSS coach works with teachers and students to develop specific

with 19.11% considered chronic absenteeism. Due to the Covid-19 pandemic we do not have complete or valid attendance data for either of the last two years	considered chronic absenteeism - this may need to be adjusted to participation rate rather than attendance rate.		-PTSA awards for attendance success -Creation of a House System within the building to create community and engagement with attendance points incentive			Intervention Plans for students
			`			

Separate Academic Indicator (3 year target)
- *Decrease the percentage of all students scoring Novice on the Writing KSA to 5% 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)
Last year 84% of students scored Novice or Apprentice on the Science KPREP assessment Last year 54% of students scored Novice or Apprentice on the Social Studies KPREP assessment Last year 83% of students scored Novice or Apprentice on the Writing KPREP assessment.	ZMS will lower the percent of students scoring N/A on the Science KPREP assessment to 65% ZMS will lower the percent of students scoring N/A on the Social Studies KPREP assessment to 40% ZMS will lower the percent of students scoring N/A on the Writing KPREP assessment to 65%	KCWP 1 KCWP 2 KCWP 3 KCWP 5	-Continued professional learning on unpacking standards and creation of student friendly learning targets along with alignment of assessments with standards at the correct DOK level (KCWP 1) -DBQ approach to instruction in Social Studies with focus on Claim, Evidence, Reasoning (KCWP 2 and KCWP 3) - Science assessment writing training from district Science Coach and ZMS instructional coach to be more TCT like (KCWP 3) -On demand live scoring for 8th graders (KCWP 2) - Use of uniform writing	- PLC minutes - Lesson Plans - CFA data - eleot data - digital writing portfolios and reflections		

			plan across content areas focused on Claim, Evidence and Reasoning (KCWP 5)			

Key Elements	Evidence
KCWP 1: Design and Deploy Standards 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?	• PLC Minutes • Pacing Guides • Priority Standards documents • Standards Alignment with District
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	• ELEOT data walkthrough • PLC Look/Listen Document • Teacher feedback documentation • Title 1 Instructional Coach Cycles • Special Education Coaching Cycles
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• CASE Assessment Data • ODW Tracking form • Formative/Summative Assessment Data • Mastery Connect Items Bank
KCWP 4: Review, Analyze and Apply Data 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?	• PLC Minutes • Data Analysis Protocols • Bullitt Day Agendas • On-Demand Writing Benchmark Reviews
KCWP 5: Design, Align and Deliver Support 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?	• MTSS Support Plans • PLC Minutes • Behavior Support Plans • ILT Meeting Minutes • Grade Level Team Meeting Minutes
KCWP 6: Establishing Learning Culture and Environment 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?	• Title 1 Parent Orientation • TItle 1 Parent Conferences Format • PBIS Documentation • Behavior Matrix • House System Points Protocol • Special Education Coaching Cycles

Academic Data	KPREP 2018-2019	KPREP 2020-2021	CASE Data, Spring 2021	CASE Data, Fall 2021
Middle School Reading (all students)	52.3% of all students scored P/D in Reading	34.6% P/D	41.8% P/D	34.1% P/D
Middle School Math (all students)	36.7% of all students scored P/D in Math	17.7% P/D	24.8% P/D	24.1% P/D
Middle School Writing (all students)	16.8% of all students scored P/D in Writing	49.0% P/D		
Middle School Science (all students)	15.8% of all students scored P/D in Science	10.2% P/D		
Middle School Social Studies (all students)	45.6% of all students scored P/D in Social Studies			
Students w/Disabilities Reading	29.6 % of students scored P/D in Reading	16.4% P/D	19.6% P/D	
Students w/Disabilities Math	22.2 % of students scored P/D in Math	7.3% P/D	19.2% P/D	
Students w/Disabilities Writing	12.5% of students scored P/D in Writing	5.2% P/D		
Students w/Disabilities Science	12.5% of studentss scored P/D in Science	5.3% P/D		
Students w/Disabilities Social Studies	6.25% of students scored P/D in Social Studies			
Economically Disadvantaged Reading	47.0% of students scored P/D in Reading	30.2% P/D	37.9% P/D	
Economically Disadvantaged Math	29.6% of students scored P/D in Math	14.0% P/D	21.0% P/D	
Economically Disadvantaged Writing	11.8% of students scored P/D in Writing	43.4% P/D		
Economically Disadvantaged Science	12.7% of students scored P/D in Science	6.7% P/D		
Economically Disadvantaged Social Studies	35.5% of students scored P/D in Social Studies			
Non-Academic Data				
Behavior	713 Total Major Incidents for the Year			
Student Attendance	2018-2019 EOY Attendance Rate of 93.92%			
Teacher Attendance	2018-2019 EOY Teacher Attendance Rate of 94.09			

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2021-22 Phase Three: Executive Summary for Schools

Zoneton Middle School
Cyndi Bell
797 Old Preston Hwy N
Shepherdsville, Kentucky, 40165
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?

