2022-23 Phase One: Continuous Improvement Diagnostic for Schools

2022-23 Phase One: Continuous Improvement Diagnostic for Schools

Edythe Jones Hayes Middle School
Harold Hoskins
260 Richardson Place
Lexington, Kentucky, 40509
United States of America

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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.

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Edythe Jones Hayes Middle School

Please enter your name and date below to certify.
Dave Hoskins- Principal

9-12-22

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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?

Description of our School History

Edythe J. Hayes Middle School is located in southeast Lexington, which is the most rapidly growing area in the city. Our school was established in August 2004, making it the newest middle school in the district. Hayes continues to be one of the most technologically advanced middle schools in Kentucky. With 1:1 technology, every student has their own Chromebook for daily use. In addition, every classroom is equipped with an interactive flat panel computer and a projector. Hayes has become one of the largest middle schools in the state and earned a reputation for its caring, nurturing environment, its dedication to academic excellence, and mission to develop responsible, respectful leaders.

Description of our School Community

Hayes' student population is composed of students from high, middle and low-income neighborhoods ranging from suburban to rural communities. Currently 43% of our students qualify for free/reduced lunch. English is our school's primary language, with a steady increase in our English Language Learners population. 23 different languages are now spoken in our school, which is the highest number in our school's history. We also service 7 deaf and hard of hearing students and are the program school for the district DHH team.

Enrollment Trends

Fayette County Public Schools (FCPS) went through redistricting in 2017 and Edythe J. Hayes' enrollment dropped from a peak of 1213 to 1099 students. From 2017 to March 2020 our enrollment steadily increased to 1172. Since March 2020, the COVID-19 pandemic has had an impact on enrollment in a number of ways. In the fall of 2020, FCPS adopted a district-wide practice of remote learning which resulted in a number of students enrolling in private schools that continued to offer in-person learning. Our enrollment for that year was 1149 students, which included students learning at home, students enrolled in the district's Virtual Learning Academy, and students learning in-person (once we resumed).

In the fall of 2021, our enrollment was 1086, a drop of over 60 students. We believe this drop is attributable to two factors. First, we anticipated that most of the students who had enrolled in private schools would return, but that did not occur to the level we thought. Additionally, many families expressed a safety concern that the district was returning to in-person learning in the midst of an ongoing pandemic. Subsequently, many of those students enrolled in homeschool.

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Our district projected our enrollment for the 2022 school year to be 1028, well below our pre-pandemic enrollment, 1172. However, many students who were in homeschool or private school students re-enrolled at Hayes over the summer, increasing our enrollment to 1080. We are projecting an enrollment of 1100 students for the 2023 school year.

Within our total enrollment, we have seen some variation in our free and reduced lunch percentages. Since 2020, it has ranged from 36.92% to a high of 43.61% this school year. We have also seen a steady increase in our English Language Learners population, from 3.50% in 2020 to 6.48% in 2022. 23 different languages are now spoken in our school, which is the highest number in our school's history.

In the fall of 2020 Hayes became a program school for all middle school students in our district with deaf and hard of hearing needs. We have full-time certified special education teachers as well as full-time and itinerante interpreters.

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.

Description of our School Mission, Vision and Values

Hayes' mission is to "engage all learners in a safe and nurturing environment that fosters academic excellence and develops responsible, respectful leaders and citizens." This statement goes beyond school climate, and beyond high academic standards, combining the two to create a developmentally responsive, socially equitable, and academically challenging environment for our students. In order to achieve this, we have taken specific steps as a school to meet each part of our purpose. The vision of our school is to receive Cognia accreditation, be a national model for the pre-academy initiative, and be a school where everybody belongs. Since the day we opened our doors, our students have learned the "Panther Promise," our guidelines for success in school, and in life: "Learn Daily, Laugh Often, Lead Respectfully, Live Responsibly."

Description of our School Governing Body

Hayes is one of 12 public middle schools governed by Fayette County Public Schools. FCPS serves over 40,000 students in the Lexington Metro area. Hayes administrative structure consists of one head principal, Dave Hoskins, and two associate principals, Kris Church and Matthew Sherrard. Each administrator oversees differing academic departments and committees. Additionally, Hayes has a Site Based Decision Making (SBDM) council to oversee decision making for our school. The SBDM council promotes shared leadership among those who are closest to the students: parents, teachers, and administrators. As the school's governing body, the council determines curriculum, staffing, discipline, scheduling, instructional practices, extra-curricular activities, and other matters pertinent to the operation.

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Classroom Instruction

Classes at Edythe J. Hayes Middle School meet face to face for 50 minutes daily. Our seven class period day includes the four core subjects, two exploratory classes, and one academic enhancement class for each student. Classroom instruction varies from class to class. Teachers each use a variety of instructional strategies ranging from direct instruction to cooperative learning and project based learning. In the Plan-Do-Study-Act (PDSA) planning tool each week, teachers identify Marzano's high yield instructional strategies they plan to use. To support the implementation of cooperative learning, teachers have completed a five day training on Kagan strategies and six teachers serve as building Kagan Coaches.

Every student at Hayes is provided with a chromebook which allows them access to the Canvas Learning Management System (LMS) where many of their assignments and assessments are available online. Students use technology in most of their classes, giving them access to experiences that would otherwise not be available, such as virtual field trips and labs. Teachers plan for instruction using a variety of interactive technology platforms. Many of these platforms allow for teachers to monitor student work in real time and for students to receive timely feedback on their work. By having students submit assignments and assessments through online platforms, teachers have access to a variety of data reports. Platforms utilized regularly include No Red Ink, Collections, Amplify, Desmos, EnVision, IReady, Reading Plus, Peardeck, Kami, Explore Learning, Edulastic, Generation Genius, and more.

Curriculum

Edythe J. Hayes uses Kentucky Academic Standards for all content areas. These are available at kystandards.org. In addition, Fayette County Public Schools has adopted curriculum for Language Arts, Math, Science, and Social Studies. All teachers of these core classes follow the adopted curriculum and the curriculum frameworks that are provided by the district. The frameworks are revised and updated annually. Academy Preparation Program classes (our exploratory/elective classes) use curriculum developed by teachers within the school. These are also revised and updated regularly.

