



2022-23 Phase One:
Continuous Improvement Diagnostic for Schools

Winburn Middle School

Winburn Middle School
Mike Hale
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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.
Mike Hale 9/12/2022



2022-23 Phase One:
Executive Summary for Winburn Middle School

Winburn Middle School
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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?

Winburn Middle School is home to approximately 800 students from various ethnic and cultural backgrounds. Nestled at the end of Winburn Drive and adjacent to Martin Luther King Park, Winburn is the heart and soul of the neighborhood. As a Title I school, approximately 78% of our students receive free and reduced meal benefits and have access to extended transportation if they choose to participate in extracurricular activities. Winburn is also home to one of Fayette County's two middle school gifted and talented programs. Our students and our Winburn alumni celebrate the diversity in our building and truly connect with our motto: "Once a Warrior, Always a Warrior."

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Winburn Middle School, through a partnership of students, families, staff, and community, is to ensure that every student has the skills to build a strong social and academic foundation in order to transition into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum that meets the individual needs and is delivered in a safe environment by a dedicated, nurturing staff. Our Warrior Code or commitment to one another assists us in achieving our mission of respecting, protecting, and providing a college- and career-ready education for our students each day. We also offer Spanish, band, orchestra, art, computer applications, digital music, specialized Gifted Accelerated Program and accelerated classes. Winburn Middle School is working in partnership with our students, families, and community to ensure that every student has the skills to build a strong social and academic foundation in order to transition into a successful high school student and responsible member of the community. At Winburn we are dedicated to creating a school culture focused on student growth and academic achievement. We embody this purpose through program offerings that help our students reach academic and behavioral expectations. Programs such as KYA, KUNA, ESS, PBIS, and initiatives such as MADE are among the many strong efforts in place. These offerings are made possible through the effort of our staff, teaching faculty, and parent/community volunteers of Winburn as well as through the collaboration with our Youth Service Center, PBIS grant personnel, area colleges and universities, and community organizations.

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.

Historically our academic team and math team are top three finishers in every competition they participate in. We always have a group of students participate in KYA, KUNA, The Community Leaders Program and National Junior Historical Society. Our GTAP program has expanded in number of participants each year for the past three years. Areas of focus over the next three years include: increasing the amount of writing students do in all subjects areas, reducing the overall number of out of school suspensions, reducing the percentage of African American Male students receiving an out of school suspension and improving the overall culture of the building.

Additional Information

CSI/TSI (including ATSI) Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

NA

Additional Information

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

NA



2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

When student assessment data is collected following a large scale assessment (MAP, KSA, District Common Assessments, ACCESS, etc.), school administrators and school based instructional specialist(s) initially analyze the data to determine growth areas within 10 days of the release of the data, areas of success and leverage points from a very large scale perspective. This is followed by a plan of action which includes determining which group(s) of staff members to invite to the "mining the data" session(s) which may include, department chairs, team leaders, ILT Team members, PBIS Team, Student Support Team, Student Life Team as well as district level representatives including Middle School Chief of Schools, Middle School Chief of Schools Assistant, Director of Student Achievement for Secondary Schools, District Content Area Specialists, Director or Associate Director of Special Education, Director of EL and Migrant Programs, various titles with student support services, etc., setting dates and times to meet, the format of organizing the data, developing

an action plan and determining the method to share the plan with all stakeholder groups.

All meetings have a predetermined agenda and running notes are taken at each session.

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 most recent CSIP was written using data from the last KPREP assessment dating back to 2018-2019 making much of the goals and objectives irrelevant since all of those students are no longer at the school and the state adopted a new assessment with different parameters and benchmarks. The constant variable was the MAP assessment. Implementing MTSS meetings for both academics and behavior is now done with fidelity, providing protected time for Tier II and III interventions and services has been fully implemented and student progress on FASTBRIDGE and MAP is closely monitored in a regular basis.

For the time period the plan was active with the constraints outlined under COVID guidelines, the plan was as successful and could be imagined. It did not, however, have much impact on this year's plan since the data was old and obsolete. New data and trends were used to create this year's plan and should have a greater impact on student achievement.

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 number of behavior events decreased over the past few years while the total number of students increased.

The number of students scoring in the Novice or Apprentice range was significantly higher than students scoring in the Proficient or Distinguished range in the 2021-2022 KSA assessment.

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.

The number of behavior events for the last three full years of school decreased from 1775 events to 989 events (39% reduction) even though the student population increased by 44.3% as evidenced by data pulled from Infinite Campus.

MAP data indicates the combined math and reading projection for the 2022-2023 KSA assessment indicates a projection that 41.1% of all students are in track to score at the novice level, 22.2% are on track to score in the apprentice level, 18.3% are on track to score proficient and 18.3% are on track to score distinguished.

