2023-2024 Phase One: Continuous Improvement Diagnostic for Schools_09182023_07:39

2023-2024 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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2023-2024 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 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Schools

• School Safety Report

• Executive Summary for Schools

Phase Two: October 1 - November 1

• The Needs Assessment for Schools

• School Assurances

Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
    Timothy Ridley 9/18/2023

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2023-2024 Phase One: Executive Summary for Schools

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2023-2024 Phase One: 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 459 students calling it home. Forty-eight 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 Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Stakeholders groups in our school are students, staff, parents, businesses, and community members. The involvement of and engagement in the improvement planning processs occur through SBDM meetings, leadership meetings, Generals Coalition meetings, parent and community nights. In addition, surveys and focus groups are used to help identify priority areas for improvement.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/ or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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.

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 reading/writing for school improvement. This year we are going to continue to focus on improving reading/writing and math by providing a high level of instruction to all students. This will be ensured by our PLC process and school wide intervention system we are developing. Staff is also being trained on providing students authentic learning experiences via Project Based Learning.

PBIS (Positive Behavior Intervention and Supports) and Energy Bus programs have 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

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

MWMS is a PBIS (Positive Behavior Intervention and Supports) school. We utilized PBIS Rewards to reinforce our school wide expectations and positive behavior in the school. This has reduced the number of discipline referrals. We have expanded our PBIS team to include mental health support and MTSS. We are also an Energy Bus school, and meet weekly with students to discuss and explore ways to use positivity to deal with adversity. MWMS students are very involved in making positive changes in the school, including a student leadership group (SLAM).

At the start of the school year, MWMS put a focus on being a strong school community and introducing all students to our District's Graduate Profile with our First Six Days project which ended with a huge community event where students put on a community carnival that raised awareness for local non-profit organizations.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase One: School Safety Report_10022023_14:37

2023-2024 Phase One: School Safety Report

MT. Washington Middle School
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269 Water St
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2023-2024 Phase One: 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) and is a copy maintained on file in the school office?

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, shall be reported for the 2022-2023 school year and each year thereafter.
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) and is a copy maintained on file in the school office?

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

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

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

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

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by KRS 158.162(2)(c) and is a copy maintained in the school office?

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) and are the drills maintained in the appropriate drill log for the given school year?

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) and is a copy maintained on file in the school office?

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

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

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
Yes

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Two: The Needs Assessment for Schools_10122023_10:17

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 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.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Trends

3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
    See attached

Current State
    4. 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
    See Attached

Priorities/Concerns
    5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.
    See Attached

Strengths/Leverages
    6. 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

Evaluate the Teaching and Learning Environment

    7 . 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 <u>Results</u>
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
<u>ATTACHMENTS</u>

Attachment Name

    🔗 <u>Key elements</u>

    8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.
    See Attached

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 Key elements		• 7
🔗 Narrative		•
🔗 Needs Assessment		•

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2023-2024 Phase Two: School Assurances

MT. Washington Middle School
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2023-24 Phase Two: School Assurances
Introduction

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

Federal Programs

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

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

COMMENTS

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

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

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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

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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.

o Yes

o No

● **N/A**

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance program, 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

5. 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).

o Yes

o No

● **N/A**

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes 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). 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

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7. 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

8. 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

9. 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

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10. 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).

    o Yes

    o No

    ● N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, 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).

    o Yes

    o No

    ● N/A

COMMENTS

12. 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)).

    o Yes

    o No

    ● N/A

COMMENTS

13. 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).

    o Yes

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o No

● **N/A**

COMMENTS

14. 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)).

o Yes

o No

● **N/A**

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) 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

16. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

17. In a school implementing a schoolwide program, the school developed a

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comprehensive plan (CSIP) 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

18. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

19. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) 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

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

    o Yes

    o No

    ● **N/A**

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COMMENTS

21. In a school implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) 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

22. 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

23. In a school 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.

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o Yes

o No

● **N/A**

COMMENTS

24. In a school 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

25. In a school 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

26. In a school 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

27. In a school 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

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o No

● **N/A**

COMMENTS

28. In a school 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

29. In a school 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

30. In a school 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

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

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developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Three: Comprehensive School Improvement Plan_12012023_14:18

2023-2024 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

2023-24 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.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. 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. Objectives should address state assessment results and/or aligned formative assessments. 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

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 Comprehensive School Improvement Plan Template.