Located in northern Bullitt County in Shepherdsville, Kentucky, Zoneton Middle School sits atop a hill overlooking the community which it serves. The building first opened its doors in 2005 and has continued to be a staple part of the Hillview area. In December of 2021, our total enrollment was 400 students and although we are a transient community, our numbers have stayed pretty steady through the months. Our current free and reduced lunch population makes up just over 70% of our student body; as such we are a Title 1 school and are also able to offer all of our students free breakfast and lunch every day as part of the Community Educational Provisions program. There is one team at each grade level comprised of staff certified in the areas of Reading, Writing, Math, Social Studies, Science, and Unified Arts. A special education teacher also collaborates with each team based on the service delivery indicated within the individual student IEP's of the students assigned to the team. Our master schedule structure provides students with 58-minute content classes and ensures that all students have access to all unified arts offerings of PE-Health, Arts/Humanities/Computer, Academic Success, and Study Skills. In our study skills class, which all students took for the first nine weeks, students had an in-depth look at our District Graduate Profile and were engaged in lessons and activities to better understand the high expectations we have for them at both the school and the district level. We have 30-minute seminar (T-Time) periods to kickstart our days. During this time, students receive mindfulness lessons, have individual advisory time with their teachers, and are able to work on assignments to stay caught up. Our school provides many opportunities for students to become involved in co-curricular and extra-curricular activities. We have expanded our extra-curricular to include baseball. In addition, with the creation of our House System in the building, we have 24 students who now serve as Student House Leaders and also make up the Principal Advisory Team. The staff consists of 5 instructional assistants, 4 instructional tutors, a principal, assistant principal, a guidance counselor, and an instruction coach provided by the district. This year we also added an MTSS coach to our team. Community and parents involvement is improving. The PTSA has a full body of officers and holds regular meetings. We have increased parent communication strategies to include website, Facebook, Instagram, Twitter, family nights, and a newsletter sent through IC messenger and Facebook. So far this fall we have had a Fall Festival, Student Led Conferences, and

a Christmas Bizarre/Breakfast with Santa. Participation in each of these events has been terrific and has included not only students and their families, but also local community members.

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.

Zoneton Middle School is a PBIS school and our motto is #Zoneton Strong - Strength in Character, Community, and Academics. Two years ago we completely revamped our PBIS system and expectations within the school and we have seen significant improvement to general behavior throughout the building as a result. This year as all students have returned back to the building following periods of remote and hybrid learning over the last two years, we have seen an increase in concerning behaviors, lack of general social skills, and increased mental health concerns. As such, we have increased our supports in these areas with the introduction of our Wellness Room - consisting of a calming area as well as a sensory area. In addition, MTSS mental health supports are in place consisting of small group counseling sessions and mentoring groups which meet once per week. To further develop community within our building, we have continued to introduce and develop our House System within the building. All students and staff members are sorted into one of 8 different Houses each representative of a character trait we would desire within our students - Amitie (friendship), Inikeza (generosity), Kaitiaki (empathy), Lealta (loyalty), Sonhador (dreaming/thinking), Stipendium (scholarship), Uamuzi (determination), and Valentia (courage). Students earn points for their houses through demonstrating good character, a focus on community, or excelling academically. In addition, they work on service projects, and various other fun house competitions throughout the year.

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.

Over the last three years the biggest improvements have been in regards to the culture within the building and the community. Parent and community engagement has been our focus this year. As such, we have had several events already for our community and participation has been outstanding. Academically, we have been continuing to revamp our PLC structures. This year we have content facilitators for each PLC; and although they are all "singletons" we have been able to find common big ideas in each content area to help frame our conversations.

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.

Zoneton Middle School continues to strive to partner with our parents and the community to encourage students to be college and career ready. Our stakeholders have embraced the Zoneton Strong mission and vision. ZMS continues to expand its programs and extra- curricular activities to enhance the educational experience of all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)