Data received from the 2021-2022 KSA State Assessment is baseline data for the accountability system. Therefore, it isn't practical to compare that data to prior assessment models. The data received indicates that 67% of all students scored Novice or Apprentice while 33% scored Proficient or Distinguished in Reading. In math, 73% scored Novice or Apprentice and 27% Proficient or Distinguished. In Social Studies, 72% Novice or Apprentice and 28% Proficient or Distinguished. In Science, 76% scored Novice or Apprentice and 24% scored Proficient or Distinguished. In Writing, 64% scored Novice or Apprentice 36% scored Proficient or Distinguished.

77% of teachers on the IMPACT Survey indicated that they felt they are equipped to address issues of diversity for all students which is 10% higher than the state average.

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.

African American students scored Novice in all assessed subjects was at least 10% higher than all students combined (Reading 52% to 41%, Math 63% to 50%, Social Studies 70% to 51%, Science 57% to 50%, Writing 52% to 32%). Students considered economically disadvantaged scored Novice in all assessed subjects was at least 10% higher than all students combined (Reading 50% to 41%, Math 60% to 50%, Social Studies 60% to 51%, Science 62% to 50%, Writing 47% to 32%). English Language Learners scored Novice in all assessed subjects was at least 10% higher than all students combined (Reading 65% to 41%, Math 71% to 50%, Social Studies 76% to 51%, Science 89% to 50%, Writing 65% to 32%). Special Education students scored Novice in all assessed subjects was at least 10% higher than all students combined (Reading 77% to 41%, Math 79% to 50%, Social Studies 71% to 51%, Science 79% to 50%, Writing 81% to 32%).

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.

32% of all students scored either Proficient or Distinguished in Reading on the 2021-2022 KSA Assessment.

Our English Language Learner Progress index was 25.6 scoring a yellow rating and accounting for our highest overall index score.

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.

https://docs.google.com/document/d/1XS105yiMjMkQZXiOj6H6au5_Z50QWmP-/edit?usp=sharing&oid=118064349341140650285&rtpof=true&sd=true

Winburn Comprehensive School Improvement Plan 2022-2025

State Assessment Results in Reading

- By 2025, *Winburn Middle School* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 32%.

State Assessment Results in Math

- By 2025, *Winburn Middle School* will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 27%.

State Assessment Results in Science

- By 2025, *Winburn Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 24%.

State Assessment Results in Social Studies

- By 2025, *Winburn Middle School* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 28%.

State Assessment Results in Combined Writing

- By 2025, *Winburn Middle School* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 28%.

English Learner Progress

- By 2025, *Winburn Middle School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 35%.

Quality of School Climate and Safety

- By 2025, *Winburn Middle School* will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 61.3%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Winburn Middle School</i> will increase P/D in Reading to 42%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Reading to 52%.	By 2025, <i>Winburn Middle School</i> will increase P/D in Reading to 60%.
By 2023, <i>Winburn Middle School</i> will increase P/D in Math to 37%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Math to 47%.	By 2025, <i>Winburn Middle School</i> will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Winburn Middle School</i> will increase P/D in Science to 31%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Science to 38%.	By 2025, <i>Winburn Middle School</i> will increase P/D in Science to 45%.
By 2023, <i>Winburn Middle School</i> will increase P/D in Social Studies to 39%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Social Studies to 50%.	By 2025, <i>Winburn Middle School</i> will increase P/D in Social Studies to 60%.
By 2023, <i>Winburn Middle School</i> will increase P/D in Combined Writing to 39%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Combined Writing to 50%.	By 2025, <i>Winburn Middle School</i> will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Winburn Middle School</i> will decrease Novice in Reading for English Language Learners to 48%.	By 2024, <i>Winburn Middle School</i> will decrease Novice in Reading for English Language Learners to 31%.	By 2025, <i>Winburn Middle School</i> will decrease Novice in Reading for English Language Learners to 15%.
By 2023, <i>Winburn Middle School</i> will decrease Novice in Math for English Language Learners to 45%.	By 2024, <i>Winburn Middle School</i> will decrease Novice in Math for English Language Learners to 30%.	By 2025, <i>Winburn Middle School</i> will decrease Novice in Math for English Language Learners to 15%.

