



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

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

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

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



2022-23 Beaumont MS School Assurances

2022-23 Phase Two: School Assurances

Beaumont Middle School

Denis Beall

2080 Georgian Way
Lexington, null, 40504

Table of Contents

2022-23 Phase Two: School Assurances 3

2022-23 Phase Two: School Assurances

Introduction

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

Federal Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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)).

☐ Yes

☐ 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, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

☐ Yes

☐ No

☒ N/A

COMMENTS

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)).

☐ Yes

☐ 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).

☐ Yes

☐ 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).

☐ Yes

☐ No

☒ N/A

COMMENTS

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).

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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)).

☐ Yes

☐ 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).

☐ Yes

☐ 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)).

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Schoolwide Programs

15. If the school is 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).

☐ Yes

☐ No

☒ N/A

COMMENTS

16. If the school is 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

17. If the school is implementing a schoolwide program, the school developed a 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.

☐ Yes

☐ No

● N/A

COMMENTS

18. If the school is 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.

☐ Yes

☐ No

● N/A

COMMENTS

19. If the school is 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.

☐ Yes

☐ No

● N/A

COMMENTS

20. If the school is 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).

☐ Yes

☐ No

● N/A

COMMENTS

21. If the school is 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.

☐ Yes

☐ 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.

☐ Yes

☐ No

☒ N/A

COMMENTS

Title I Targeted Assistance School Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☐ Yes

☐ No

☒ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term

goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☐ No

☒ **N/A**

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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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	
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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
By 2023, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 38.1.	By 2024, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 41.5.	By 2025, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 45.

Additional Goal- Optional		
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	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. Teachers will collect data from the common assessments to inform classroom instruction and Tier 2 interventions for students that need it.	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
<p align="center"><u>Progress Monitoring</u></p> <p>December 2022 - Formative survey data Fall 2023 - Quality of School Climate and Safety Data</p>				

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



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04282023_15:15

2022-23 Phase Four: Professional Development Plan for Schools for School Year
2023-2024

Beaumont Middle School
Denis Beall
2080 Georgian Way
Lexington, null, 40504

Table of Contents

2022-23 Phase Four: Professional Development Plan for Schools for School Year 202...	3
Attachment Summary	8

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024

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?

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

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 focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Our top two focus areas are continuing to improve our PLC's and their work and improving our use of acceleration to continue to close achievement gaps at our school.

3. How do the identified **top two focus areas** requiring professional development relate to school goals?

Both of these goals will lead to higher student achievement and will also close gaps for several of our student sub-populations.

4a. For the first focus area, 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.

See attached

4b. What are the intended results of the professional development as related to the **specific** objectives in (a)? (student outcomes; educator beliefs, practices, etc.)

See attached

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See attached

4d. 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.

Please describe in detail.

See attached

4e. Who is the **specific** targeted audience for the professional development? (i.e., elementary mathematics teachers)

See attached

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

See attached

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attached

5a. For the second focus area, 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.

See attached

5b. What are the intended results of the professional development as related to the specific objectives in (a)?

See attached

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

See attached

5d. 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.

Please describe in detail.

See attached

5e. Who is the **specific** targeted audience for the professional development impacted by this component of professional development? (i.e., elementary mathematics teachers)

See attached

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

See attached

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

See attached

ATTACHMENTS

Attachment Name




Beaumont PD Plan

6. Optional Extension: If your school has identified additional professional

development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g 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.

See attached

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Beaumont PD Plan		• 5g