Teachers meet twice weekly in professional learning communities (PLC's) to plan lessons, develop assessments, and review data. Summative assessments include a combination of common summative assessments that are given district-wide and summative and formative assessments that are developed by PLC's. These assessments are revised and updated regularly. Students also take the Measure of Academic Progress (MAP) test three times a year. PLC's review data from formative and summative assessments in order to determine ongoing instructional needs, as well as need for remediation and acceleration.

Hayes offers a variety of special programs available to students. Through our Academy Preparation Program (exploratory/elective classes), students have the opportunity to take courses in Inventions and Innovations, Pre-Engineering, Art, Forensics, Band, Chorus, Orchestra, AgriScience, Pre Biology, Creative Writing,

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Digital Literacy, and Spanish. In addition, we use the Project Lead the Way curriculum for courses in Flight and Space, Design, and Medical Detectives.

Personnel Management

All staff members receive formal evaluations through the Charlotte Danielson Framework for Teaching. Teachers receive regular feedback (at least twice monthly) utilizing a walkthrough tool created by the district. Professional Learning Community (PLC) groups complete a Plan-Do-Study-Act (PDSA) tool for each week of instruction, and receive feedback from their peers and administration.

Each department is assigned a specific administrator for all feedback and evaluation purposes. Over 98% (74/75) teachers were rated as either Accomplished or Exemplary in the previous school year. In order to make the transition smooth for both new hires and new teachers to the building, we have an onboarding process for new certified staff.

A staff "New Panther Orientation" is held prior to the beginning of the school year, and each new teacher is assigned a mentor to guide and support them through their first year at Hayes. Further, each teacher who is new to the profession since 2020 is assigned a retired teacher as an additional mentor and advisor. Principal evaluations are conducted by the Chief of Middle Schools for our district, while other administrators are evaluated by the principal.

Edythe J. Hayes places a high priority on having a diverse staff in order to meet the needs of our diverse student population. Males represent 29% of the staff, females at 71%. Currently, out of 82.5 certified positions, the total minority population of our staff is only at 12.12% (African American 6.1%, Asian 5%, Hispanic 1.2%). This is an area we are striving to improve. Unfortunately, for the 10 vacant positions we had last year, we had a total of only 4 minority candidates. We report all anticipated vacancies to the district's minority recruiter for a list of qualified minority candidates. We then interview all those certified candidates. The hiring committee always consists of administrators, team teachers, PLC teacher, and a Site Based Decision Making council (SBDM) representative.

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.

Student Performance

Hayes' student performance is the highest in our district amongst middle schools. We are required to administer the Measure of Academic Progress (MAP) test three times each year - fall, winter, and spring. On this nationally normed assessment, Hayes has had the highest percentage of students scoring proficient and distinguished and the lowest percentage of students scoring novice, for the last three years.

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Based on the spring 2022 MAP results for our district, our students had

- the lowest percentage of students scoring novice in reading (13.13%).

- the lowest percentage of students scoring novice in math (12.65%).

- the highest percentage of students scoring proficient and distinguished in reading (65.72%).

- the highest percentage of students scoring proficient and distinguished in math (51.25%).

- the highest percentage of students who met or exceeded their growth target in both reading (60.00%)

Student performance on MAP is lower than our pre-pandemic scores, however, both growth and achievement data shows an increase since a return to full time in-person instruction. Our goal is to return to pre-COVID-19 academic levels by the spring of 2023.

In addition to MAP, Hayes administers the Kentucky Summative Assessment (KSA), formerly KPREP, to all students. In 2019, prior to the COVID-19 pandemic, our school ranked first in the district in the Proficiency Indicator, which measures reading and math.

- First in overall percentage of students scoring proficient and distinguished in reading.

- Second in overall percentage of students scoring proficient and distinguished in math.

- Lowest percentage of students scoring novice in reading.

- Third lowest percentage of students scoring novice in math.

Hayes ranked first in the KSA Separate Academic Indicator (science, social studies, and writing) in our district.

- First in overall percentage of proficient/distinguished students in science

- First in overall percentage of proficient/distinguished students in writing

- Third in overall percentage of proficient/distinguished students in social studies

- Lowest percent of students scoring novice in science

- Lowest percent of students scoring novice in writing

- Third lowest percent of students scoring novice in social studies

Our school was placed third in the KSA Growth Indicator for reading and math. Finally, in 2019, our school ranked 14th overall in the state. The KSA was not administered in 2020 due to the COVID-19 pandemic and while it was administered in 2021, schools were not assigned a rank due to the ongoing pandemic.

However, we still have notable gaps in both African American and students with special needs populations. As such, we have focused numerous trainings with staff in these areas, including Culturally Responsive Teaching and Learning through a

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program called Undivided. In addition, we have focused numerous professional learning sessions on teaching students who learn differently.

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.

Our school has been identified as a TSI school for our substantial gaps with our students with special needs populations.

Using both Kentucky Summative Assessment (KSA) and Measure of Academic Progress (MAP) data, we have analyzed each individual student to note trends or patterns in the data. This was completed by our special education administrative team- associate principal, achievement and compliance coach, and professional growth and effectiveness coach/special education counselor.

Working with our department, we looked at current practices and student placement to find any causalities in our disproportionate scores. We now see the need for additional trainings in co-teaching best practices, revised student placements, and more intentional scheduling.

Additional Information

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

Our school is proud of the numerous academic, leadership, and extracurricular opportunities offered to our students. We have a wide range of academic programming, including our Accelerated Learning Program and Academy Preparation Program.

We offer accelerated courses in language arts, math, science, social studies, and Spanish. These courses offer a rigorous curriculum that prepares students for Advanced Placement courses in high school.

Our Academy Preparation Program offers courses aligned to specific high school specialized programs. Students select these courses, which assists them in finding their chosen pathways for high school. Each of these courses offer measurable outcomes for students, including industry certifications, high school credits, or performance portfolios.

Our school is proud to offer seven high school credit courses to our students

- Agriscience
- Algebra I
- Digital literacy

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- English I
- Geometry
- Spanish I
- Spanish II

Our students also have a wide range of leadership opportunities to pursue. We offer a pre-teaching pathway for students interested in education as a possible career. We also offer Beta Club, KYA, KUNA, peer mediation, and student council as leadership opportunities for our students.

