



2022-23 Phase One:  
Continuous Improvement Diagnostic for Schools

**Leestown Middle School**  
**Joe Gibson**  
2010 Leestown Rd  
Lexington, Kentucky, 40511  
United States of America

## **2022-23 Phase One: Continuous Improvement Diagnostic for Schools**

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2022-23 diagnostics is as follows:

### **Phase One: August 1 - October 1**

- Continuous Improvement Diagnostic for Schools
- School Safety Report
- Executive Summary for Schools

### **Phase Two: October 1 - November 1**

- The Needs Assessment for Schools
- School Assurances

### **Phase Three: November 1 - January 1**

- Comprehensive School Improvement Plan

### **Phase Four: January 1 - December 31**

- Professional Development Plan for Schools (Due May 1)
- Progress Monitoring

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

Please enter your name and date below to certify.  
Joe D. Gibson 9.26.22



2022-23 Phase One:  
Executive Summary for Schools

**Leestown Middle School**  
**Joe Gibson**  
2010 Leestown Rd  
Lexington, Kentucky, 40511  
United States of America

## 2022-23 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Leestown Middle School has 1003 students and embraces diversity with a student population that is 39% Hispanic, 24%, African American, 32% White, and 3% Other. More than 65% of the students qualify for free or reduced lunch. English Language Learners make up 14% of our student body and 10.4% of students are identified with disabilities. With Leestown Middle School's classes growing at a steady pace weekly, Leestown anticipates an ever growing student population. Leestown Middle School is located on the north side of Lexington in an industrial area surrounded by the Veterans Hospital, Coca-Cola plant, UPS distribution center, Amazon, and Bluegrass Community and Technical College. The residential areas that attend Leestown include both middle and lower income areas. The location can be a barrier for some families as we are not connected to a neighborhood.

### 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.

Leestown Middle School is committed to engaging students in learning experiences that empower each with the tools for life-long success

### 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.

Leestown has achieved a great deal academically in the past few years. On the 2018-19 KPREP, overall our students exceeded cut scores in all tested areas. We scored a 77 in achievement, 65 in separate academic indicator, and 58.9 in growth. Our orchestra has received a gold-level rating from KMEA Program of Excellence for the past 8 years and this year has been invited to perform at the state KMEA professional learning conference. Our band and chorus programs have received proficient and distinguished ratings from KMEA and students are being selected for all-state chorus as well as district honors band.

### 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.

N/A

#### Additional Information

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

Leestown is a wonderfully diverse school that celebrates and takes pride in its diversity. We also take seriously the responsibility of educating all students to the fullest, and we have a strong focus on literacy and increasing academic standards and supports for students. Leestown offers a rigorous curriculum to prepare students for high school, with accelerated classes at each grade level and a wide range of exploratory experiences including French, Spanish, robotics, and speech and drama.



2022-23 Phase Two:  
The Needs Assessment for Schools

**Leestown Middle School**  
**Joe Gibson**  
2010 Leestown Rd  
Lexington, Kentucky, 40511  
United States of America

## **2022-23 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Leestown is structured into instructional leadership teams. The Administrative Instructional Team consists of the Principal, Associate Principal, Two Assistant Principals, and the PGES Coach. This team meets every Thursday. Content (department leaders) teams meet once a month and grade level PLC's meet three times a week. All meetings use a "meeting wise" agenda and post minutes in Google drive. MTSS meetings take place every Monday. We alternate the Monday for Academic/Behavior support.

#### **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?



-The previous plan was just a tweak of the 19-20 plan. We will have a structured way to address the needs and goals for 22-23 that includes all stakeholders.

### 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.
  - Leestown recieved a Yellow (medium) 55.0 rating on the 20-21 Kentucky Summative Assesement
  - Leestown is TSI (Targeted Support and Improvement) For ELL and IEP students.
  - Combined Reading and Math indicator was 58.7 (Yellow)
  - Combined Science,Social Studies, and Writing 53.3 (Yellow)
  - English Learners Progress Yellow (Yellow)

### 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.
  - Leestown recieved a Yellow (medium) 55.0 rating on the 20-21 Kentucky Summative Assesement
  - Leestown is TSI (Targeted Support and Improvement) For ELL and IEP students.
  - Combined Reading and Math indicator was 58.7 (Yellow)

-Combined Science,Social Studies, and Writing 53.3 (Yellow)

-English Learners Progress Yellow (Yellow)

### 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.

Math and reading continue to be our target areas. Over 80% of our subgroups scored below proficiency in both areas. We continue to struggle in servicing our SPED and ELL populations as well. Leestown has a very "high need" population with approximately 70% of students who are minorities and with 67% of students qualifying for free or reduced lunch. We have a high percentage of students who are language learners and a significant population of students with disabilities.

