



2022-23 Morton - Phase One:
Continuous Improvement Diagnostic for Schools

Morton Middle School
Twanjua Jones
1225 Tate Creek Rd
Lexington, Kentucky, 40502
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.

Twanjua Jones

September 30, 2022



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

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Lexington, Kentucky, 40502
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?

Morton is a beautiful school structured in resemblance of Mt. Vernon, the home of George Washington. We are located near downtown Lexington neighboring to the University of Kentucky. The legacy established at Morton began in 1834 and continues to flourish today. Over the last few years, our population has become more diverse. Currently, we have 710 students, about 42% of who qualify for free/reduced lunch, 18% are African American, 10% qualify for Special Education services, and about 9% qualify for English as a Second Language services.

With academics and tradition as cornerstones, Morton Middle School's foundation is built on a middle school culture with our success being all about relationships and a rigorous academic focus. Through the years, Morton has been a Pacesetter School and has received several top state rankings including the classification of "School of Distinction." Even during the COVID pandemic, Morton students continued to learn and achieve at high levels; although, notable gaps in learning, that we are addressing, have been documented due to the stressors of the pandemic.

Daily, we develop a community of learners by exemplifying our school motto, "Work Hard, Play Fair and Take Care of Each Other." Morton assures an equal opportunity for every student to learn to their academic potential through a team-based middle school philosophy and is especially recognized for its state-of-the-art math program. At each grade level, all math courses incorporate rigorous algebraic concepts. Additionally, we offer an English 1 high school course for students who qualify.

Morton's vision is "Exemplary Learning, No Excuses, No Exceptions!" We accomplish this through quality teaching, mastery learning, and building positive relationships. This school year our PBIS focus with students is the 3 R's – Be Ready, Be Responsible, Be Respectful. Our leadership focus is the 4 C's – celebration, communication, consistency, and collaboration. The high expectations of Morton's leadership and staff enable the school to bring this extraordinary mission, vision, and culture to life!

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.

Morton Middle School's purpose, a school dedicated to academic excellence, children, and community, is to educate all students to demonstrate proficiently the knowledge and skills essential for lifelong learning, social well-being, and active responsible citizenship. Our mission statement is "The faculty, staff, students, and community of Morton Middle School are committed to academic excellence and the cultivation of individual strengths and talents in a safe, supportive environment where individual differences and respect for the rights of others guide school and community behavior." We believe that all students can learn at high levels and be critical thinkers, problem solvers, and effective communicators. Students are taught using Kentucky Academic Standards. Every student is given the opportunity to be successful in challenging classes, with rigorous curriculum, and provided resources such as Student Achievement Meetings, SEL mentoring and lessons, MTSS academic and behavior, Science Achievers, Leadership Academy, Elevate, and Student Academic Enhancement/Targeted Services/Intervention when needed. All students can participate in exploration, enrichment, and club activities; we emphasize the development of the whole child. Additionally, we believe all stakeholders share in the responsibility for learning outcomes, and as a result, collaboration is a key core principle. At Morton, all students have equal access to a quality education; the diversity of students and staff is encouraged and celebrated! Currently, more than twelve different countries are represented by our students.

Morton's success is all about relationships! With the help of our SBDM Council, faculty, and staff, we work cooperatively to create a school climate fostering excellence and equity for all. We have regularly scheduled monthly staff meetings including MTSS Academic, Behavior and SEL, team leader, departmental, new to Morton, weekly professional learning communities (PLCs), grade level meetings, and weekly leadership team meetings to help us stay focused on student achievement and success.

We accentuate our successes and turn opportunities for improvement into teachable moments. Data drives our instruction, and it determines our strategies for improvement. We analyze data from our most recent KSA scores, SAFE data, surveys from students, parents & staff, current CSIP, Impact survey, Reading and Math MAP Diagnostic Assessments, Galileo Assessments, common assessments, weekly formative assessments and the Needs Assessment Process Guide. The current Impact Survey results indicate our highest scoring category is educating all students. This continues to be a source of pride for our school community and is aligned with both our mission and vision.

