



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

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

-PLC planning sessions, walkthroughs , summer planning sessions

-Long range plans, district frameworks are getting developed.

-Through PLC work

-Vertical alignment sessions through monthly department meetings



2022-23 Phase Two: School Assurances\_10192022\_09:13

2022-23 Phase Two: School Assurances

**Leestown Middle School**  
**Joe Gibson**  
2010 Leestown Rd  
Lexington, null, 40511

---

**Table of Contents**

2022-23 Phase Two: School Assurances 3

## 2022-23 Phase Two: School Assurances

### Introduction

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

#### Federal Programs

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

☐ Yes

☒ **No**

☐ N/A

#### **COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

#### **COMMENTS**

#### Title I Programs

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

7. The school provides parents of participating children, or all children in a schoolwide

program—

- A. timely information about programs under Title I;
- B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

10. The school provides materials and training to help parents to work with their



children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

☒ Yes

☐ No

☐ N/A

**COMMENTS**

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

Title I Schoolwide Programs

15. If the school is implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

pursuant to Section 1114(b)(7), a comprehensive plan (CSIP) that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

☒ Yes

☐ No

☐ N/A

**COMMENTS**

**Title I Targeted Assistance School Programs**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

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

☒ Yes

☐ No

☐ N/A

**COMMENTS**

### Schools Identified for Targeted Support and Improvement

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

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

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

☒ **Yes**

☐ No

☐ N/A

**COMMENTS**

# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------



## 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

<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.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
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.	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</i> , <i>Shipley</i> , <i>Baldrige</i> , etc.).	Describe the actionable steps that will occur to deploy the chosen strategy. There can be multiple activities for each strategy.	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.	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.	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.

## 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.):

- By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 46%.
- By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 37%.

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

Goal 2 (State your science, social studies, and writing goal.): <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
Objective 1  By 2023, Leestown Middle School will increase P/D in Science to 32%.	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.	Implement school-wide literacy initiative, including CERT body paragraphs and weekly vocabulary words	Evidence of CERT in walkthroughs and in writing performance assessment	Weekly	n/a
		Implement and evaluate the success of school-wide writing classes, which allow students to have intensive reading and writing instruction	Writing assessments, free response question analyses	Weekly	n/a
		Departmental vertical alignment of standards and calibration of assessments (science, writing, and social studies)	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.	Science teachers will align SIOP strategies with Amplify curriculum	Department meetings, Planning documents, walkthrough data, peer observation	Weekly	ESSER 2 (SIOP professional learning)
		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	Weekly	ESSER 2 (SIOP professional learning)
	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 2  By 2023, Leestown Middle School will increase P/D in Social Studies	KWCP 1: Design and Deploy Standards: Ensure the core instructional program is intentional,	Implement school-wide literacy initiative, including CERT body paragraphs and weekly vocabulary words	Evidence of CERT in walkthroughs and in writing performance assessment	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
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%.	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.	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
Objective 1  By 2023, Leestown Middle will decrease Novice in African American Reading to 25%. Current level is 32%.  By 2023, Leestown Middle will decrease Novice in African American Math to 34%. Current level is 44%.	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	weekly	Title 1
		Use of tiered interventions to ensure mastery of standards for all students, focusing on students in Tiers 2 and 3.	ESS, Reflex Math, Reading Plus, IXL, MTSS data, FAST monitoring, Math Intervention classes	weekly	ESSER 2 and Title 1
	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



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>	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
	<p>KWCP 2: Design and Deliver Instruction: Refine the system to ensure the instructional program is intentional and of the highest quality.</p>	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
	<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>	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
	<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>	Teachers will provide appropriate intervention and enrichment opportunities within Tier 1.	Planning documents, PLC meetings	Weekly	n/a
<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>	Implement school-wide literacy initiative and incorporate SIOP strategies into daily instruction	Walk-throughs, PLC planning documents	Weekly	n/a
		Implement strategies to ensure that students with disabilities have access to core instruction for reading, including using district supported co-teaching models.	Walk-throughs, PLC planning documents	Weekly	n/a

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
By 2023, Leestown Middle will decrease Novice in Math IEP to 40%. Current level is 66%.	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

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:

Components of Turnaround Leadership Development and Support:
<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?</p> <p><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>
Identification of Critical Resources Inequities:
<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.</p> <p><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>
Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students
<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.</p> <p><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>

<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.</p>
<p><b>Targeted Subgroups and Evidence-Based Interventions:</b></p>
<p><b>Consider:</b> 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?</p> <p><b>Response:</b></p> <p>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.</p>
<p><b>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.</b></p>

### 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"/>



## 2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024\_04252023\_12:58

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

**Leestown Middle School**  
**Joe Gibson**  
2010 Leestown Rd  
Lexington, null, 40511



---

**Table of Contents**

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

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

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

School Mission

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

---

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

#### Focus Area 1

PLC: Leestown will continue to improve our PLC process.

#### Focus Area 2

Accelerated Learning: Leestown will partner PBL works to develop a schoolwide structure and process of Project Based Learning.

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

- By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured
- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured
- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 55% as measured

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.

-Establish meeting times and norms

-Establish tight structures

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

- By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured
- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured

- 
- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 6
  - By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level

#### 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.)

- i. Collaborative teams will complete the PLC Continuum Self-Assessment

ii. Teachers, school administrators, chiefs

iii. Three times a year

- i. Schools must have a PLC monitoring plan/feedback form

ii. Teachers, school administrators, chiefs

iii. Quarterly

- i. Professional learning agenda

ii. Teachers, school administrators

iii. Each meeting as appropriate

- i. Collaborative teams will provide access to their meeting notes and agendas

ii. Teachers, school administrators

iii. Each meeting

- i. The district will monitor PLC implementation through observations using district tools

ii. Directors, chiefs

iii. Twice yearly

- i. Site visit feedback form

ii. Principals, chiefs, directors

iii. Twice yearly

- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive

---

ii. Teachers, school administrators

iii. Each meeting

- i. The district will provide a needs assessment to determine the current state and next steps for PLCs

ii. Teachers, school administrators, chiefs

iii. Twice yearly

- i. Student work analysis protocols, curriculum pacing, common assessment data

ii. Teachers, school administrators

iii. Each meeting

- i. Student monitoring tools and processes

ii. Teachers, school administrators

iii. Each meeting

- i. Literacy integration - unit frameworks

ii. Teachers, school administrators

iii. Each meeting

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.**

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes
- The PLC team consistently implements a system to write learning intentions and success criteria in lessons
- The PLC team consistently implements a system to develop teacher pacing guidelines that include teacher
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and
- The PLC team consistently implements a system for sharing two or three promising instructional strategies

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

All grade level Teachers and Administrators

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.)

Title 1 funding

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.

Administrators will push into all PLC's.

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.

Leestown will partner with PBL works, to implement a model of PBL instruction based on best practices.

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

- By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured
- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured
- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 55% as measured

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.)

What data will be considered and gathered?

- i. Collaborative teams will complete the PLC Continuum Self-Assessment

ii. Teachers, school administrators, chiefs

iii. Three times a year

- i. Schools must have a PLC monitoring plan/feedback form

ii. Teachers, school administrators, chiefs

iii. Quarterly

- i. Professional learning agenda

ii. Teachers, school administrators

iii. Each meeting as appropriate

- i. Collaborative teams will provide access to their meeting notes and agendas

ii. Teachers, school administrators

iii. Each meeting

- i. The district will monitor PLC implementation through observations using district tools

ii. Directors, chiefs

iii. Twice yearly

- i. Site visit feedback form

ii. Principals, chiefs, directors

iii. Twice yearly

- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive

ii. Teachers, school administrators

iii. Each meeting

- i. The district will provide a needs assessment to determine the current state and next steps for PLCs

ii. Teachers, school administrators, chiefs

iii. Twice yearly

- i. Student work analysis protocols, curriculum pacing, common assessment data

ii. Teachers, school administrators

iii. Each meeting

- i. Student monitoring tools and processes

ii. Teachers, school administrators

iii. Each meeting

- i. Literacy integration - unit frameworks

ii. Teachers, school administrators

iii. Each meeting

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.**

-All teachers will work through 2 PBL projects during the 23-24 school year.

-Student formative assessment

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

Teachers and Administrators

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.)

PBL Works

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.

Support From Deeper Learning Dept. FCPS

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.

N/A

# Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------