### 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.

2021 KSA Writing - Writing-This was the highest-scoring content area with the smallest gap. With a GOLD level status in PBIS, we continue to be successful with our behavioral interventions.

We have put in place a very effective MTSS system with Math, Reading, and behavior intervention teachers at each grade level.

### 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.

KCWP 1: Design and Deploy Standards:

The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations.

The Kentucky Academic Standards are in Kentucky statute as what is to be taught.

It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

The Career Technical Education Pathways are specific requirements for completion of college and career readiness.

Standards and curriculum are fundamental to each and every student.

Evidence of Practice in Place:

PLC's, Common Assessments, Unit frameworks, Walkthroughs, Data analysis sessions

-PIC planning meetings, identifying essential standards, Teacher clarity work

-PIC planning sessions, walkthroughs , summer planning sessions

-Long range plans, district frameworks are getting developed.

-Through PLC work

-Vertical alignment sessions through monthly department meetings

## Leestown Middle School's Comprehensive School Improvement Plan (CSIP)

### Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

### Requirements for Building an Improvement Plan

- The required goals for elementary/middle schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  
- The required goals for high schools include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

**Explanations/Directions**

<p><b>Goal:</b> Schools should determine long-term goals that are three to five year targets for each required school level indicator. Long-term targets should be informed by The Needs Assessment for Schools.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Schools should determine short-term objectives to be attained by the end of the current academic year. There can be multiple objectives for each goal.</p>	<p>Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon <a href="#">Kentucky's six (6) Key Core Work Processes</a> or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldrige, etc.</i>).</p>	<p>Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.</p>	<p>List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.</p>	<p>Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.</p>	<p>List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.</p>

**1: State Assessment Results in reading and mathematics**

Goal 1 (State your reading and math goal.):					
<ul style="list-style-type: none"> <li>By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 46%.</li> <li>By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 37%.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, Leestown will increase P/D in Reading to 55%.	KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	Use of district pacing guides and instructional frameworks ensuring implementation with fidelity	PLC planning documents and Common Assessment Data	Weekly	n/a
		Collaborative grade-level planning with same content teachers, AB day teachers, EL teachers and special education teachers (PLC's).	PLC planning documents, and Common Assessment Data	Bi-weekly	Title 1
		Use of tiered interventions to ensure mastery of standards for all students.	ESS, Reflex Math, Reading Plus, IXL, MTSS data, FAST monitoring, Math Intervention classes	Weekly	Title 1 and ESSER 2
	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.	Review and communicate Leestown teacher academic expectations (high yield strategies, learning targets, Teacher Clarity, language targets, academic vocabulary, and SIOP strategies).	Walk-throughs, Peer observation (departmental) feedback	Weekly and monthly (ILT meetings)	n/a
	KCWP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim district assessments) in order to determine priorities for individual student success.	Data Protocol Meetings for subject and grade-level formative and summative assessments, including district assessments.	Rubrics and Data Protocol documents (including item analysis) and for each unit of study	Weekly	n/a
		Data Meetings will be held regularly within each department to discuss vertical alignment and student achievement and make adjustments as necessary.	MAP, KSA, district and school common assessment data	Weekly	n/a
	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.	Planning documents, PLC meetings	Weekly	n/a