Morton is a safe place where students are academically engaged and have fun learning!

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.

NOTABLE ACHIEVEMENTS

ACADEMICS

Academics are of utmost importance to us. Our academic teams regularly compete at high levels at both the district and regional levels. Last school year, our math team had a student to participate at the state level, earning a 7th place finish out of 100 students.

Writing across the curriculum continues to be an important school-wide initiative. All students participate in Writing to Learn, Writing to Demonstrate, and Writing to Publish activities. As a result of this emphasis on writing, Morton students earned first, second, and third places in the MLK essay contest last school year.

Excellence in the arts is critical to well-rounded students. We host several school concerts throughout the school year to showcase the talents of our students.

Moreover, our band, orchestra, and chorus students participate in KMEA assessments each school year. Eighth grade orchestra earned a distinguished rating at the District 7 festival, and four of our students earned distinguished in the Solo and Ensemble portion of it. Morton band students earned a distinguished rating, too, and eighth grade jazz band students earned a proficient rating. Additionally, we had 21 students selected to participate in the Fayette County Middle School Honors band. Seventh and eighth grade chorus students earned a distinguished rating, and our sixth-grade treble chorus earned a proficient rating on the choral assessment. We also showcase students' talents in the arts by a dramatic production each year; in 2012, *Godspell, Jr.*, in 2013, *Time Travel Through the Theatre*, in 2014, *Hairspray!*, in 2015, *The Trials of Alice in Wonderland*, in 2016, *The Ever After*, in 2017, *Annie, Jr.*, in 2018-19, *Willie Wonka, Jr.* and *Matilda, Jr.* for the 2021-22 school year.

Our students enjoy many opportunities to explore and apply science concepts learned in the classroom. Morton Middle School is a Kentucky Green and Healthy School, a Model Kentucky Green and Healthy School, and a National Green Ribbon School. At Morton, we recycle paper, aluminum, plastic, cardboard, and plastic caps. In the past several years, we have managed to redo one entire outdoor classroom with six benches and a picnic table made completely out of 4,100 pounds of plastic caps, built a completely new outdoor classroom with 4,100 pounds of plastic caps, and we just completed a third outdoor classroom made with recycled material, including three raised garden beds and one bottle cap mural. We have eight raised garden beds on campus, plants in the classrooms to filter the air, an Aquaponics Farm, and six in-classroom trout farms. During virtual learning, cameras were arranged in a science classroom, so students could follow the trout life cycle. We are honored to be a Champion Wastebuster Partner, a member of the Kentucky Chapter of Trout Unlimited, as well as a member of the National Energy Education Development (NEED) program and the E = USE2 (Education leads to Understanding Sustainability, Energy and the Environment) organization. Our students regularly complete energy audits throughout the building, and we enjoy using our two Water Bottle Refilling Stations. Additionally, Morton was the first middle school in Fayette County to initiate a "No Idling" campaign, in which we

participate in every fall and spring. We have a Wellness Program where students and staff alike are encouraged to participate in weekly exercise activities, such as Walk and Talk, which is walking the track and talking instead of sitting and being on a phone.

In the year 2021-2022, we raised money to purchase a solar charging station in the school parking lot to charge small devices. We also had approximately sixty students participate in the "Farm to School Challenge." The challenge consisted of a lettuce tasting, growing kale, lettuce and chard in the raised garden beds, and also listening to a local Farmer lecture about farming. Furthermore, the last three years, even during the pandemic, Morton has impressively had at least 20 students compete at the National Science Fair.

STAFF RECOGNITIONS

All Morton teachers are highly qualified for the subject areas they teach.

Furthermore, Morton has several staff members receiving awards such as Building Assessment Coordinator of the Year, Technology Program of Excellence Award recipient, John R. Bryden Great Teacher Award recipient, Governor's Scholar Program Outstanding Teacher Educator Award, and several Who's Who Among American Teachers Recipients. Proudly, two Morton teachers have earned their doctorate degree and one other teacher is working on it.