● **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

⊘ <u>23-24 MWMS Comprehensive School Improvement Plan (CSIP)</u>

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.

Our instructional Leadership team meets weekly to monitor data on our school goals. From there we make adjustments to help us achieve the goals for our school and all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 23-24 MWMS Comprehensive School Improvement Plan (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, 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. 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy. Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template. 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.**

The required goals for middle school include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- Achievement Gap
- English Learner Progress
- Quality of School Climate and Safety

MWMS Strategic Instructional Vision

Every student at MWMS deserves to be in a classroom with high levels of engagement and rigorous learning.

A. Increase Literacy Strategies across content areas.
 1. 80% of MWMS students will score at or above proficient by May 2025 (KSA and Pathways to Proficiency).
B. PLC Impact (Progress) = Instructional Strategies + Data Use
 1. MWMS PLC Success Critera
C. Assessments
 1. Different Modes of Assessment within the building and classroom.
D. Authentic Learning Experiences
 1. PBL within the classroom
 2. CREW Time Projects

Updated June 2023

Indicator	Status Score	Status Color	Change Score	Change Color
State Assessment Results in reading and mathematics	55.9	Yellow	-4.4	Orange
State Assessment Results in science, social studies and writing	44.5	Orange	-4.3	Orange
English Learner Progress	Suppressed	Suppressed		Blue
Quality of School Climate and Safety	64.4	Yellow	-2.6	Orange

Priorities/Concerns from Needs Assessment for Schools
List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template. *(this would be identified from novice/apprentice, etc.)*

Processes, Practices, or Conditions to be Addressed from Key Elements Template *(this comes from Phase I: School Key Elements Table)*
List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

1. **Students will Disabilities** 2. **Reading/Literacy** 3. **Math**	• KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities

Subject (School Report Card → Academic Performance → Assessment Results → Progress Towards State Goals	2023 Current	2024 Objective	2026 Stretch Goal	Key Core Work Process 1-6 [dropdown: maximum of 3 KCWPs]	Plan/Do (for TSI schools these should be evidence-based practices for subgroup documented on TSI Evidence Based Practices table below)	Study & Act (Select a data source; write noticings; and next steps. Document date of review) Please progress monitor a minimum of 2 times per academic year	Funding (Select fund and then enter amount)
Reading	42%	65.7%	69.3%	2 Design and Deliver Instr...	Data Analysis: PLCs will analyze. • Pathways to Proficiency data from ELA Education Learning Systems: Reading and Math Assessments • Common Formative Assessments	ELS: Noticings: Action: Date:	ESS Funds (State) $12,255.80
Math	35%	56%	60.7%	4 Review, Analyze, Apply...	Professional Learning: • Teachers will attend PBL 101 • Teachers trained in Project Based Learning (PBL) and Graduate Profile. • Teachers will attend Graduate Profile Cohort and Transformational Learning Cohort	ELS: Noticings: Action: Date:	SBDM Funds (State) $68,355
Achievement Gap [Reading] [Studen...]	12%	26.7%	34.4%	6 Establish Learning Envir...	PLCs will identify essential Academic Standards and address Graduate Profile Competencies		Title 1 (Federal)
					Implement and focus quality standards-based IEPs and progress monitoring		Title 1 (Federal)
					MTSS; recovery and extension for all students.		Title 1 (Federal)
							Title 1 (Federal)

Science	14%	33.3%	40.3%	
Social Studies	30%	66.8%	70.3%	ELS: Noticings: Action: Date:
Writing	32%	33%	40%	ELS: Noticings: Action: Date:

Data Analysis:
PLCs will analyze
- Pathways to Proficiency data from ELA Education Learning Systems, Reading and Math Assessments
- Common Formative Assessments

