



2022-23 Phase One:
Continuous Improvement Diagnostic for Schools

Winburn Middle School

Winburn Middle School
Mike Hale
1060 Winburn Dr
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
Mike Hale
1060 Winburn Dr
Lexington, Kentucky, 40511
United States of America

2022-23 Phase One: Executive Summary for Schools

Description of the School

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

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

Winburn Middle School
Mike Hale
1060 Winburn Dr
Lexington, Kentucky, 40511
United States of America

2022-23 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

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

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

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

Protocol

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

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&ouid=118064349341140650285&rtpof=true&sd=true



2022-23 Phase Two: School Assurances - Winburn

2022-23 Phase Two: School Assurances

Winburn Middle School

Mike Hale

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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

Title II funding is received indirectly from the district on an as needed basis. We petition the district for funding to cover some professional learning - sometimes it is approved and sometimes is isn't.

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents

and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

A. timely information about programs under Title I;

B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and

C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116(c)(4)).

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Title I Schoolwide Programs

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS**Title I Targeted Assistance School Programs**

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Schools Identified for Targeted Support and Improvement

31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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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
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>March 2023: June 2023: September 2023:</p>				

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. 		
<p style="text-align: center;"><u>Progress Monitoring</u></p> <p>March 2023: June 2023: 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
<p style="text-align: center;"><u>Progress Monitoring</u></p> <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

<u>Progress Monitoring</u>

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>				



2022-23 Phase Four: Professional Development Plan for Schools for School Year 2023-2024_04302023_17:18

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

Winburn Middle School
Mike Hale
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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?

Winburn Middle School, working in partnership with our students, families, and community, shall 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.

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.

1) Demonstrate high expectations for student learning

- Use Professional Learning Communities as the foundation for enhanced instruction, which follow Plan-Do-Study-Act as a method for continuous improvement
- Through Teacher Clarity, implement state content standards in all classrooms (as evidenced in Backwards Planning) document in lesson plans, curriculum maps and individual student plans
- Use of student assessment data to guide instruction and formative assessment
- Monitor and provide support for student growth for all students
- Ensure student success by implementing a program that uses differentiated instruction and a multi-tiered system of support
- Ensure that lesson plans reflect deep engagement and high yield strategies for all students to access high quality, grade appropriate instruction

2) Provide a safe, orderly, and positive school environment

- Consistency among all staff in ensuring safe classrooms and common areas of the building
- Consistent use of Positive Behavioral Intervention and Supports (PBIS) to assist school personnel in adopting and organizing evidence-based behavioral interventions to enhance academic and social behavior outcomes for all students
- Use of CHAMPS and a multi-tiered system to support classroom management and to develop a learning environment for students who are respectful, responsible, motivated, and highly engaged in meaningful tasks
- Regular use of restorative practices as an alternative to suspensions
- Support all students with a positive school atmosphere that promotes DEIB (diversity, equity, inclusion and belonging)

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

1) Demonstrate high expectations for student learning relates to:

Goal 1: Reading and Math P/D

Goal 2: Science and SS and Writing P/D

Goal 3: English Learner Progress

2) Provide a safe, orderly, and positive school environment relates to:

Goal 4 - Climate and Safety

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.

For the first focus area, high expectations for learning, the professional development for 2023-2024 will provide the following:

- Staff Retreat/Culture Focus
- Our “Why”
- Strategies to Support Diverse Learners - FACE and DEIB - What’s it mean?
- PLC Work - Creating Winburn’s Visual PDSA Representation
- Visible Learning 2.0
 - Teacher Clarity
 - Feedback
 - Scaffolding Learning
 - Balanced Assessment
- Deep Dive into Data Analysis

Objectives

- Improve the ability to analyze and interpret student academic data and implement research-based, high yield and engaging strategies to differentiate instruction.
- Understand and implement Kentucky's content standards with integrity.
- Participate in regular professional learning communities as well as job-embedded professional development opportunities to improve teaching and learning

ATTACHMENTS

Attachment Name



Winburn PL Plan 2023-2024

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

- decrease novices in all academic areas
- multi-tiered systems of academic support for every student

-
- teachers who use a variety of assessment data points to inform instructional practice

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.)

During weekly PLCs, administrators will facilitate and guide a Plan-Do-Study-Act model, to ensure that students are immersed in grade-appropriate assignments and assessments which are aligned to content standards.

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.

Walkthrough Data will show that students can articulate the daily learning and success criteria

The school's PLC protocol will reflect daily lessons from a backwards planning tool, along with regular data analysis of common formative and summative classroom assessments.

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

All teachers and support staff.

4f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional development support from vendors, release time for professional learning, etc.)

Title I funds/CEIS funds to instructional leadership team members to attend Visible Learning Conference in July, as well as Innovative Schools Conference in July. This team will lead and facilitate professional learning for all staff in August.

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.

District Level Coaching and Support

Admin/School Based Instructional Specialist Coaching and Support

Weekly PLCs for all Content groups

Monthly Instructional Leadership Team Meetings

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.

For the second focus area, a safe, orderly, and positive school environment, the professional development for 2023-2024 will provide the following:

- Strategies to support students with positive behavioral support
- Moving from at-risk to at-promise - ways to reduce unwanted behavior
- Alternatives to Suspension
- De-Escalation Strategies
- Strategies to support DEIB for all

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

- decrease in behavior referrals and number of suspensions
- multi-tiered systems of behavior support for identified students
- teachers who use a variety of positive behavior supports to address unwanted behavior, include CHAMPS
- regular restorative circles

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.)

Walkthrough Data

Weekly Student Support Meetings with Admin

Monthly Behavioral Data including eOs

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.

Walkthrough Data will show that students are engaged in learning and that teachers are using CHAMPS expectations for classroom activities

Weekly Student Support Meetings with Admin will reflect targeted support plans for students, following a multi-tiered system of support along with monitoring

Monthly Behavioral Data include eOs

SAFE and Suspension Data to reflect a decrease in the number of out-of-class suspensions

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

All staff

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.)

CEIS funding to support core instructional leadership team to attend Innovative Schools Conference in July. Team will oversee job-embedded PD throughout the year.

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.


district behavior and mental health specialists will support staff

school wide review of behavior plan along with job embedded training for all staff to ensure consistency in implementation

6. Optional Extension: If your school has identified additional professional development priorities you would like to include, you may upload an attachment with the answers to question 3 and a-g as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Winburn PL Plan 2023-2024	PL Plan, Approved by SBDM 4/26/23	• 4a