EXTRACURRICULAR

Morton also takes much pride in our student-athletes. Per our SBDM Policy, students participating in our athletic programs must maintain at least a 2.5 GPA.

Our sports programs strive to develop character, discipline, and teamwork while emphasizing work ethic and an academic focus. Morton's girls' basketball A-Team made it to the Final 4, and the sixth-grade girls' team won the city championship.

Our Boys' seventh grade basketball team made it to the playoffs, and the sixth-grade team was runner-up in the district. Morton's track teams had a successful season, too. The girls' team finished fifth in the district, and the boys' team finished seventh in the district. Educating and equipping well-rounded youth is a responsibility that we take very seriously.

AREAS OF IMPROVEMENT

Increased instructional time to meet individual student needs is an identified opportunity for improvement. We seek to offer more occasions for students to get individualized help in deficient skill and/or application areas, with a special focus on our EL and special education subpopulations.

Additionally, our Impact Survey data reflects the need to focus on climate in our building. As a result, the leadership team is focusing on improved communication to help facilitate this improvement.

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.

All stakeholders have a voice in the improvement plan process. A variety of data sources will be used to deeply analyze and determine the best plan of action to help our identified struggling students.

Additional Information

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

Extracurricular Opportunities at Morton include: Academic Team, Black Achievers, Family Career Community Leaders of America (FCCLA), Future Problem Solving Team, KUNA, Latino Festival performance, MathCounts Team, Math Bowl Team, Speech & Drama Team, Cheerleading Team, Dance Team, Football Team, Girls Volleyball Team, Girls & Boys Basketball Teams, Girls & Boys Track Teams, Boys and Girls Cross Country, Boys and Girls Lacrosse, NXT Lego League, Robotics, Student Council, Student Voice Team, BETA Club, PTSA Sponsored Dances, STLP, TSA, Yearbook, Recycling Club, Science Club, MMS News, FCA, Morton Men of Integrity, Morton Women of Integrity



2022-23 Morton Middle School -
Phase Two: The Needs Assessment for Schools

Morton Middle School
Twanjua Jones
1225 Tate's Creek Rd
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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.

- We held our CSIP goal review on October 10th and our CSIP Need Assessment Task Force on October 17th.
- SBDM Special Called meeting was held on Oct 20, 2022, to review the data from KSA including stakeholders.
- SBDM Special Called meeting was held on Oct 24, 2022, to analyze the data from KSA and determine what to capture in our needs assessment including stakeholders.
- Additional task force dates and meetings were established to develop the objectives, strategies, activities, measures of success, and progress monitoring for each of the 4 CSIP goals.
- SBDM Special Called meeting will be held on November 7th, to review suggestions and continue the data review and CSIP process.

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 data demonstrates that we are moving in the right direction; therefore, many of the strategies and activities are still being utilized by stakeholders from the previous CSIP. We will continue to be intentional about quality teaching, mastery learning, and building relationships to help all our students reach proficiency.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The 2021-22 KSA assessment data reflects the powerful impact of in-school instruction on students' academic growth. Students are clearly learning at a higher rate with this mode of instruction based on the most recent data as compared to the state assessment from the previous school year. All content areas at Morton rated higher on KSA than both the district and state averages. This is a celebration! We continue to be proud of the perseverance of our students and staff. However, looking at trends in the data, some of our subpopulations are still not experiencing the academic growth needed to be prepared for high school. As a result, we are classified as a TSI school in the areas of English Learner plus monitored and disability. Our disability subpopulation had the highest percent of novice, 64%, in both math and reading, with our English learners scoring comparably with a 60% novice average in reading and 63% in math. Our disability population is our largest gap area. Additionally, our African American subpopulation is another subpopulation area of concern due to the high percent of novice scores in each of the content areas. Science was the lowest Performance Index Score for each of these subpopulations, and Combined Writing was the highest Index score for these students. Disappointingly, each of our targeted subpopulations demonstrate a high rate of novice and low rate of proficient/distinguished. Moving forward, it is imperative that we carefully analyze all data sources, collaborate with all stakeholders, and identify all barriers to learning for our struggling students. We will then implement engaging classroom strategies and activities with fidelity to help move these subpopulations out of the novice category. Exemplary Learning, No Excuses, No Exceptions!

