



2022-23 Phase One:
Continuous Improvement Diagnostic for Schools

Beaumont Middle School
Denis Beall
2080 Georgian Way
Lexington, Kentucky, 40504
United States of America

2022-23 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 2022-23 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.

Denis Beall

9-19-22



2022-23 Phase One:
Executive Summary for Schools

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2022-23 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?

Beaumont's current enrollment is 845. In the last six years, we have seen our enrollment drop, but it has started to level out. We are located in Lexington, KY and serve students in southeast Lexington. We currently have students that have been born in 38 different countries from all over the world. Over the last three years, we have seen our ELL population continue to rise as we welcome students from all over the world.

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.

The mission of Beaumont Middle School is to educate students for meaningful participation in a changing world. Building upon a thorough foundation of basic skills, we want to respect personal uniqueness and educate the whole child to reach maximum potential. By using a team-oriented setting and utilizing input from the entire school community, we are committed to help students:

- achieve academic success
- demonstrate appropriate behavior
- participate in extracurricular activities

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.

We have continued to work to improve our use of data assessment to drive instruction and intervention processes so that we can help all students grow. Like other schools and districts, we have seen some students that have fallen behind due to the pandemic and at home learning. We are focusing on moving students out of novice by implementing a new Tier 2 intervention period in our daily schedule.

Additional Information

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

NA

Additional Information

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

NA



2022-23 Needs Assessment for Schools

2022-23 Phase Two

Beaumont Middle School
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2022-23 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.

At Beaumont, we review multiple sets of data on a regular basis to drive what we are doing and how we are working with each of our students. Each year our staff and SBDM Council review our KSA data. With our Council, we look at historical trends to see where we have grown and our areas of concern so that we can plan for the remainder of the year. With our staff, we not only look at trends for our school, but we also look at trends in subpopulations and also target students that are close to the next level. As we have come out of the pandemic, we have made a focus on novice reduction as we have seen more students fall into novice than we have seen in a long time. Three times per year, our students take MAP which allows us to target skills that they are ready to learn/master and also gives us a snapshot view using the projected proficiency report. We also have grade level, subject specific PLC teams that meet biweekly to look at common formative and summative assessment data for their students. We track this data over time to identify students that have learning gaps and may need intervention in addition to the Tier 1 instruction that they are receiving. We also use this data to pull students during our

Tier 2 intervention time each day. Our MTSS team also meets every 6 weeks to review students that are currently receiving tiered interventions and also to look at other students that may need to start receiving these interventions. This team consists of our PGES Coach, School Counselor, YSC Coordinator, ELL teacher, ACC, DMHS, math teachers, language arts teachers, and our math and reading intervention teachers. Our SPS team then meets regularly to look at students that are not making sufficient progress in the intervention setting and need to be referred for special education services.

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?

Our previous goals were set off of the last three year cycle. With the pandemic impacting that cycle, we have not met most of the goals that were laid out before the pandemic, but we continue to work to get back to where we were before the pandemic. As far as progress on our strategies, our school has gotten better at regularly using data to identify students that have not mastered content and we have created a time for those students to get regular intervention. During the pandemic, we have also made a focus on not only getting more students to proficiency, but also to reduce the number of students that are novice in each tested area. Our math and reading intervention teachers, for Tier 3 intervention, have continued to help our kids grow and make progress towards their goals. For this year, we will continue to focus on using regular student assessment data to inform the work we do with our students and will work to meet both our proficiency and novice reduction goals.

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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Since the pandemic hit, we have seen a decrease in the percentage of students that have scored proficient in each of the 5 tested areas. We have also seen an increase in the percentage of students that have scored novice in each of the tested areas.

Because of this we have set goals for both proficiency and novice reduction for each of the tests. In math, we saw an increase in the percentage of proficient students from 45% last year to 51% this year. In reading we saw a decrease in the percentage of proficient students from 58% last year to 55% this year. In science, we saw an increase in the percentage of proficient students from 29% last year to 38% this year. In writing, we saw a decrease in the percentage of students scoring

proficient from 54% last year to 52% this year. Pre-COVID we have 5 groups that we were classified as TSI for, but this year we are down to groups.

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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Since the pandemic hit, we have seen a decrease in the percentage of students that have scored proficient in each of the 5 tested areas. We have also seen an increase in the percentage of students that have scored novice in each of the tested areas.

Because of this we have set goals for both proficiency and novice reduction for each of the tests. In math, we saw an increase in the percentage of proficient students from 45% last year to 51% this year. In reading we saw a decrease in the percentage of proficient students from 58% last year to 55% this year. In science, we saw an increase in the percentage of proficient students from 29% last year to 38% this year. In writing, we saw a decrease in the percentage of students scoring proficient from 54% last year to 52% this year. Pre-COVID we have 5 groups that we were classified as TSI for, but this year we are down to groups.

Based on fall MAP data, we have seen an increase in the percentage of students that are projected to be proficient on KSA this fall compared to last school year. We have also seen increases in some sub-populations, such as EL students.

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.

We have 3 specific goals for our school based on all that has happened since March 2020. Our first priority group is our EL students. We want to see an increase from 10% proficiency in reading last year to 20% this year. In math, we would like to increase from 11% proficiency last year to 21% this year. Our second priority group is our Special Education students. We want to see an increase from 12% proficiency in reading to 22% this year. In math, we would like to see an increase from 11% proficiency to 21% proficiency. Our 3rd specific goal is about novice reduction. We want to get our novice percentages back to where they were for the 2018-2019 school year before the pandemic.

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.