Goal 1 (State your reading and math goal.):					
<ul style="list-style-type: none"> <li>By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 46%.</li> <li>By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 37%.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2  By 2023, Leestown Middle School will increase P/D in Math to 47%.	KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	Use of district pacing guides and instructional frameworks ensuring implementation with fidelity of district curricula (including enVisions).	PLC planning documents and Common Assessment Data	Weekly	n/a
		Use of tiered interventions to ensure mastery of standards for all students	ESS, Imagine Learning, IXL, MTSS data, FAST monitoring, Math Intervention classes	Weekly	ESSER 2 and Title 1 (intervention classes)
		Collaborative grade-level planning with content teachers, AB day teachers, EL teachers and special education teachers.	PLC planning documents, and Common Assessment Data	Bi-weekly	n/a
	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality	Review and communicate Leestown teacher academic expectations (high yield strategies, learning targets, Teacher Clarity, language targets, academic vocabulary, and SIOP strategies).	Walk-throughs, Peer observation (departmental) feedback	Weekly and monthly (ILT meetings)	n/a
	KCWP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim district assessments) in order to determine priorities for individual student success.	Data Protocol Meetings for subject and grade-level formative and summative assessments, including district assessments.	Rubrics and Data Protocol documents (including item analysis) and for each unit of study	Weekly	n/a
		Data Meetings will be held regularly within each department to discuss vertical alignment and student achievement and make adjustments as necessary.	MAP, KSA, district and school common assessment data	Weekly	n/a
	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.	Planning documents, PLC meetings	Weekly	n/a

**2: State Assessment Results in science, social studies and writing**

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <ul style="list-style-type: none"> <li>By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 20%.</li> <li>By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 38%.</li> <li>By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 44%.</li> </ul>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2023, Leestown Middle School will increase P/D in Science to 32%.</p>	<p>KWCP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>Implement school-wide literacy initiative, including CERT body paragraphs and weekly vocabulary words</p>	<p>Evidence of CERT in walkthroughs and in writing performance assessment</p>	<p>Weekly</p>	<p>n/a</p>
		<p>Implement and evaluate the success of school-wide writing classes, which allow students to have intensive reading and writing instruction</p>	<p>Writing assessments, free response question analyses</p>	<p>Weekly</p>	<p>n/a</p>
		<p>Departmental vertical alignment of standards and calibration of assessments (science, writing, and social studies)</p>	<p>Department meetings, Planning documents, walkthrough data, peer observation</p>	<p>Weekly</p>	<p>n/a</p>
	<p>KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.</p>	<p>Science teachers will align SIOP strategies with Amplify curriculum</p>	<p>Department meetings, Planning documents, walkthrough data, peer observation</p>	<p>Weekly</p>	<p>ESSER 2 (SIOP professional learning)</p>
		<p>All departments will participate in SIOP professional learning to embed SIOP strategies and collaborate as a department on planning</p>	<p>Department meetings, Planning documents, walkthrough data, peer observation</p>	<p>Weekly</p>	<p>ESSER 2 (SIOP professional learning)</p>
<p>KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.</p>	<p>Data Protocol Meetings for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pre-tests, and critical junctures (halfway through the unit)</p>	<p>Rubrics and Data Protocol documents (including item analysis) for each unit of study</p>	<p>Weekly</p>	<p>n/a</p>	
<p>Objective 2</p> <p>By 2023, Leestown Middle School will increase P/D in Social Studies</p>	<p>KWCP 1: Design and Deploy Standards: Ensure the core instructional program is intentional,</p>	<p>Implement school-wide literacy initiative, including CERT body paragraphs and weekly vocabulary words</p>	<p>Evidence of CERT in walkthroughs and in writing performance assessment</p>	<p>Weekly</p>	<p>n/a</p>



Goal 2 (State your science, social studies, and writing goal.):

- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 20%.
- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 38%.
- By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 44%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
to 48%.	of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	Implement and evaluate the success of school-wide writing classes, which allow students to have intensive reading and writing instruction, using multi-disciplinary texts	Writing assessments, free response question analyses, DBQ implementations	Weekly	n/a
		Departmental vertical alignment of standards and calibration of social studies assessments	Department meetings, Planning documents, walkthrough data, peer observation	Weekly	n/a
	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality	Social studies teachers will align SIOP strategies with curriculum	Department meetings, Planning documents, walkthrough data, peer observation	Weekly	ESSER 2
		All departments will participate in SIOP professional learning to embed SIOP strategies and collaborate as a department on planning	Department meetings, Planning documents, walkthrough data, peer observation		ESSER 2 and Title 1
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	Data Protocol Meetings for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pre-tests, and critical junctures (halfway through the unit)	Rubrics and Data Protocol documents (including item analysis) for each unit of study	Weekly	n/a
Objective 3 By 2023, Leestown Middle School will increase P/D in Combined Writing to 53%.	KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	Implement school-wide literacy initiative, including CERT body paragraphs, weekly vocabulary words, and school-wide AR Reading Goals and incentives.	Evidence of CERT in walkthroughs and in writing performance assessment data.	Weekly	n/a