We also offer a plethora of clubs and groups for our students, which can be found at the website below

- https://www.fcps.net/Domain/4198

Finally, we partner with several community agencies to offer support skills, social skills, and counseling services to our students. These include the Kentucky Center for Grieving Families and Children, Andrews Counseling, University of Kentucky Children's Hospital, Real Girls Stand Strong, Panther Men of Quality, and It Takes a Village.

2022-23 Phase Two: The Needs Assessment for Schools

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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.

School administration team reviewed annual staff and student Foundations survey data in June 2022.

Team leaders reviewed annual staff and student Foundations survey data in June 2022.

Department chairs reviewed spring MAP data in June 2022.

Each department reviewed applicable data at their first department meetings of the year to develop their department action plans. This includes MAP data for math and reading, Amplify data for science, and Saavas data for social studies.

Fall MAP results were reviewed by math and language arts departments in September 2022.

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KSA data was reviewed by administration team in October 2022.

Each department reviewed KSA data in October 2022.

CSIP committee uses department action plans and KSA data to develop the CSIP in October-November 2022.

Meetings are documented using a Google form. All meeting meetings are presented to SBDM council.

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?

For Goal 1: Reading and Math proficiency, objectives 1 (reading) and 2 (math) were exceeded.

For Goal 2: Separate Academic Indicator, objective 1 (science proficient/ distinguished) was met. Objective 2 (writing) was not met.

For Goal 3: Gap Reduction Goal for African Americans, objective 1 (reading) was exceeded. Objective 2 (math) was not met.

For Goal 4: Gap Reduction Goal for Special Education, objective 1 (reading) was not met. Objective 2 (math) was not met.

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.

The achievement of students with special needs remains our largest achievement gap. From 2021 to 2022, the percentage of special needs students scoring novice in reading decreased by 4.9%, however, we did not meet our objective. In addition, the percentage of students scoring novice in math increased by 8.7%.

Also, our fall MAP data shows confirms our KSA data, with over 50% of our students with special needs scoring at the novice level.

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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.

    52% of students with special needs scored novice on the 2022 KSA reading assessment, and 53% as measured by MAP in the fall of 2022.

    49% of students with special needs scored novice on the 2022 KSA math assessment, and 56% as measured by MAP in the fall of 2022.

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.

    52% of students with special needs scored novice on the 2022 KSA reading assessment, and 53% as measured by MAP in the fall of 2022.

    49% of students with special needs scored novice on the 2022 KSA math assessment, and 56% as measured by MAP in the fall of 2022.

    27% of African American students scored novice on the 2022 KSA reading assessment, and 24% as measured by MAP in the fall of 2022.

    36% of African American students scored novice on the 2022 KSA math assessment, and 29.5% as measured by MAP in the fall of 2022.

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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.

The percentage of students scoring proficient and distinguished in reading increased from 59.8% in 2021 to 66% in 2022.

The percentage of students scoring proficient and distinguished in math increased from 46.8% in 2021 to 61% in 2022.

The percentage of students scoring proficient and distinguished in science increased from 31% in 2021 to 37% in 2022.

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.

Plan Do Study Act

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Teacher Clarity

Intervention processes

ATTACHMENTS

Attachment Name

📄 School Key Elements

2022-23 Phase Two: School Assurances

2022-23 Phase Two: School Assurances

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Harold Hoskins
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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**

<u>**COMMENTS**</u>

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**

<u>**COMMENTS**</u>

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**

<u>**COMMENTS**</u>

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 undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

○ Yes

○ No

● **N/A**

<u>**COMMENTS**</u>

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

We were identified as TSI on October 13, 2022. This section was due November 1, 2022, not giving us any time to implement a plan.

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

We were identified as TSI on October 13, 2022. This section was due November 1, 2022, not giving us any time to implement a plan.

Attachment Summary

Attachment Name	Description	Associated Item(s)

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

EDYTHE J. HAYES

EJH

EST. 2004

MIDDLE SCHOOL

2022-2023

Goal 1: State Assessment Results in Reading and Math (3-year goal): The percent of students scoring proficient/distinguished in reading will increase from 66% in 2022 to 81% in 2025 (5-point annual gain) as measured by KSA, and the percent of students scoring proficient/distinguished in math will increase from 61% in 2022 to 76% (5-point annual gain) in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The percent of students scoring proficient/distinguished in reading will increase from **66% in 2022 to 71% in 2023 (5-point gain)** as measured by KSA.	KCWP 2: Design and Deliver Instruction **Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.**	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis to ensure Tier 1 is aligned to standards	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 4: Review, Analyze and Apply Data **Teachers will review, analyze and apply data.**	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31, 2023				N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually through May 31, 2023				N/A
	KCWP 2: Design and Deliver Instruction **Teachers will implement evidence based literacy strategies.**	The language arts department chair will train all staff on school adopted literacy strategies, including text annotation, Frayer squares for vocabulary, and CERT for ERQ and on-demand responses	Walkthrough data will show implementation of literacy based strategies	Completed on August 19, 2022				N/A
		Teachers will document use of literacy strategies in their weekly PDSA tool	Completed PDSA tool and walkthroughs will demonstrate usage	Weekly through May 31, 2023				N/A
		Teachers will analyze results of literacy strategies in the Study-Act portion of the PDSA tool	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement Teacher Clarity in their daily practice.**	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Annually through May 31, 2023				School
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Monthly through May 31, 2023				N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Quarterly through May 31, 2023				N/A
	KCWP 5: Design, Align and Deliver Support Processes **Teachers will provide weekly tutoring sessions.**	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance, formative assessment data	3 times per week				ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance, formative assessment data	3 times per week				ESS
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "GYTO," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe, and provide feedback to teachers on implementation of Kagan structures.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Twice per year through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6

