



2022-23 Phase One:
Continuous Improvement Diagnostic for Schools

Lexington Trad Magnet School
Bryne Jacobs
350 N Limestone St
Lexington, Kentucky, 40508
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.
Bryne A. Jacobs 10/1/2022



2022-23 Phase One:
Executive Summary for Schools

Lexington Trad Magnet School
Bryne Jacobs
350 N Limestone St
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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?

Lexington Traditional Magnet School is centrally located in the heart of downtown Lexington. As Fayette County Public School's first specialized program, our school has evolved to reflect the core values and needs of the surrounding community. This year, LTMS has become a school in transition redefining our vision, mission, and programming to meet the needs of our community and today's 21st Century Learner. Lexington Traditional Magnet School has an enrollment of around 300 students with a diverse population: 27.4% white, 50.8% African American, 17% Hispanic, 3.8% Two or More, 81.5% Free and Reduced meal qualifiers, and 12% Special Education. Our faculty demographics are 80.9% White, 16.6% African American, and 2.3% Hispanic.

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.

UCLA professor, Pedro Noguera states it well, "You don't have to change the student population to get results, you have to change the conditions under which they learn". In an effort to move our student achievement, we are embracing change in our programming and pedagogy. The LTMS professional community is striving to improve the quality of teaching, have a rich and balanced curriculum, and have supportive, informative systems of assessment. Through our 1:1 student technologies, professional learning, innovative project-based curriculum, and student choice, our students will experience education as never before at LTMS. Every LTMS student will begin their discovery process. Our goal as LTMS educators is to enable our students to craft a vision of their future, find a passion and along the way, make some pretty amazing changes in their lives through our Pathways Programming. Our school motto is "High-Interest Content Meets Personalized Learning". Our student's discovery process will occur through the programming and pedagogy we have adopted. We've taken strategic and faithful steps toward personalizing education with our Pathways of Study. It means: Recognizing that intelligence is diverse and multifaceted Enabling students to pursue their particular interests and strengths Adapting the schedule to the different rates at which students learn Assessing students in ways that support their personal progress and achievement (Robinson 2015) Ken Robinson writes in his book, Creative Schools, "This process of personalization seems to be everywhere, but it has yet to take root in education. This is ironic because it is in education that personalization is most

urgently needed." Our Pathways of Study, most pronounced in Summit Learning, set us apart from all other schools in our community. Pathways of Study at LTMS are: Project Based, Goal Setting, and Presentations Visual Performing Arts- Performances, Drama, Individualized STEM- Math applications, Cooperative, PLTW, LEGO Robotics, and TSA Liberal Arts- Media Arts, Civics and Presentation LTMS Professional Learning Community's mission remains the same, to enhance student performance through examining work samples, reflecting upon our standards-based assessments and developing priorities for remediation, intervention, and enrichment. If there ever was a silver bullet in education; it is creating a culture of staff members focused on learning and all matters related to 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.

Due to the abrupt ending of the 2019-2020 school year, many co-curricular and extra-curricular activities were postponed. Notable Achievements and Areas of Improvement (Past 3 Years) Notable Accomplishments include: Band- 2017 Distinguished Rating Orchestra- 2017 Distinguished Rating Chorus- 2017 Distinguished Rating Athletics- 2017 Women's Lacrosse Champions Team Members Visual Arts- 4 Students recognized during the 2017 "I Am Me" Art Contest 2017 TSA State Competition Achievements Dragster 2nd Place Student Flight 2nd Place Student Junior Solar Sprint 2nd Place Team Structural Engineering 2nd Place Team Systems Control Technology 1st Place Team Tech Bowl 2nd Place Team Video Game Design 1st Place Team Student Two students participating in the 2018 State Science Fair Competition Teacher Recognitions Jennifer Williams TSA Educator of the Year 2017 School Improvement Milestones Achieved the 3-year plan to implement 1:1 Student Technology and overall Technology for Learning Pillar for Success Improved Overall Attendance- 2017-18 FCPS Most Improved Attendance Award (August, September, October, November, December, January) Improved Overall School Discipline Data Academic Achievement 1 student accepted into Dunbar's MSTC Program 1 student accepted into Henry Clay Liberal Arts 2019-2020 LTMS Visual Arts Recognitions and accomplishments: 2018-2019 LTMS Visual Arts Recognitions and Accomplishments: Visual Arts Major, Alyssa Pyles was the 6-8 overall winner in the KEA (Kentucky Education Association) #differencemaker student art contest. Her drawing was featured in the KEA and FCPS news and website and presented framed Notable Achievements and Areas of Improvement 2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: Executive Summary for Schools_11112020_11:07 - Generated on 10/09/2022 Lexington Trad Magnet School Page 5 of 7 and to the teacher. Alyssa and her teacher Mrs. Jaime Giger both received certificates and a reward. LTMS Visual Arts Major, Aasha Brown's painting was selected to be displayed in the University of Kentucky Hospitals permanent collection. Three LTMS students took 2nd place in their age group in the Kentucky Environmental Health Summit Emoji poster Contest, 6th grader Caylin Gunip, 7th Grader Alyssa Pyles and 8th Grader Bionna Webb. Each student was awarded a \$50 visa gift card for their Environmental drawings. 6th grader Oralía Soto was recognized and awarded a check and certificate form the Local Lexington Lion's club