Professional Learning:
- Teachers will attend PBL 101
- Teachers trained in Project Based Learning (PBL) and Graduate Profile.
- Teachers will attend Graduate Profile Cohort and Transformational Learning Cohort

PLCs will identify essential Academic Standards and address Graduate Profile Competencies

Implement and focus quality standards-based IEPs and progress monitoring

MTSS, recovery and extension for all students

Social Studies teachers will collaborate with ELA teachers in teaching Document Based Question Lessons (DBQs) integrating literacy skills into Social Studies

	Focus on storylines and phenomenons in science as the primary driver to the standards	ELS ▾ Noticings: Action: Date:		
	Refine and review writing protocols and a schoolwide writing plan.	ELS ▾ Noticings: Action: Date:		
	Integrate writing throughout all contents.			
English Learner Progress		ELS ▾ Noticings: Action: Date:		
		ELS ▾ Noticings: Action: Date:		
Quality of School Climate and Safety	61.4	67%	70%	

Addendum for Schools Identified for Targeted or Comprehensive Support

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(a) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIP. TSI strategies, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels. The state accountability system in addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart.

Components of Turnaround Leadership Development and Support	Identification of Critical Resource Inequities	Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students	Targeted Subgroups and Evidence-Based Interventions
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups? **Response:** MWMS will ensure that the school leadership continues to grow the skills of staff to support meaningful increases in student achievement of underperforming groups by establishing specific professional learning communities including district special education instructional coaches. Embedding each special education teacher into a content PLC, and fostering relationships between school level instructional leadership staff and district staff.	**Consider:** Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed. **Response:** Using data to record growth of individual SWD we are identifying individual needs garnering all resources to meet their needs. Teachers have been afforded time through mentoring and seminars to work with each student and meet their needs. All students are also in the co taught setting receiving grade level instruction.	**Consider:** Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance. **Response:** Weekly Conferencing with Leadership surrounding the needs of SWD. Grow teachers and teacher leaders to support SWD. Special Education Teachers to make the most of the master schedule, their time in the co-teaching classroom and the resource classroom.	**Consider:** Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity? **Response:** The biggest inequity has been lack of human resources and exposure of grade level standards. For two school years we have worked around the lack of experienced staff. We have been supporting those staff members with duties of the position and building them as content experts themselves. With that, the first task we have is to rebuild our Special Education PLC and establish best practices for all students in all settings. The process we use when allocating resources includes putting Special Education students at the top of the priority list building schedules, time and people around them.

Evidence-based Activity (Evidence-based Practices website)	Evidence Citation	Uploaded in CIP
Speical Education teachers becoming content experts and embedded in a content PLC.	Frizielile, H., Schmidt, J., & Spiller, J. (2016); Yes We Can: General and Special Educators Collaborating in a Professional Learning Community.	☒

23-24 MWMS Comprehensive School Improvement Plan (CSIP) - Google Docs

Updated June 2023

Evidence-based Activity (Evidence-based Practices website)	Evidence Citation	Uploaded in CIP
		☐
		☐

Resources:

- What Works Clearinghouse (WWC) User Guide
- Elevating Evidence Resources: Clearinghouses and Databases
- Open Access Journals in Education