By 2023, <i>Winburn Middle School</i> will decrease Novice in Reading for students with disabilities to 56%.	By 2024, <i>Winburn Middle School</i> will decrease Novice in Reading for students with disabilities to 35%.	By 2025, <i>Winburn Middle School</i> will decrease Novice in Reading for students with disabilities to 15%.
By 2023, <i>Winburn Middle School</i> will decrease Novice in Math for students with disabilities to 45%.	By 2024, <i>Winburn Middle School</i> will decrease Novice in Math for students with disabilities to 30%.	By 2025, <i>Winburn Middle School</i> will decrease Novice in Math for students with disabilities to 15%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Winburn Middle School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current index is 25.6.	By 2024, <i>Winburn Middle School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <i>Winburn Middle School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

Year 1 Focus Areas

Goal 1: By 2025, <i>Winburn Middle School</i> will increase Reading and Math proficient and distinguished level to 60% as measured by KSA from 32% for reading and to 55% as measured by KSA from 27% for math.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading and Math	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria 	<ul style="list-style-type: none"> Weekly PLC meetings Backwards planning tool 	NA
Reading and Math	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Teachers will work in PLC groups to complete the backwards planning tool on a weekly basis to ensure Tier 1 is aligned to standards. Teachers will complete the data analysis portion of the tool after each formative and summative assessment 	<ul style="list-style-type: none"> Use of formative assessment data during instruction Analysis of formative assessment data during PLCs 	NA

		to determine adjustments and interventions.		
Reading and Math	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> • Team teachers will analyze MAP data after each administration and complete a “bubble” analysis form for students. • Team teachers will “name and claim” students from the “bubble” analysis form. 	<ul style="list-style-type: none"> • Data tracking form 	NA

Progress Monitoring

March 2023:

June 2023:

September 2023:

Goal 2: By 2025, *Winburn Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA from 24%, increase Social Studies proficient and distinguished level from 60% as measured by KSA to 28% and increase Combined Writing proficient and distinguished level from 60% as measured by KSA to 28%.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Science, Social Studies and Combined Writing	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Teachers will work with administration and their designated PLCs on writing effective learning intentions and success criteria 	<ul style="list-style-type: none"> • Weekly PLC meetings • Backwards planning tool 	NA
Science, Social Studies and Combined Writing	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Teachers will work in PLC groups to complete the backwards planning tool on a weekly basis to ensure Tier 1 is aligned to standards. • Teachers will complete the data analysis portion of the tool after each formative and summative assessment to determine adjustments and interventions. 	<ul style="list-style-type: none"> • Use of formative assessment data during instruction • Analysis of formative assessment data during PLCs 	NA
Science, Social Studies and Combined Writing	KCWP 4: Review,	<ul style="list-style-type: none"> • Team teachers will analyze MAP data after each administration and complete a “bubble” analysis form for 	<ul style="list-style-type: none"> • Data tracking form 	NA

	Analyze and Apply Data	<ul style="list-style-type: none"> students. Team teachers will “name and claim” students from the “bubble” analysis form. 		
<u>Progress Monitoring</u>				
<p>March 2023:</p> <p>June 2023:</p> <p>September 2023:</p>				

Goal 3: By 2025, <i>Winburn Middle School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 35%.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
English Learner Progress	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Each teacher will spend at least 60 minutes a week implementing the Imagine Learning Program 	<ul style="list-style-type: none"> Growth reports monitored by EL Teachers 	N/A
English Learner Progress	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Professional Development - For ALL Staff outlining research based EL strategies and how to embed them into daily class activities and lessons 	<ul style="list-style-type: none"> Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies. 	N/A
English Learner Progress	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Professional Development - EL Teachers 	<ul style="list-style-type: none"> Attendance to the NABE National Conference PLC planning on implementation of strategies 	Title 1
<u>Progress Monitoring</u>				
<p>March 2023:</p>				

June 2023:
September 2023:

Goal 4: By 2025, *Winburn Middle School* will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 61.3%.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of school climate and safety survey	KCWP 6: Establishing Learning Culture and Environment	The Youth Services Center will identify students based on family input, staff input, and student input for counseling services. YSC will work with the guidance office to coordinate a final list of students for the appropriate program	MTSS Tier II and III documentation Student support team documentation	NA
Quality of school climate and safety survey	KCWP 6: Establishing Learning Culture and Environment	All students take part in weekly participation in the Second Steps program during their Academic Enhancement class to engage in character development lessons.	Classroom observations	NA
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	As part of Tier 1 Intervention, PBIS will recruit one parent to be a member of the committee as part of analyzing school-wide behavior and interventions.	MTSS Tier 1 documentation	NA
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	All students will be evaluated via the Devereux Student Strengths Assessment (DESSA) twice throughout the school year in the area of social and emotional competencies to assist in the plan of instruction, document students' strengths and areas of need, inform progress monitoring, and evaluate program outcomes.	SEL at Tier 1, Tier 2, and Tier 3	NA

Progress Monitoring

March 2023:
June 2023:
September 2023:

2022-2025 Winburn Special Considerations for TSI Schools

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

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source

<u>Progress Monitoring</u>				

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