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.

Based on the 2021- 2022 KSA reading assessment data -

- 35% of all Morton students scored distinguished in reading as compared to the state average of 16% and the district average of 21%.
- 62% of all students scored proficient/distinguished (P/D) in reading at Morton as compared to the state average of 43% and the district average of 47%.
- 12% of SPED students scored P/D in reading at Morton as compared to the state average of 16% and the district average of 10%.
- 15% of ELL students scored P/D in reading at Morton as compared to the state average of 14% and the district average of 13%.
- 31% of African American students scored P/D in reading at Morton as compared to the state average of 22% and district average of 28%.
- 41% of economically disadvantaged students scored P/D in reading at Morton as compared to state average of 34% and the district average of 32%.
- Reading Novice Data - 20% of all Morton students scored novice; 64% of disability with IEP students scored novice; 40% of African American students scored novice; 60% of English Learners plus monitored scored novice; 39% of Hispanic students scored novice.

Based on the 2021 - 2022 - KSA math assessment data -

- 20% of all Morton students scored distinguished in math as compared to the state average of 9% and the district average of 14%.
- 54% of all students scored proficient/distinguished (P/D) in math at Morton as compared to the state average of 37% and the district average of 40%.
- 10% of SPED students scored P/D in math at Morton as compared to the state average of 14% and the district average of 9%.
- 10% of ELL students scored P/D in math at Morton as compared to the state average of 13% and the district average of 12%.

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- 22% of African American students scored P/D in math at Morton as compared to the state average of 26% and district average of 19%.
 - 30% of economically disadvantaged students scored P/D in math at Morton as compared to state average of 34% and the district average of 23%.
 - Math Novice Data - 24% of all Morton students scored novice; 64% of disability with IEP students scored novice; 46% of African American students scored novice; 63% of English Learners plus monitored scored novice; 41% of Hispanic students scored novice.

Based on the 2021 – 22 KSA assessment data for other academic areas of Writing, Social Studies, and Science:

- 68% of Morton students scored P/D in writing as compared to the state average of 39% and the district average of 46%.
- 31% of Morton African American students scored P/D in writing, and 10% of students with disabilities scored P/D in writing.
- 57% of Morton students scored P/D in social studies as compared to the state average of 36% and the district average of 41%.
- 25% of Morton African American students scored P/D in social studies, and 10% of students with disabilities scored P/D in social studies.
- 37% of students scored P/D in science as compared to the state average of 22% and the district average of 25%. In our subpopulations of African American, English Learners plus Monitored, and Disability, our data was suppressed because "PL Count <3" – meaning there is a Performance Level in which we have less than 3 %...consequently, data isn't reported so individual student identities are not compromised.

Based on the 2021 – 22 ACCESS and KSA data:

- 6th grade (7th grade this school year) –
- 80% of students are in the 3 to 4 range meaning most students are close to exiting.
- 20% are newcomers
- 18/25 are Hispanic
- 21/25 are economically disadvantaged
- 7th grade (8th grade this year)
- 58% are level 1 to 2 range
- 52% could be pushed toward exit
- 1 student is homeless
- 1 migrant worker
- 18/24 are economically disadvantaged
- 5/24 are SPED
- 15% scored P/D in reading
- 10% scored P/D in math