Goal 2 (State your science, social studies, and writing goal.):

- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 20%.
- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 38%.
- By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 44%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Implement and evaluate the success of school-wide writing classes, which allow students to have intensive reading and writing instruction. Vertical alignment of writing classes (6-7-8).	Writing assessments, free response question analyses.	Weekly	n/a
	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality	ELA and writing teachers collaborate vertically to include writing standards in ELA classes since many students do not have the opportunity to take A/B writing classes.	PLC documents	weekly	Title 1
		Writing teachers align SIOP strategies as well as implement Document-Based Questions in all 3 grades	Department meetings, Planning documents, walkthrough data, peer observation	weekly	ESSER 2 and Title 1
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established systems for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.	Data Protocol Meetings for subject and grade-level formative and summative assessments, including writing performance assessments.	Rubrics and Data Protocol documents (including item analysis) for each instructional unit	weekly	n/a
		Data protocol meetings in which teachers disaggregate data to monitor student progress.	Data protocol meeting notes, assessment data	weekly	n/a

### 3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By 2023, Leestown Middle will decrease Novice in African American Reading to 25%. Current level is 32%.</p> <p>By 2023, Leestown Middle will decrease Novice in African American Math to 34%. Current level is 44%.</p>	<p>KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>Use of district pacing guides and instructional frameworks ensuring implementation with fidelity</p>	<p>PLC planning documents and Common Assessment Data</p>	<p>weekly</p>	<p>n/a</p>
		<p>Collaborative grade-level planning with same content teachers, AB day teachers, EL teachers and special education teachers (PLC's).</p>	<p>PLC planning documents and Common Assessment Data</p>	<p>weekly</p>	<p>Title 1</p>
		<p>Use of tiered interventions to ensure mastery of standards for all students, focusing on students in Tiers 2 and 3.</p>	<p>ESS, Reflex Math, Reading Plus, IXL, MTSS data, FAST monitoring, Math Intervention classes</p>	<p>weekly</p>	<p>ESSER 2 and Title 1</p>
	<p>KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.</p>	<p>Review and communicate Leestown teacher academic expectations (high yield strategies, learning targets, Teacher Clarity, language targets, academic vocabulary, and SIOP strategies).</p>	<p>Walk-throughs, Peer observation (departmental) feedback</p>	<p>Weekly and monthly (ILT meetings)</p>	<p>n/a</p>
	<p>KCWP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim district assessments) in order to determine priorities for individual student success.</p>	<p>Data Protocol Meetings for subject and grade-level formative and summative assessments, including district assessments.</p>	<p>Rubrics and Data Protocol documents (including item analysis) and for each unit of study</p>	<p>Weekly</p>	<p>n/a</p>
		<p>Data Meetings will be held regularly within each department to discuss vertical alignment and student achievement and make adjustments as necessary.</p>	<p>MAP, KSA, district and school common assessment data</p>	<p>Weekly</p>	<p>n/a</p>
	<p>KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.</p>	<p>Planning documents, PLC meetings</p>	<p>Weekly</p>	<p>n/a</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 2</p> <p>By 2023, Leestown Middle will decrease Novice in English Learners Reading to 40%. Current level is 58%.</p> <p>By 2023, Leestown Middle will decrease Novice in English Learners Math to 40%. Current level is 55%.</p>	<p>KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>Implement school-wide literacy initiative and incorporate SIOp strategies into daily instruction</p>	<p>Walk-throughs, PLC planning documents</p>	<p>Weekly</p>	<p>n/a</p>
		<p>EL students are enrolled in level-specific EL classes (new in 2022) to work on reading, writing, speaking, and listening skills along with their grade level Language Arts class</p>	<p>Walk-throughs, PLC planning documents</p>	<p>Weekly</p>	<p>n/a</p>
	<p>KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.</p>	<p>Review and communicate Leestown teacher academic expectations (high yield strategies, learning targets, Teacher Clarity, language targets, academic vocabulary, and SIOp strategies).</p>	<p>Walk-throughs, Peer observation (departmental) feedback</p>	<p>Weekly and monthly (ILT meetings)</p>	<p>n/a</p>
	<p>KCWP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim district assessments) in order to determine priorities for individual student success.</p>	<p>Data Protocol Meetings for subject and grade-level formative and summative assessments, including district assessments.</p>	<p>Rubrics and Data Protocol documents (including item analysis) and for each unit of study</p>	<p>Weekly</p>	<p>n/a</p>
		<p>Data Meetings will be held regularly within each department to discuss vertical alignment and student achievement and make adjustments as necessary.</p>	<p>MAP, KSA, district and school common assessment data</p>	<p>Weekly</p>	<p>n/a</p>
	<p>KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.</p>	<p>Planning documents, PLC meetings</p>	<p>Weekly</p>	<p>n/a</p>
<p>Objective 3</p> <p>By 2023, Leestown will decrease Novice in Reading IEP to 40%. Current level is 60%.</p>	<p>KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.</p>	<p>Implement school-wide literacy initiative and incorporate SIOp strategies into daily instruction</p>	<p>Walk-throughs, PLC planning documents</p>	<p>Weekly</p>	<p>n/a</p>
		<p>Implement strategies to ensure that students with disabilities have access to core instruction for reading, including using district supported co-teaching models.</p>	<p>Walk-throughs, PLC planning documents</p>	<p>Weekly</p>	<p>n/a</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>By 2023, Leestown Middle will decrease Novice in Math IEP to 40%. Current level is 66%.</p>	<p>KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.</p>	<p>Review and communicate Leestown teacher academic expectations (high yield strategies, learning targets, Teacher Clarity, language targets, academic vocabulary, and SIOP strategies).</p>	<p>Walk-throughs, Peer observation (departmental) feedback</p>	<p>Weekly and monthly (ILT meetings)</p>	<p>n/a</p>
	<p>KCWP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim district assessments) in order to determine priorities for individual student success.</p>	<p>Data Protocol Meetings for subject and grade-level formative and summative assessments, including district assessments.</p>	<p>Rubrics and Data Protocol documents (including item analysis) and for each unit of study</p>	<p>Weekly</p>	<p>n/a</p>
		<p>Data Meetings will be held regularly within each department to discuss vertical alignment and student achievement and make adjustments as necessary.</p>	<p>MAP, KSA, district and school common assessment data</p>	<p>Weekly</p>	<p>n/a</p>
	<p>KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.</p>	<p>Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.</p>	<p>Planning documents, PLC meetings</p>	<p>Weekly</p>	<p>n/a</p>