for her "Peace Poster" drawing. 8th grader Alyssa Pyles scratchboard artwork "OWL" was accepted and to be printed in the 2020-2021 FCPS calendar that is distributed to all teachers, staff, administrators, parents and students in FCPS. 8th graders Sara Grace Eames and Alyssa Pyles Received the award of excellence for their middle school age group from the FCPS PTA 16th district Reflections contest. They attended a ceremony in the FCPS board of education auditorium. Technology 2018-2019 Regional TSA 1st Children stories- Kendrick Vanzant and Sara Grace Eams 1st UAV(drones)-Tim Kern and Liam Tobin 1st Problem Solving- Brian Favela and Josiah Smith 2nd Dragster Tim Kern 2nd Problem Solving -Tim Kern and Liam Tobin 2nd Off the Grid - Tim Kern and Liam Tobin 2nd Video Game- Brian Favela, Bryan Ilunga, Josiah Smith and Angela Osborne 3rd Dragster- Annika Pence 3rd Digital PhotoLiam Tobin 3rd Essays on Technology- Kendrick Vanzant 3rd Tech Bowl- Tayvon Starks, Oscar Conrad, and Aidan Hall 3rd Video game - Alice Ragsdale and Keegan Reynolds STLP Stem Fair showcase 1st Children stories- Kendrick Vanzant and Sara Grace Eams 1st Original Photo Liam Tobin Chinese Awards University of Kentucky Confucius Institute Competition 8th grader Nikko Bowman has won 2nd prize in Moon Festival Art & Essay Competition and Outstanding Performance in UKCI Chinese Speech Contest. 7th grader Harris Hall has won 2nd prize in UKCI Chinese Speech Contest. 6th grader Kyndaul Ramsey, 7th grader Neiko Durrah has won the Outstanding Performance in UKCI Chinese Speech Contest. 6th grader Tolley Carter, Micah Walker, Devyn Lattimore Samajea Hill, and 8th grader Albert Munoz Castro have won the Participation Prize in UKCI Chinese Speech Contest.

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

Lexington Trad Magnet School
Bryne Jacobs
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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.

Administrative Team Members meet regularly. Members include- Bryne Jacobs Principal, Antonio Blackman Associate Principal, David Scholl Associate Principal, Leigh Nahra Professional Growth Coach, Cory Canter Dean of Students, Tom Morgan Behavior Specialists, Lolita Cartwright Counseling, JJ Viera Counseling and Julie Adler Interventionists.. Instructional Leadership Team meets bi-weekly. Members include Sarah Blades Social Studies Department Chairperson, Tandra Wooldridge Special Education Chairperson, Caitlin Goble Related Arts Chairperson, Angela Merrick Science Department Chairperson, Julie Adler ELA Department Chairperson, Kendra Farmer Math Department Leader. Each week strategic planning and implementation is reviewed by the Administrative Team and Instructional Leadership Team. Each week teams of teachers review student progress, lesson planning and assessment results. All meetings are document through agenda and minutes archived.

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?

Current Academic State: 29% of all students scored proficient/distinguished on KSA Reading, which was a slight increase from the previous school year result's 28.5. 20% of all students scored proficient/distinguished on KSA Math, which was an increase from the 11.1% during the previous school year. 34% of all students scored proficient /distinguished on KSA Writing decreasing (baseline year due to the addition of the Editing and Mechanics section. 9% of all students scored Proficient/ Distinguished on the Science KSA, which was a decrease 13.9 from the previous. 25% Of all students tested scored Proficient/Distinguished on the Social Studies KSA (this was the first year this assessment was administered).

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.

Low performance in Math (52% Novice) overall. Improved performance in Writing (Increase from 30% P/D to 38%P/D). Low performance from African American students and Students with Disabilities in reading and mathematics. High suspension and discipline referral rates.

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.