Non-Academic Current State

- During the 2021 - 22 school year, the average student attendance rate was 92.27%.
- The number of student referrals at Morton during the 2021 – 22 school year was 755. The average number of referrals per day was 4.23. African American males received the most referrals with 192 total for the school year.
- KSA Quality of School Climate – Overall indicator rating – yellow (65.1) - Morton's Climate Index is 67.7 and the Safety Index is 62.4. 91% of our students feel like Morton is a caring place. 70% of our students believe that the school treats all students the same when the rules are broken. 24% of white students reported that the school rules are not fair, and 37% of African American students reported that the school rules are not fair. 67.4% of students believe that bullying is not a problem in our school.
- Community Partnerships - Now that we are past the pandemic, we look forward to increasing our community partnerships. This school year we're on pace with last year's volunteer hours and plan to expand our use of community resources to enrich students and deepen content connections. This includes our weekly partnership with 4Kids where volunteers meet with all sixth-grade students to develop leadership skills and enrich students with character building activities.

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.

A priority for our staff is to move all students out of the novice category. We are certainly concerned to be designated a TSI school because of our disability and EL subpopulations. However, when examining the data, these are not the only two subpopulations that have a high novice percentage and low rate of P/D. This school year we will intentionally focus on our neediest subpopulations to identify gaps in content as well as high-yield instructional strategies that will address the individual needs of our targeted students.

Reading:

- 20% of all Morton students are novice in reading as compared to 62% P/D.

- The novice rate for all our subpopulations is too high in reading.
- African American 40%
- Hispanic 39%
- EL plus monitored 60%
- Disability 64%

Math:

- 24% of all Morton students are novice in math as compared to 54% P/D.
- Like reading, the novice rate for all subpopulations is too high in math.
- African American 46%
- Hispanic 41%
- EL plus monitored 63%
- Disability 64%

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.

Morton has a deep tradition of academic excellence. Our teachers are collaborative, highly motivated, data driven, and truly understand the importance of building meaningful relationships with students and their families. Our KSA assessment scores demonstrate this tradition as our percentage of P/D is higher than all district and state scores in each content area! Morton's overall accountability rating, 70.7, categorized us as a Green school, missing a Blue rating only by .3 of a point. The overall reading index of 79.8 gives Morton a Blue rating, and Math with an index of 70.0 is just one point below the highest category. The state assessment results in reading and math combined has an indicator score of 74.9, classifying Morton in the very high Blue category. With science, the overall population has the majority of students within apprentice and proficient. With social studies, more than half of our students are proficient or higher. Writing had the highest overall index of separate academic indicators. More than two-thirds of students are P/D in combined writing with an overall index of 83.5. The state assessment results in science, social studies, and writing combined has an indicator score of 71.2, classifying Morton in the very high Blue category.

This assessment cycle demonstrates that Morton is moving in a positive trajectory. Focusing on increasing the academic achievement of our disability, EL, and African

American subpopulations will also empower growth in both our IEP and F/R subpopulations. Additionally, school wide emphasis on our identified focus areas of mastery learning, quality teaching, and building meaningful relationships will be instrumental in helping us to achieve our student goals. With intentionality and a standards-based focus, there is no doubt Morton has the potential to be a top middle school in the state during the next assessment cycle.

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.

A careful examination of the KSA data spotlights that our disability, EL, and African American subpopulations are in the greatest need of our intentional focus. During the school year, our professional development and staff meetings will be focused on these subpopulations with overt intentionality, and we will continue to track all other subpopulations to ensure their academic growth as well. In order to produce desired changes for our gap subpopulations, Morton will build on the lessons of the last school year, extend, and improve using the evidence gathered from KSA, MAP, PBIS, MTSS, and walk-through data. Additionally, faculty meetings and PLC time will be focused on analyzing data from multiple data sources to design engaging instruction, plan for more cooperative learning experiences, and provide the necessary resources to ensure the academic growth of our students. The strategies

and activities implemented will focus on the Key Core Work Process – Design and Deliver Instruction (KCWP 2). Our focus will be, “How will students learn and master the standards?” Utilizing this Key Core Work Process will enable us to have a laser sharp focus on standards-based instruction, strategies used in the classroom to ensure learning, instructional effectiveness based on student data, and cognitive engagement. Additionally, we will focus on KCWP 6: Establishing Learning Culture and Environment. We want all our students to feel safe, supported, and to feel like they belong in our school community. We feel confident that by continuing to build meaningful relationships with students, focus on student engagement and standards-based instruction, mastery learning, and participation in weekly, intentional data analysis, all Morton students will show academic growth.