4: English Learner Progress

Goal 4 (State your English Learner goal.): By May 2023, Leestown Middle School will increase the school level indicator to 31.0. Current EL Progress Indicator is 25.6.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By May 2023, Leestown Middle School will increase the school level indicator to 31.0. Current EL Progress Indicator is 25.6.	KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	Implement school-wide literacy initiative and incorporate SIOP strategies into daily instruction	Walk-throughs, PLC planning documents	Weekly	n/a
		EL students are enrolled in level-specific EL classes (new in 2022) to work on reading, writing, speaking, and listening skills along with their grade level Language Arts class	Walk-throughs, PLC planning documents	Weekly	n/a
	KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.	Review and communicate Leestown teacher academic expectations (high yield strategies, learning targets, Teacher Clarity, language targets, academic vocabulary, and SIOP strategies).	Walk-throughs, Peer observation (departmental) feedback	Weekly and monthly (ILT meetings)	n/a
	KCWP 4: Review, Analyze and Apply Data: Ensure teachers must have established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim district assessments) in order to determine priorities for individual student success.	Data Protocol Meetings for subject and grade-level formative and summative assessments, including district assessments.	Rubrics and Data Protocol documents (including item analysis) and for each unit of study	Weekly	n/a
		Data Meetings will be held regularly within each department to discuss vertical alignment and student achievement and make adjustments as necessary.	MAP, KSA, WIDA Access, district and school common assessment data	Weekly	n/a
	KWCP 5: Design, Align and Deliver Support: Refine and implement the system in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working.	Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.	Planning documents, PLC meetings	Weekly	n/a