OBJECTIVE 2 ON THE NEXT PAGE

Objective	Strategy/KCWP	Activities	Measure of Success	Timeline					Funding
Objective 2: The percent of students scoring proficient/distinguished in math will increase from **61% in 2022 to 66% in 2023 (5-point gain)** as measured by KSA.	KCWP 2: Design and Deliver Instruction **Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.**	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis to ensure Tier 1 is aligned to standards	Use of formative assessment data during instruction	Weekly through May 31, 2023					N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023					N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023					N/A
	KCWP 4: Review, Analyze and Apply Data **Teachers will review, analyze and apply data.**	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31, 2023					N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023					N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually through May 31, 2023					N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement Teacher Clarity in their daily practice.**	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Annually through May 31, 2023					School
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Monthly through May 31, 2023					N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Quarterly through May 31, 2023					N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023					ESSER 2
		Each department Kagan coach will observe, and provide feedback to teachers on implementation of Kagan structures.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Twice per year through May 31, 2023					ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023					Section 6
	KCWP 5: Design, Align and Deliver Support Processes **Teachers will provide weekly tutoring sessions.**	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance, formative assessment data	Three times per week through April 30, 2022					ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance, formative assessment data	Three times per week through April 30, 2022					ESS
Progress monitoring key:	**Not started**	**In progress**	**Completed**						

Goal 2: State Assessment Results in Science, Social Studies, and Writing (3-year goal): The percent of students scoring proficient/distinguished in science will increase from 37.0% in 2022 to 55.0% (6-point annual gain) in 2025 as measured by KSA. The percent of students scoring proficient/distinguished in combined writing will increase from 71.1% in 2022 to 86.1% in 2025 (5-point annual gain) as measured by KSA. The percent of students scoring proficient/distinguished in social studies will increase from 62% in 2022 to 77% in 2025 (5-point annual gain).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The percent of students scoring proficient/distinguished in science will increase from **37% in 2022 to 43% in 2023 (6-point gain)** as measured by KSA.	KCWP 2: Design and Deliver Instruction **Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.**	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis to ensure Tier 1 is aligned to standards	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 4: Review, Analyze and Apply Data **Teachers will review, analyze and apply data.**	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31, 2023				N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually through May 31, 2023				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement Teacher Clarity in their daily practice.**	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Annually through May 31, 2023				School
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Monthly through May 31, 2023				N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Quarterly through May 31, 2023				N/A
	KCWP 5: Design, Align and Deliver Support Processes **Teachers will provide weekly tutoring sessions.**	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance, formative assessment data	3 times per week				ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance, formative assessment data	3 times per week				ESS
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe, and provide feedback to teachers on implementation of Kagan structures.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Twice per year through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6

OBJECTIVE 2 ON THE NEXT PAGE

Objective 2: The percent of students proficient/distinguished in writing will increase from **71.1% in 2022 to 76.5% in 2023 (5-point gain)** as measured by KSA.	KCWP 2: Design and Deliver Instruction **Staff will utilize No Red Ink as an editing, mechanics, and grammar curriculum.**	Staff will receive training on No Red Ink utilization and how to embed it in instruction	No Red Ink utilization reports will show mastery of standards	Training will be completed by October, 2022				ESSER II funding
		Staff will use No Red Ink as an instructional tool on a weekly basis for editing, mechanics, and grammar instruction	No Red Ink utilization reports will show mastery of standards	Weekly through May 31, 2023				N/A
		Staff will use No Red Ink reports to adjust direct writing instruction for intervention and acceleration as necessary	No Red Ink utilization reports will show mastery of standards	Weekly through May 31, 2023				N/A
	KCWP 2: Design and Deliver Instruction **Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.**	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis to ensure Tier 1 is aligned to standards	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 2: Design and Deliver Instruction **Teachers will receive training in *Writing Revolution* as part of the KyCL literacy grant.**	Literacy cohort teachers will implement *Writing Revolution* strategies	Evidenced in PDSA and walkthroughs	Monthly				KyCL Grant
		Trainers will train literacy grant cohort teachers on *Writing Revolution* strategies	Evidenced in PDSA and walkthroughs	Monthly				KyCL Grant
		Specific teachers will receive *Writing Revolution* training in a "train the trainer" model	Evidenced in PDSA and walkthroughs	Monthly				KyCL Grant
	KCWP 4: Review, Analyze and Apply Data **Teachers will review, analyze and apply data.**	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31, 2023				N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually through May 31, 2023				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement Teacher Clarity in their daily practice.**	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Annually through May 31, 2023				School
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Monthly through May 31, 2023				N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Quarterly through May 31, 2023				N/A
	KCWP 5: Design, Align and Deliver Support Processes **Teachers will provide weekly tutoring sessions.**	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance, formative assessment data	3 times per week				ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance, formative assessment data	3 times per week				ESS
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe, and provide feedback to teachers on implementation of Kagan structures.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Twice per year through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6

OBJECTIVE 3 ON THE NEXT PAGE

Objective	KCWP / Strategy	Activities	Measure of Success	Timeline				Funding
Objective 3: The percent of students scoring proficient/distinguished in social studies will increase from **62% in 2022** to **67% in 2023 (5-point gain)** as measured by KSA.	KCWP 2: Design and Deliver Instruction **Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.**	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis to ensure Tier 1 is aligned to standards	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 4: Review, Analyze and Apply Data **Teachers will review, analyze and apply data.**	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31, 2023				N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually through May 31, 2023				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement Teacher Clarity in their daily practice.**	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Annually through May 31, 2023				School
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Monthly through May 31, 2023				N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Quarterly through May 31, 2023				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe, and provide feedback to teachers on implementation of Kagan structures.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Twice per year through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6
	KCWP 5: Design, Align and Deliver Support Processes **Teachers will provide weekly tutoring sessions.**	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance, formative assessment data	3 times per week				ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance, formative assessment data	3 times per week				ESS
Progress monitoring key:	**Not started**	**In progress**	**Completed**					