Academic Data	KSA '22-23 P/D	Fall ELS P/D	CASE Data, Fall 2022 P/D	KSA 2021-2022 P/D	CASE Data, Spring 2022 P/D
Math (all students)			6th: 52.8% 7th: 28.1% 8th: 43%	44%	6th: 42.8% 7th: 37.3% 8th: 53.4%
Writing (all students)				32%	6th: 39.6% 7th: 30.6% 8th: 50.3%
Editing and Mechanics (all students)				48%	
Science (all students)				17%	
Social Studies (all students)				36%	
			CASE Data, Fall 2022 P/D	KSA 2021-2022 P/D	CASE Data, Spring 2022 P/D
Students w/Disabilities Reading				*	
Students w/Disabilities Math				14%	
Students w/Disabilities Writing				*	
Students w/Disabilities Editing and Mechanics				*	
Students w/Disabilities Science				*	
Students w/Disabilities Social Studies				*	
			CASE Data, Fall 2022 P/D	KSA 2021-2022 P/D	CASE Data, Spring 2022 P/D
Economically Disadvantaged Reading				31%	
Economically Disadvantaged Math				31%	
Economically Disadvantaged Writing				38%	
Economically Disadvantaged Editing and Mechanics					
Economically Disadvantaged Science				29%	
Economically Disadvantaged Social Studies					
			CASE Data, Fall 2022 P/D	KSA 2021-2022 P/D	CASE Data, Spring 2022 P/D
Homeless Students Reading				19%	
Homeless Students Math				*	
Homeless Students Writing				*	
Homeless Student Editing and Mechanics				*	
Homeless Students Science				*	
Homeless Students Social Studies					
			CASE Data, Fall 2022 P/D	KSA 2021-2022 P/D	CASE Data, Spring 2022 P/D
Gifted and Talented Reading				*	
Gifted and Talented Math					

Non-Academic Data		2021-2022
Behavior		151 total events
Student Attendance		X

Quality of Climate Student Survey: Climate: 70.8 Safety 63.2

Key Elements of the Teaching and Learning Environment – School

Utilizing implementation data, perception data, and current policies and practices, analyze the Key Elements of your teaching and learning environment. Identify in the chart below any processes, practices or conditions the school will focus its resources and efforts upon in order to produce the desired changes and improvement. Note that each element identified for focus should be addressed in the strategies of the Comprehensive School Improvement Plan (CSIP).

Key Elements: Key Core Work Processes (KCWP)	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
KCWP 1: Design and Deploy Standards Does our school continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success?	Yes	-Weekly, protected PLC time for data review and standard alignment process -Pacing guides in google curriculum drive and identified essential standards -Pathways to Proficiency test and data review through content PLC -Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resources -Walk-thru data collection by admin team with literacy focus
KCWP 2: Design and Deliver Instruction Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?	Yes	-Eleot data walkthrough --PLC content teams with weekly meeting -Professional learning tailored towards high leverage practices -THRIVE Academy-first year teachers support on best practice instruction -District instructional coaching program (special education, digital learning, and reg. education) -Coaching cycle opportunities -MTSS coaching cycles and data analysis -Walk-thru document based on classroom practices with evidentiary support (opportunities to respond, prior success) based on work of <u>CEC High Leverage Practices</u>
KCWP 3: Design and Deliver Assessment Literacy Does our school have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes		-Pathways to Proficiency Data and review 3x per year -PLC Question #2 -ODW Assessment -Formative assessment discussion in PLC

Key Elements of the Teaching and Learning Environment – School

Key Elements: Key Core Work Processes (KCWP)	Is this an area of focus? Yes/No	Specific Processes, Practices or Conditions Identified for Focus
four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative?		
KCWP 4: Review, Analyze and Apply Data Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?		-Pathways to Proficiency Data Review -OFI monthly sessions to review data and set priorities with Principal and Instructional Coaches -PLC data review for content teams -Faculty meetings to discuss data -OVEC coop partnership during Principal's meetings to obtain data literacy
KCWP 5: Design, Align and Deliver Support Has our school established a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students?	Yes	-Needs assessment -PBIS team meeting biweekly -Student Leadership team focusing on celebration and inclusivity -Schoolwide Narrative: We See You. We Hear You. We Love You. -Family Resource partnership and work to support students -Professional Learning via Bullitt days focusing on Frameworks (Ruby Payne work), Trauma Informed care and practice
KCWP 6: Establishing Learning Culture and Environment Has our school intentionally designed the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions?		-Focus on Core Values: Perseverance. Progress. Pride. -Pride Cards to recognize student learning and growth based on core values -Quarterly BOBCAT BEST cards to celebrate academic and behavioral high-standing -Graduate Profile competencies and alignment with classroom work -Mentor classes to foster growth in a specialized area and social-emotional support -Community based instruction