As we have come out of the pandemic, we invested in resources and support for our EL students. We saw some good growth on ACCESS that was demonstrated by us being in the High (Green) indicator rating. The strategies that we are using can also benefit other students in our building. We also saw an increase in projected proficiency of our ELL students in reading and math during our fall MAP testing window this year. We also saw increases in the percent of students scoring proficient in math and science this year.

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](#)

[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.

See attachment

ATTACHMENTS

Attachment Name

 Beaumont Middle School Key Elements

Beaumont Middle's Comprehensive School Improvement Plan 2022-2025

CDIPO

State Assessment Results in Reading

- By 2025, Beaumont Middle School will increase Reading proficient and distinguished level to 70.8% as measured by KSA. Current level is 55%.

State Assessment Results in Math

- By 2025, Beaumont Middle School will increase Math proficient and distinguished level to 66.5% as measured by KSA. Current level is 51%.

State Assessment Results in Science

- By 2025, Beaumont Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 38%.

State Assessment Results in Social Studies

- By 2025, Beaumont Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 50%.

State Assessment Results in Combined Writing

- By 2025, Beaumont Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 52%.

English Learner Progress

- By 2025, Beaumont Middle School will increase English Learners Progress Indicator to 45 as measured by ACCESS. Current level is 34.7.

Quality of School Climate and Safety

- By 2025, Beaumont Middle School will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 67.5%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, Beaumont Middle School will increase P/D in Reading to 60.3%.	By 2024, Beaumont Middle School will increase P/D in Reading to 65.6%.	By 2025, Beaumont Middle School will increase P/D in Reading to 70.8%.
By 2023, Beaumont Middle School will increase P/D in Math to 56.2%.	By 2024, Beaumont Middle School will increase P/D in Math to 61.4%.	By 2025, Beaumont Middle School will increase P/D in Math to 66.5%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, Beaumont Middle School will increase P/D in Science to 40.3%.	By 2024, Beaumont Middle School will increase P/D in Science to 42.6%.	By 2025, Beaumont Middle School will increase P/D in Science to 45%.
By 2023, Beaumont Middle School will increase P/D in Social Studies to 53.3%.	By 2024, Beaumont Middle School will increase P/D in Social Studies to 56.7%.	By 2025, Beaumont Middle School will increase P/D in Social Studies to 60%.
By 2023, Beaumont Middle School will increase P/D in Combined Writing to 54.6%.	By 2024, Beaumont Middle School will increase P/D in Combined Writing to 57.3%.	By 2025, Beaumont Middle School will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives

Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will decrease Novice in Reading for EL students to 59.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 55.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Math for EL students to 53.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 52.0%.</p>	<p>By 2024, Beaumont Middle School will decrease Novice in Reading for EL students to 52.0%.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 53.0%.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Math for EL students to 47.0%.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 47.0%.</p>	<p>By 2025, Beaumont Middle School will decrease Novice in Reading for EL students to 45.0%.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 52.0%.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Math for EL students to 42.0%.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 42.0%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 38.1.</p>	<p>By 2024, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 41.5.</p>	<p>By 2025, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 45.</p>

<i>Additional Goal- Optional</i>		
Year 1	Year 2	Year 3

[Special Considerations for Targeted School and Improvement \(TSI\), Additional Targeted School and Improvement \(ATSI\), and Comprehensive School and Improvement \(CSI\)](#)

Year 1 Focus Areas

PLC's: PLC's will continue to improve on data analysis to improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	PLC's will continue to use learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC/Classroom observations PLC Data Meetings	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 4: Review, Analyze, and Apply Data	PLC's will use common planning time to create, score, and analyze data from common formative assessments.	PLC Data Meetings/Observations	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	We have created a daily Tier 2 intervention period this year. PLC's will use assessment data to identify students for intervention and work together to plan the intervention.	2022-2023 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will meet bi-weekly with grade level content teams to discuss upcoming plans in class and individual needs for students in intervention.	2022-2023 School Year MAP Data and KSA Data	n/a
<u>Progress Monitoring</u>				

December 2022 - MAP data
 March 2023 - MAP data
 Fall 2023 - KSA data

Tier 2 and Tier 3 Interventions - MTSS system will continue to improve on identifying students in need of Tier 2 and Tier 3 intervention. Teachers will continue to improve on planning and implementing interventions for students.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	A daily Tier 2 Intervention period was created. Each core content subject area will have a day per week to pull students need help with current class content. Elective teachers can pull students on the days they are not covering a class.	2022-2023 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	MTSS team will also meet every six weeks to focus on interventions and progress of identified students. SPS teams will meet as needed for identified students to track progress of interventions	2022-2023 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 3: Classroom Design and Deliver Assessment Liteacy	<p>Teachers will give district common assessments in Math, Language Arts, Social Studies, and Science. The assessments will include items that mirror formats of state assessments as appropriate.</p> <p>Teachers will collect data from the common assessments to inform classroom instruction and Tier 2 interventions for students that need it.</p>	FCPS ROIS Navigator Products ADAM system	District funds

Progress Monitoring

December 2022 - MAP data
 March 2023 - MAP data
 Fall 2023 - KSA data

Culture/Climate - Staff will work to provide support for social/emotional support for students that need it. School staff will work to improve PBIS incentives throughout the building for students.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff will assess students using the DESSA assessment to identify students in need of additional SEL support. DMHS will create a plan for students identified in the "Need" descriptive range.	DESSA Plan	District funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff committee will develop a monthly plan for activities for both students and staff to engage in fun activities at school.	Monthly Plan	School/PTSA funds

Progress Monitoring

December 2022 - Formative survey data
 Fall 2023 - Quality of School Climate and Safety Data

Year 2 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

Year 3 Focus Areas

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
<u>Progress Monitoring</u>				

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source