Goal 3: Achievement Gap Goal (3-year goal): The percentage of African American students scoring novice in reading will decrease from 27% in 2022 to 12% (5-point annual decrease) in 2025 as measured by KSA. The percentage of African American students scoring novice in math will decrease from 36% in 2022 to 21% (5-point annual decrease) in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The percent of African American students scoring novice in reading will decrease from **27% in 2022 to 22% in 2023** (5-point decrease) as measured by KSA.	KCWP 2: Design and Deliver Instruction **Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.**	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis to ensure Tier 1 is aligned to standards	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 5: Design, Align, and Deliver Support **Teachers will develop a multi tiered system of support in reading and math.**	Teachers will use reteach strategies during reteach time to ensure mastery of standards. Strategies include building schema, peer coaching, cooperative learning, vocabulary building, visuals, and checking for understanding.	Formative and Summative Assessments	Weekly				N/A
		Tier 2 and 3 reading intervention teachers will use Orton-Gillingham, REading Plus, and direct instruction as intervention programs in their courses	Formative and Summative Assessments	Weekly				N/A
		Tier 2 and 3 math intervention teachers will use iReady, Black Box, Enright and direct instruction as intervention programs in their courses	Formative and Summative Assessments	Weekly				N/A
	KCWP 4: Review, Analyze and Apply Data **Teachers will review, analyze and apply data.**	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31,2022				N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually through May 31, 2023				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement Teacher Clarity in their daily practice.**	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Annually through May 31, 2023				School
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Monthly through May 31, 2023				N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Quarterly through May 31,2022				N/A
	KCWP 5: Design, Align and Deliver Support Processes **Teachers will provide weekly tutoring sessions.**	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance, formative assessment data	3 times per week				ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance, formative assessment data	3 times per week				ESS
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe, and provide feedback to teachers on implementation of Kagan structures.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Twice per year through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6

OBJECTIVE 2 ON THE NEXT PAGE

Objective 2: The percent of African American students scoring novice in math will decrease from **36% in 2022 to 31% in 2023** (5-point decrease) as measured by KSA.	**KCWP 2: Design and Deliver Instruction** Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis for Tier 1 instruction	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 4: Review, Analyze and Apply Data Teachers will review, analyze and apply data.	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31,2022				N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually through May 31, 2023				N/A
	KCWP 1: Design and Deploy Standards Teachers will implement Teacher Clarity in their daily practice.	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Annually through May 31, 2023				School
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Monthly through May 31, 2023				N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Quarterly through May 31, 2023				N/A
	KCWP 1: Design and Deploy Standards Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	Completed training	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe, and provide feedback to teachers on implementation of Kagan structures.	Walkthrough data will show implementation of Kagan strategies at a minimum of two times per week	Twice per year through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	Completed training	Monthly through May 31, 2023				Section 6
	KCWP 5: Design, Align and Deliver Support Processes Teachers will provide weekly tutoring sessions.	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance, formative assessment	3 times per week				ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance, formative assessment	3 times per week				ESS
Progress monitoring key:	**Not started**	**In progress**	**Completed**					

Goal 4: Achievement Gap Goal (3-year goal): The percent of special education students scoring novice in reading will decrease from **52%** in 2022 to **37%** (5-point annual decrease) in 2025 as measured by KSA. The percent of special education students scoring novice in math will decrease from **49%** in 2022 to **34%** (5-point annual decrease) in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The percent of special education students scoring novice in reading will decrease from **52% in 2022 to 47% in 2023** (5-point decrease) as measured by KSA.	**KCWP 2: Design and Deliver Instruction** **Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.**	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis to ensure Tier 1 is aligned to standards	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 4: Review, Analyze and Apply Data **Teachers will review, analyze and apply data.**	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31,2022				N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually through May 31, 2023				N/A
	KCWP 5: Design, Align, and Deliver Support **Teachers will develop a multi tiered system of support in reading and math.**	Teachers will use reteach strategies during reteach time to ensure mastery of standards. Strategies include building schema, peer coaching, cooperative learning, vocabulary building, visuals, and checking for understanding.	Formative and Summative Assessments	Weekly				N/A
		Tier 2 and 3 reading intervention teachers will use Orton-Gillingham, REading Plus, and direct instruction as intervention programs in their courses.	Formative and Summative Assessments	Weekly				N/A
		Tier 2 and 3 math intervention teachers will use iReady, Black Box, and direct instruction as intervention programs in their courses	Formative and Summative Assessments	Weekly				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement Teacher Clarity in their daily practice.**	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Annually through May 31, 2023				School
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Monthly through May 31, 2023				N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Quarterly through May 31,2022				N/A
	KCWP 5: Design, Align and Deliver Support Processes **Teachers will provide weekly tutoring sessions.**	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance	3 times per week				ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance	3 times per week				ESS
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe, and provide feedback to teachers on implementation of Kagan structures.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Twice per year through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6
	KCWP 2: Design and Deploy Instruction **Teachers will implement the Continuous Classroom Improvement model as an instructional method.**	Teachers will receive training in the CCI model from district trainers.	PDSA tools and walkthrough data will show implementation in the classroom	Weekly through May 31, 2024				
		Teachers will implement CCI strategies into their weekly PDSA plans and daily instruction.	PDSA tools and walkthrough data will show implementation in the classroom	Weekly through May 31, 2024				

Objective	Strategy (KCWP)	Activities	Measure of Success	Timeline				Funding
		Teachers will receive feedback from trainers and administrators throughout the school year on implementation.	Coaching sessions will provide feedback to teachers and show implementation in the classroom	Quarterly through May 31, 2024				
Objective 2: The percent of special education students scoring novice in math will decrease from **49% in 2022 to 44% in 2023** (5-point decrease) as measured by KSA.	KCWP 2: Design and Deliver Instruction **Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.**	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis to ensure Tier 1 is aligned to standards	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 4: Review, Analyze and Apply Data **Teachers will review, analyze and apply data.**	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31,2022				N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually through May 31, 2023				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement Teacher Clarity in their daily practice.**	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	Completed PD	Annually through May 31, 2023				ESSER 2
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	Completed training	Monthly through May 31, 2023				N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	Completed training	Quarterly through May 31,2022				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe teachers in their department implement a Kagan strategy, then provide feedback on the implementation. Kagan coaches may also model strategies for teachers in their classrooms.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Annually through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6
	KCWP 5: Design, Align and Deliver Support Processes **Teachers will provide weekly tutoring sessions**	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance	3 times per week				ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance	3 times per week				ESS
	KCWP 2: Design and Deploy Instruction **Teachers will implement the Continuous Classroom Improvement model as an instructional method.**	Teachers will receive training in the CCI model from district trainers.	PDSA tools and walkthrough data will show implementation in the classroom	Weekly through May 31, 2024				District funds
		Teachers will implement CCI strategies into their weekly PDSA plans and daily instruction.	PDSA tools and walkthrough data will show implementation in the classroom	Weekly through May 31, 2024				District funds
		Teachers will receive feedback from trainers and administrators throughout the school year on implementation.	Coaching sessions will provide feedback to teachers and show implementation in the classroom	Quarterly through May 31, 2024				District funds
Progress monitoring key:	Not started		In progress		Completed			