2022-23: Morton Middle School - School Assurances

2022-23 Phase Two: School Assurances

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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

ATTACHMENTS

Attachment Name



Morton Special Considerations for TSI, ATSI, and CSI Schools

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


ATTACHMENTS

Attachment Name



Morton Special Considerations for TSI, ATSI, and CSI Schools

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Morton Special Considerations for TSI, ATSI, and CSI Schools	Morton Special Considerations for TSI, ATSI, and CSI Schools	<ul style="list-style-type: none">• 31• 32

Morton Middle's Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, *Morton Middle School* will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 62%.

State Assessment Results in Math

- By 2025, *Morton Middle School* will increase Math proficient and distinguished level to 61% as measured by KSA. Current level is 54%.

State Assessment Results in Science

- By 2025, *Morton Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 37%.

State Assessment Results in Social Studies

- By 2025, *Morton Middle School* will increase Social Studies proficient and distinguished level to 64% as measured by KSA. Current level is 57%.

State Assessment Results in Combined Writing

- By 2025, *Morton Middle School* will increase Combined Writing proficient and distinguished level to 75% as measured by KSA. Current level is 68%.

Achievement Gap in Reading and Math with Students with Disabilities

- By 2025, Morton Middle School will decrease the reading novice level of students with disabilities to 14% as measured by KSA. Current level is 64%.
- By 2025, Morton Middle School will decrease the math novice level of students with disabilities to 14% as measured by KSA. Current level is 64%.

English Learner Progress

- By 2025, *Morton Middle School* will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS.

Quality of School Climate and Safety

- By 2025, *Morton Middle School* will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 65.1.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Morton Middle School</i> will increase P/D in Reading to 64.3%.	By 2024, <i>Morton Middle School</i> will increase P/D in Reading to 66.7%.	By 2025, <i>Morton Middle School</i> will increase P/D in Reading to 69.0%.
By 2023, <i>Morton Middle School</i> will increase P/D in Math to 56.3%.	By 2024, <i>Morton Middle School</i> will increase P/D in Math to 58.7%.	By 2025, <i>Morton Middle School</i> will increase P/D in Math to 61.0%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Morton Middle School</i> will increase P/D in Science to 39.6%.	By 2024, <i>Morton Middle School</i> will increase P/D in Science to 42.3%.	By 2025, <i>Morton Middle School</i> will increase P/D in Science to 45%.
By 2023, <i>Morton Middle School</i> will increase P/D in Social Studies to 59.3%.	By 2024, <i>Morton Middle School</i> will increase P/D in Social Studies to 61.7%.	By 2025, <i>Morton Middle School</i> will increase P/D in Social Studies to 64.0%.
By 2023, <i>Morton Middle School</i> will increase P/D in Combined Writing to 70.3%.	By 2024, <i>Morton Middle School</i> will increase P/D in Combined Writing to 72.7%.	By 2025, <i>Morton Middle School</i> will increase P/D in Combined Writing to 75%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Morton Middle School</i> will decrease Novice in Reading to 52%.	By 2024, <i>Morton Middle School</i> will decrease Novice in Reading to 33%.	By 2025, <i>Morton Middle School</i> will decrease Novice in Reading to 14%.
By 2023, <i>Morton Middle School</i> will decrease Novice in Math to 52%.	By 2024, <i>Morton Middle School</i> will decrease Novice in Math to 33%.	By 2025, <i>Morton Middle School</i> will decrease Novice in Math to 14%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, Morton Middle School will grow 56.6% of EL students by at least 0.5 in their composite score as measured by ACCESS.	By 2024, Morton Middle School will grow 78.3% of EL students by at least 0.5 in their composite score as measured by ACCESS.	By 2025, Morton Middle School will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS

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

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

Year 1 Focus Areas

PLC				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	PLCs will analyze student work and ensure the task is aligned	<ul style="list-style-type: none"> • PLC Observations • Classroom Observations • PLC Analyze of Student Work 	
Ach. Gap, English Learner Progress	KCWP 5	Student support teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students (currently - ELL and Special Education)	Support team meeting documents and products	
<u>Progress Monitoring</u>				

Accelerating Learning				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 5	Create and monitor a Watch (Cusp) List for students performing below proficiency		
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 5	Identify curricular modification needs using pre-assessment strategies, and use data results to “frontload” concepts where high levels of below proficient prerequisite skills are identified		

<u>Progress Monitoring</u>				

Year 2 Focus Areas

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

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

Progress Monitoring

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

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

Year 3 Focus Areas

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

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



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04172023_15:03

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

Morton Middle School
Twanjua Jones
1225 Tates Creek Rd
Lexington, null, 40502

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

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

Annual Professional Development Plan:

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

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

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

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

1. What is the school's mission?

The faculty, staff, students, and community of Morton Middle School are committed to academic excellence and the cultivation of individual strengths and talents in a safe, supportive environment where individual differences and respect for the rights of others guide school and community behavior.

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.

A careful examination of the KSA data spotlights that our disability and EL subpopulations are in the greatest need of our intentional focus.

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

Looking at trends in the data, some of our subpopulations are still not experiencing the academic growth needed to be prepared for success at the next level of learning. As a result, we are classified as a TSI school in the areas of English Learner plus monitored and disability. Our disability subpopulation had the highest percent of novice, 64%, in both math and reading, with our English learners scoring comparably with a 60% novice average in reading and 63% in math. Our disability population is our largest gap area.

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Goal 4: Growth

By 2025, Morton Middle School will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS. Current level is 35%.

Objective :

By 2023, Morton Middle School will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS. Current level is 35%.

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

100% of all EL students will grow by at least 0.5 in their composite score as measured by ACCESS.

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.)

Implementation will be monitored by data analysis and next steps identified by teachers during Team Meetings, MTSS Meetings, and PLCs. PLC Facilitators and/or Team Leads will monitor on a weekly basis.

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.

Weekly Data Analysis: Students will show mastery of standards and classroom data averages will demonstrate growth.

Student Achievement Meetings: Success will be evidenced by the attainment of each student's personally set goals for assessments via intentional tracking of the student's goals and successes throughout the year.

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

Core content/Subject area teachers, Elective, English Language Learner teachers, and instructional paraeducators.

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.)

Teachers have requested team and subject area PLC times to analyze common assessments throughout the year. Section 6 funding will be allocated to provide professional learning specific to subject area needs.

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.

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, and district specialist support to provide fidelity checks on instructional strategies implementation from professional development.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Goal 3: GAP

By 2025, Morton Middle School will decrease the reading novice level of students with disabilities to 14% as measured by KSA. Current level is 64%.

By 2025, Morton Middle School will decrease the math novice level of students with disabilities to 14% as measured by KSA. Current level is 64%.

Objective 1:

By 2023, Morton Middle School will decrease Novice in Reading to 52%.

Objective 2:

By 2023, Morton Middle School will decrease Novice in Math to 52%.

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

Gap subpopulations will show academic growth in all content areas as evidence by PLC sheets, MAP, common unit assessments, formative assessments, and academic grades.

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.)

Observations and walkthroughs will document the use of professional learning best practices.

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.

A decrease Novice in Reading to 52% and a decrease Novice in Math to 52%.

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

Core content/Subject Area teachers, Elective teachers, Special education teachers and Special education paraeducators.

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.)

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,

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.


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, and district specialist support to provide fidelity checks on instructional strategies implementation from professional development.

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.

https://docs.google.com/document/d/1ZPb062XrHzRxz5Z5HPSToZuZRxDE9_k2/edit?usp=drivesdk&oid=103202629914389646733&rtpof=true&sd=true

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Morton PL Plan</u>		.