**5: Quality of School Climate and Safety**

Goal 5 (State your climate and safety goal.): By May 2023, Leestown Middle School will increase the quality of school climate and safety indicator to 75. Current level is 67.3.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2023, Leestown Middle School will increase the quality of school climate and safety indicator to 75. Current level is 67.3.	KCWP 1: Design and Deploy Standards: Ensure the core instructional program is intentional, of the highest quality, and provided to all students. Implementation of evidence-based curriculum with integrity is essential.	Students will attend the Leestown Way program sessions at the start of the school year and booster sessions throughout the school year.	SEL Surveys, Student and Staff Surveys, Walkthroughs	Weekly	n/a
		Leestown will fully implement the Second Steps SEL curriculum at all grade levels.	SEL Surveys, Student and Staff Surveys, Walkthroughs	Weekly	n/a
		Leestown will fully implement the Sources of Strength program Tier peer mentoring program.	SEL Surveys, Student and Staff Surveys, Walkthroughs, student participation	Weekly	Grant Funded (Brothers Run)
	KWCP 4: Review, Analyze and Apply Data: Ensure teachers must have established systems for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student succes	Leestown will continue to implement PBIS systems with Gold level fidelity.	PBIS Implementation Checklist and PBIS walkthroughs	Weekly	n/a

**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:

<p><b>Components of Turnaround Leadership Development and Support:</b></p>
<p><b>Consider:</b> 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?  <b>Response:</b></p> <p>Together with staff, we will study the <u>Clarity for Learning</u> text to ensure that we have the skills to collaborate with teachers on developing success criteria and learning intentions. With the help of Solution Tree, we will implement a Professional Learning Community reset with the whole staff and assume the role of PLC leads. This is to ensure administration is embedded in the work with the teachers as we systematically review student achievement data both formatively and summatively.</p>
<p><b>Identification of Critical Resources Inequities:</b></p>
<p><b>Consider:</b> 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.  <b>Response:</b></p> <p>Our SBDM council reviews budget priorities on a monthly basis. All Section 6, 6c, SAF, and ESSER funds are used in consultation with SBDM. We discuss priority needs with our SBDM, and allocate funds based on those needs.</p> <p>Our Title 1 advisory council is consulted when using Title 1 funds. We use 90-95% of our Title 1 budget for staffing needs.</p>
<p><b>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</b></p>
<p><b>Consider:</b> 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.  <b>Response:</b></p> <p>Culturally Responsive Teaching is a priority area for us. We are working with the New York Leadership Academy to develop a coaching model based on CRT best practices.</p>



We survey our staff, students, and families annually to help us measure our culture and climate. We also engage the entire staff and students in a community-based Leestown Way presentation, which is a 3-day event in the fall, with Leestown Way refreshers strategically implemented into the curriculum once per month.

**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:**

In addition to our ELL and Special Need population, we have selected our African American population as an area of need. To strategically target this and our other targeted subgroups, we have implemented an MTSS structure that provides immediate interventions and subsequent data collection through programs such as FASTBridge and MAP, ensuring that students' needs are being met.

**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
Train staff to implement inductive teaching strategies.	Hattie, J. (2009). <i>Visible Learning: a synthesis of over 800 meta-analyses relating to achievement</i> . Routledge: New York, NY.	<input checked="" type="checkbox"/>
Teachers will implement Clarity for Learning practices in planning, daily instruction and evaluating student learning.	Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i> , 72(1), 3–10. <a href="https://doi.org/10.1080/00220671.1978.10885109">https://doi.org/10.1080/00220671.1978.10885109</a>  Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. <i>npj Science of Learning</i> . 1. 16013. <a href="https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model">https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model</a>	<input type="checkbox"/>
We will use materials through Solution Tree to restructure the PLC process.	<u>Learning by Doing</u> by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, Mike Mattos	<input type="checkbox"/>
Teachers will embed collaborative engagement strategies, such as Kagan, into daily instruction and also lead PD on how to embed Kagan into daily instruction.	Kagan, S. <i>Effect Size Reveals the Impact of Kagan Structures and Cooperative Learning</i> . San Clemente, CA: Kagan Publishing. <b>Kagan Online Magazine</b> , Winter 2014. <a href="http://www.KaganOnline.com">www.KaganOnline.com</a>  Gradone, D. <i>Increasing Student Participation, Interest, and Communication with Cooperative Learning Structures</i> . San Clemente, CA: Kagan Publishing. <b>Kagan Online Magazine</b> , Issue #53.	<input type="checkbox"/>
Reading Plus will be used as an intervention reading program for Tiers 2 and 3	<a href="#">Reading Plus. (2008). Reading improvement report: Miami-Dade regions II and III. Huntington Station, NY: Taylor Associates/Communications, Inc.</a>  <a href="#">Habler, B., Major, L. &amp; 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.</a>	<input type="checkbox"/>