Goal 5: English Learner Progress (3-year goal): The ELL index will increase from 35.4 to 45.0 by 2025 (3.2 point annual gain).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The ELL index will increase from **35.4 to 38.6** as measured by ACCESS by 2023 (3.2 point gain).	KCWP 2: Design and Deliver Instruction **Teachers will meet weekly with PLCs to develop instruction and analyze data to inform tier 1 instruction.**	Teachers will work in PLC groups to complete the PDSA tool on a weekly basis to ensure Tier 1 is aligned to standards	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will monitor and assess the validity of the core curriculum through the PDSA tool process	Use of formative assessment data during instruction	Weekly through May 31, 2023				N/A
		Teachers will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
	KCWP 4: Review, Analyze and Apply Data **Teachers will review, analyze and apply data.**	Teachers will complete the MAP data analysis sheet after each administration to determine adjustments and interventions.	Completed MAP data analysis sheet followed by adjustments to student placement in MTSS	Quarterly through May 31,2022				N/A
		Teachers/PLCs will complete the Study/Act portion of the PDSA tool portion after each formative and summative assessment to determine adjustments and interventions.	Analysis of formative assessment data during PLCs	Weekly through May 31, 2023				N/A
		Departments will review and analyze data from MAP/KSA and develop needs based action plans.	SMART goals developed by departments in the action plans	Annually				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement Teacher Clarity in their daily practice.**	Teachers will conduct a book study on *Success Criteria Playbook* by Fisher, et. Al. through a PD developed by staff.	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Annually				School
		Teachers will receive ongoing training on the implementation of *Teacher Clarity*	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Monthly				N/A
		Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria	PDSA tool will document learning intentions and success criteria that are aligned to grade level standards	Quarterly through May 31,2022				N/A
	KCWP 5: Design, Align and Deliver Support Processes **Teachers will provide weekly tutoring sessions**	Students will be able to sign up for weekly tutoring sessions in their core classes.	Attendance	3 times per week				ESS
		Teachers will utilize evidence based strategies to provide supplemental instruction.	Attendance	3 times per week				ESS
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe teachers in their department implement a Kagan strategy, then provide feedback on the implementation. Kagan coaches may also model strategies for teachers in their classrooms.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Annually through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6
Progress monitoring key:	Not started	In progress	Completed					

Goal 6: Quality of School Climate and Safety (4-year goal): The Climate Index will increase from 73.5 in 2022 to 82.5 in 2023 in 2026 as measured by KSA (3 annual increase). The Safety Index will increase from 68.3 in 2022 to 77.3 in 2025 as measured by KSA (4 annual increase).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The Climate Index will increase from **73.5 in 2022 to 76.5 in 2023** as measured by KSA. (3-point annual increase)	KCWP 6: Establishing Learning Culture and Environment **The school will partner with Undivided, Inc. to provide culturally responsive teaching and learning strategies to staff.**	Staff will attend an opening session training with Undivided staff members	Attendance and Plus/Delta feedback	Training to be completed August 5, 2022				ESSER II funding- $6,000
		Staff members will attend four follow up sessions with Undivided staff members that focus on issues related to equity and inclusion in the classroom.	Attendance and Plus/Delta feedback	Trainings to held October, 2022, January, 2023, and March, 2023				ESSER II funding- $6,000
	KCWP 6: Establishing Learning Culture and Environment **The school will partner with Andrews Counseling and the Center for Kentucky Grieving Children and Families to provide group, individual, and family counseling sessions.**	Staff members will complete the DECCA protocol to identify students who may need counseling or intervention services	DECCA completion rate	Completed by October 15, 2022				N/A
		The Youth Services Center will identify students based on family input, staff input, and student input for counseling services. YSC will work with the guidance office to coordinate a final list of students for the appropriate program	Students identified and completion of parental permission forms	Completed by October 15, 2022				ESSER II funding
		Students will attend weekly counseling sessions as determined by input and DECCA assessment	Student participation and exit feedback forms	Weekly through May 31, 2023				ESSER II funding
	KCWP 6: Establishing Learning Culture and Environment **Students will participate in targeted peer mediation**	Peer mediators will be chosen using student interviews and teacher recommendations.	Decrease in repeated issues	Monthly				N/A
		Peer mediators will complete a required training to learn how to mediate conflicts appropriately.	Decrease in repeated issues	Monthly				N/A
		Peer Mediation will be a student led program and is used to address a variety of student conflicts.	Decrease in repeated issues	Monthly				N/A
	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe, and provide feedback to teachers on implementation of Kagan structures.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Twice per year through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6
	KCWP 6: Establishing Learning Culture and Environment **Teachers will implement the Second Steps Social Emotional Learning program in order to target social emotional needs of our students.**	All students take part in biweekly participation in the Second Steps program during their Academic Enhancement class to engage in character development lessons.	Decrease in related ODRs	Biweekly through May 31, 2023				District
		SEL Committee implements a schoolwide schedule and checks for teacher fidelity to lesson completion.	Decrease in related ODRs	Quarterly through May 31, 2023				District
	KCWP 6: Establishing Learning Culture and Environment **All 6th grade students are assigned a W.E.B. small group and an 8th grade leader to offer support, accountability, and establish a sense of belonging within the wider school community.**	W.E.B. group leaders facilitate a series of activities on the first day of school, so 6th graders begin to establish a sense of community from day one.	Annual Student Foundations Survey	Annually through May 31, 2023				Section 6
		These small groups meet monthly to offer individualized support to students, by checking in on student grades, peer relationships, and overall well-being.	Annual Student Foundations Survey	Annually through May 31, 2023				Section 6
		These small groups also provide mini lessons on character development and how to advocate for themselves.	Annual Student Foundations Survey	Annually through May 31, 2023				Section 6

OBJECTIVE 2 ON THE NEXT PAGE

Objective	Strategy	Activity	Measure of Success	Timeline	Progress	Progress	Progress	Funding
Objective 2: The Safety Index will increase from **68.3 in 2022 to 72 in 2023** as measured by KSA (4-point increase)	KCWP 1: Design and Deploy Standards **Teachers will implement engaging strategies, such as Kagan and "Get Your Teach On," in their classrooms at least twice per week.**	89% of teachers have had 5 days of Kagan Training and participate in continuous refreshers during faculty meetings.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				ESSER 2
		Each department Kagan coach will observe teachers in their department implement a Kagan strategy, then provide feedback on the implementation. Kagan coaches may also model strategies for teachers in their classrooms.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Annually through May 31, 2023				ESSER 2
		All teachers participated in "Get Your Teach On" activities during staff retreats and continuous training throughout the school year.	PDSA and walkthroughs will demonstrate use of Kagan and GYTO strategies in instruction at a minimum of two times per week	Monthly through May 31, 2023				Section 6
	KCWP 6: Establishing Learning Culture and Environment **Teachers will implement the Second Steps Social Emotional Learning program in order to target social emotional needs of our students.**	All students take part in biweekly participation in the Second Steps program during their Academic Enhancement class to engage in character development lessons.	Lesson Completion	Biweekly through May 31, 2023				District
		SEL Committee implements a schoolwide schedule and checks for teacher fidelity to lesson completion.	Lesson Completion	Quarterly through May 31, 2023				District
	KCWP 6: Establishing Learning Culture and Environment **All 6th grade students are assigned a W.E.B. small group and an 8th grade leader to offer support, accountability, and establish a sense of belonging within the wider school community.**	W.E.B. group leaders facilitate a series of activities on the first day of school, so 6th graders begin to establish a sense of community from day one.	Annual Student Foundations Survey	Annually through May 31, 2023				Section 6
		These small groups meet monthly to offer individualized support to students, by checking in on student grades, peer relationships, and overall well-being.	Annual Student Foundations Survey	Annually through May 31, 2023				Section 6
		These small groups also provide mini lessons on character development and how to advocate for themselves.	Annual Student Foundations Survey	Annually through May 31, 2023				Section 6
	KCWP 6: Establishing Learning Culture and Environment **The school will partner with Undivided, Inc. to provide culturally responsive teaching and learning strategies to staff.**	Staff will attend an opening session training with Undivided staff members	Attendance and Plus/Delta feedback	Training to be completed August 5, 2022				ESSER II funding- $6,000
		Staff members will attend four follow up sessions with Undivided staff members that focus on issues related to equity and inclusion in the classroom.	Attendance and Plus/Delta feedback	Trainings to held October, 2022, January, 2023, and March, 2023				ESSER II funding- $6,000
	KCWP 6: Establishing Learning Culture and Environment **The school will partner with Andrews Counseling and the Center for Kentucky Grieving Children and Families to provide group, individual, and family counseling sessions.**	Staff members will complete the DECCA protocol to identify students who may need counseling or intervention services	DECCA completion rate	Completed by October 15, 2022				N/A
		The Youth Services Center will identify students based on family input, staff input, and student input for counseling services. YSC will work with the guidance office to coordinate a final list of students for the appropriate program	Students identified and completion of parental permission forms	Completed by October 15, 2022				ESSER II funding
		Students will attend weekly counseling sessions as determined by input and DECCA assessment	Student participation and exit feedback forms	Weekly through May 31, 2023				ESSER II funding
	KCWP 6: Establishing Learning Culture and Environment **Students will participate in targeted peer mediation**	Peer mediators will be chosen using student interviews and teacher recommendations.	Decrease in repeated issues	Monthly through May 31, 2023				N/A
		Peer mediators will complete a required training to learn how to mediate conflicts appropriately.	Decrease in repeated issues	Monthly through May 31, 2023				N/A
		Peer Mediation will be a student led program and is used to address a variety of student conflicts.	Decrease in repeated issues	Monthly through May 31, 2023				N/A

Progress monitoring key:	Not started	In progress	Completed	

Goal 7: Workplace Conditions (4-year goal): The School Climate section of the Kentucky Impact Working Conditions survey will increase from 47% favorable in 2022 to 80% favorable in 2025. (8.3-point annual gain)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
Objective 1: The School Climate Section of the Kentucky Impact Working Conditions Survey will increase from **47% in 2021 to 55.3% in 2022** as measured by a school created survey. (8.3-point gain)	KCWP 6: Establishing Learning Culture and Environment **The school will partner with Crossroads Church to provide Enneagram training in order to improve collaboration with staff.**	Staff will attend Enneagram training with Dr. Lynn Buckles	Foundations survey data, Plus/Delta feedback	Training will be completed August 4, 2022				ESSER II funding- $1200
		Staff will attend follow up sessions focused on using Enneagram results to improve communication and collaboration	Foundations survey data, Plus/Delta feedback	Trainings will be held in September, November, February, and April				ESSER II funding, $1200
	KCWP 5: Design, Align, and Deliver Support Processes **The school will design a mentor/mentee program to support teachers with less than three experiences in the profession or who are beginning their first year in our school**	Teachers with three or less years experience will be provided an administrator, an in-school mentor and an out-of-school advisor (retired teacher) who will conduct three observation and feedback sessions per year. The three observers will meet as a committee with the teacher three times per year.	Observation feedback Walkthrough data Observation data Temperature check surveys	Three observations per year per observer Three committee meetings per year				N/A
		Teachers with more than three years experience but new to Hayes will receive an in-house mentor to meet and provide support	Observation feedback Walkthrough data Observation data Temperature check surveys	Weekly meeting with mentor				N/A
		The onboarding committee will develop activities and structures for new hires throughout the year	Temperature check surveys	Quarterly activities				N/A
	KCWP 6: Establishing Learning Culture and Environment **Establish and deploy committees targeted at specific school needs**	Analyze data from MAP, KSA, Foundations, TELL, etc. to determine committee inception and charges.	Committee creation and assignment	Annually through May 31, 2022				N/A
		Teachers and staff participate in committees in which they choose, based on interest and need.	Member signup	Annually through May 31, 2022				N/A
		Committees will meet monthly to develop initiatives and structures to target committee charges.	Monthly Meeting Minutes	Monthly through May 31, 2022				N/A
Progress monitoring key:	Not started	In progress	Completed					

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 CSIPs. TSI stakeholders, 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 in 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:
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: We will implement a learning cycle workshop that begins with PD and moves to the implementation and impact review. This will ensure administration is embedded in the work with the teachers as we systematically review student achievement data both formatively and summatively.**
Identification of Critical Resources Inequities:
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: Annually, department chairs work with their departments to construct budget requests to submit to the SBDM council. The council works with the principal to develop a final budget from these requests. Department chairs may choose to make specific requests to change requests. Based on assessment data, we use other funds, such as ESS, to provide additional resources to underperforming subgroups or programs. For example, we used a Day Time Waiver to provide additional MTSS support.**
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
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: Annually, we administer the Foundations survey to parents, students, and staff to measure our culture and climate. The administration team then aligns this data with district family survey data and the Impact Kentucky survey data to see trends. We use this data to develop goals for our school based on culture and climate.**
Targeted Subgroups and Evidence-Based Interventions:
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: We have identified our Special Needs and African American populations as areas of need. Below is a list evidence based practices we will use.**   **Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.**

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into eProve. Specific directions regarding the documentation requirements can be found in the "Documenting Evidence under ESSA" resource available on KDE's Evidence-based Practices website.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in eProve
Teachers will use the PDSA process	A Primer for Continuous Improvement in Schools and District: White Paper	☒
Teachers will be trained on the Continuous Classroom Improvement model	Shipley, J. (2020). Continuous Classroom Improvement. 3rd Edition. First steps in using a systems approach to improve learning results.	☐
Teachers will embed engagement strategies into daily instruction	Kagan, S. *Effect Size Reveals the Impact of Kagan Structures and Cooperative Learning.* San Clemente, CA: Kagan Publishing. **Kagan Online Magazine,** Winter 2014. www.KaganOnline.com Gradone, D. *Increasing Student Participation, Interest, and Communication with Cooperative Learning Structures.* San Clemente, CA: Kagan Publishing. **Kagan Online Magazine,** Issue #53.	☐
Reading Plus will be used as an intervention reading program for Tiers 2 and 3	Reading Plus. (2008). Reading improvement report: Miami-Dade regions II and III. Huntington Station, NY: Taylor Associates/ Communications, Inc. Habler, B., Major, L. & Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. Journal of Computer Assisted Learning. Retrieved April 24, 2019, from https://onlinelibrary.wiley.com/journal/13652729.	☐
Orton Gillingham will be used an intervention reading program for Tier 3	Orton Gillingham and Orton Gillingham-Based Reading Instruction: A Review of the Literature Bhat, P., Rapport, M.J., & Griffin, C.C. (2000). A legal perspective on the use of specific reading methods for students with learning disabilities. *Learning Disability Quarterly*, 23, 283—297. Biasotto, V.L. (1993). Project ASSIST Institute: An Orton-Gillingham/ Spalding based curriculum for teachers and volunteers. *Annals of Dyslexia*, 43, 260—270. Brown, V., Hammill, D.D., & Wiederholt, J. (1978). *The Test of Reading Comprehension* . Austin, TX: PRO-ED.	☐
iReady will be used an intervention math program for Tiers 2 and 3	Impact Evaluation Mathmatics i-Ready iReady Reading K-3 Diagnostic Approved by KDE iReady Commissioned Report	☐
MDIS Black Box will be used an intervention math program for Tiers 2 and 3	https://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Heinauer_Stephen.pdf	☐
Teacher Clarity	Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. *Journal of Educational Research*, 72(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109 Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. npj Science of Learning. 1. 16013. 10.1038/npjscilearn.2016.13. https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_mod el	☐

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Edythe Jones Hayes Middle School
Harold Hoskins
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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 Edythe J. Hayes Middle School is to engage all students in a safe and nurturing environment, that fosters academic excellence and develops responsible, respectful leaders and citizens.

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.

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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.

Achievement in all academic areas for students with special needs

Achievement in all academic areas for African American students

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

Our Achievement Gap Goal (goals 3 and 4 in the CSIP) are focused on reading and math noice reduction for students with special needs and African American students.

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.

Goal 4, Objective 1: The percent of special education students scoring novice in reading will decrease from 52% in 2022 to 45.5% in 2023 (6.5-point decrease) as measured by KSA.

Goal 4, Objective 2: The percent of special education students scoring novice in math will decrease from 49% in 2022 to 32.3% in 2023 (16.7-point decrease) as measured by KSA.

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

For teachers to learn new strategies for the targeted student population in order to reduce the percent of students scoring novice.

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.)

We will review PDSA tools, walkthrough data, formative assessments, summative assessments, and Measure of Academic Progress (MAP) results.

Administration will design data collection tools for data analysis purposes. Teachers will be responsible for collecting, recording, and analyzing the data.

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Formative assessment data will be reviewed weekly. Summative assessment data will be reviewed quarterly. MAP data will be reviewed three times per year.

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.**

We will meet the objectives as outlined in the CSIP. The percentage of students scoring novice will decrease as indicated.

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

6th, 7th, 8th grade language arts teachers

6th, 7th, 8th grade math teachers

6th, 7th. 8th grade science teachers

6th. 7th, 8th grade social studies teachers

6th, 7th, 8th grade special education teachers

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.)

Continuous Classroom Improvement training from district trainers

Release time for coaching and follow up meetings on instructional implementation

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.

Once the CCI training has been completed, district or school administrators will provide observation and coaching sessions with co-teaching teams. These will occur three times per year.

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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.

> Goal 3, Objective 1: The percent of African American students scoring novice in reading will decrease from 27% in 2022 to 22.9% in 2023.

> Goal 3, Objective 2: The percent of African American students scoring novice in math will decrease from 36% in 2022 to 30.1% in 2023.

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

> For teachers to learn new strategies for the targeted student population in order to reduce the percent of students scoring novice.

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.)

> We will review PDSA tools, walkthrough data, formative assessments, summative assessments, and Measure of Academic Progress (MAP) results.

> Administration will design data collection tools for data analysis purposes. Teachers will be responsible for collecting, recording, and analyzing the data.

> Formative assessment data will be reviewed weekly. Summative assessment data will be reviewed quarterly. MAP data will be reviewed three times per year.

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.**

> We will meet the objectives as outlined in the CSIP. The percentage of students scoring novice will decrease as indicated.

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

> All Edythe J. Hayes Middle School staff members

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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.)

Funds to continue our work with Undivided, Inc. for culturally responsive teaching and learning

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.

Faculty meeting trainings with Undivided personnel to occur every other month

Continued coaching opportunities with all staff members

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.

NA

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024 - Generated on 05/10/2023

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