Due to the unsettled learning gaps from pandemic LTMS will focus efforts on the protocol for ensuring Tier II and Tier II instructional needs are met. Additional support and efforts will be coordinated to support the development of assessment criteria practices and the explicit modeling or communication of the learning targets, purpose and goal setting (Teacher Clarity). Further efforts will be required to support teachers lesson development of lessons designed with students' cultural, social, and developmental needs in mind (Cultural Responsive Teaching and Learning).

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.

54% of African American students scored novice on KSA reading. 77% of Students with Disabilities scored novice on KSA reading. 63% of African American students scored novice on KSA math. 79% of Students with Disabilities scored novice on KSA math.

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.

Writing Score Increased in the area of On-Demand. The systems of support we implemented for writing, can be adapted to address low performing students in Math and Reading. The additional support provided by Reading, Math and Writing Interventionists will address gaps in student knowledge, and we will see improvements in Tier 1 data and our assessment performance.

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.

See Attached KEY Elements Template



2022-23 Phase Two: School Assurances_10192022_09:10

2022-23 Phase Two: School Assurances

Lexington Trad Magnet School
Bryne Jacobs

350 N Limestone St
Lexington, null, 40508

Table of Contents

<u>2022-23 Phase Two: School Assurances</u>	3
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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

On a request basis

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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1. Kentucky Summative Assessment Reading and Math

Goal 1: Proficiency: Improve Proficiency in Reading from 29% to 60% and improve Math Proficiency from 20% to 55% by May 2025 as measured by KSA.					
Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i>		Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i>		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase 2023 Reading P/D from 29% to 39%.	KCWP 1: Design and Deploy Standards	Refine behavioral support system that aligns with student action plans for self-monitoring and immediate feedback for executive function and social/emotional needs (MTSS Academic/ Behavior).	Increase course performance and content/skill mastery		
Objective 2: Increase 2023 Math P/D from 20% to 32%.	KCWP 2: Design and Deliver Instruction	Ensure that formative, interim, summative assessment results, as well as universal screener Weekly meetings of department PLCs for data analysis and planning discussions; backwards planning release day; additional math group for equivalent of 1/2 of school year; flex time to address gap skills in an intentional, direct way; tier 3 math groups to close achievement gaps; use of iXL for math data, are used appropriately to determine tiered intervention needs.	Increase course performance and skill mastery		
Objective 3: Decrease 2023 Novice Reading from 44% to 39%	KCWP 3: Design and Deliver Assessment Literacy				
Objective 4: Decrease 2023 Novice Math from 52% to 47%	KCWP 4: Review, Analyze and Apply Data	A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need. Weekly meetings of department PLCs for data analysis and	Increase course performance on State Standards and increase number of students on		
	KCWP 5: Design, Align, Deliver Support Processes)				

		planning discussions; backwards planning release day; additional literacy group for equivalent of 1/2 of school year; flex time to address gap skills in an intentional, direct way; tier 3 reading groups to close achievement gaps	grade level per Universal Screener (MAP)		
		Adapt and expand Collections/Envisions curriculum to allow appropriate State Standard Measure.	Diagnostic/Common Assessments and Course Standards Measures.		

2. Kentucky Summative Assessment Separate Academic Indicator (Combined Science, Social Studies and Combined Writing)

<p>Goal 2: Separate Academic Indicator: By 2025, LTMS will Increase Science proficiency level from 9% to 45%; increase Social Studies proficiency level from 25% to 60%; and increase Combined Writing proficiency from 34% to 60% as measured by KSA.</p>					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase Science P/D from 9% to 21%.	KCWP 1: Design and Deploy Standards	Refine behavioral support system that aligns with student action plans for self-monitoring and immediate feedback for executive function and social/emotional needs (MTSS Academic/ Behavior).	Increase course performance and content/skill mastery		
Objective 2: Increase Social Studies P/D from 25% to 37%	KCWP 2: Design and Deliver Instruction	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Increase course performance and skill mastery		
	KCWP 3: Design and Deliver Assessment Literacy	A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and	Increase course performance on State		

Lexington Traditional Magnet School CSIP 2022-23

Objective 3: Increase Combined Writing P/D from 34% to 43% .	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align, Deliver Support Processes)	collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need. Weekly meetings of department PLCs for data analysis and planning discussions; co teaching advanced students' for acceleration; dedicated writing class; schoolwide use of claim, evidence, reasoning strategy	Standards and increase number of students on grade level per Universal Screener (MAP)		
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3. Achievement Gap

Goal 3:
LTMS will decrease the number of Novice African American and Special Education student performers in all KSA measures by May 2023.

<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Decrease AA Novice in Reading from 54% to 49%	KCWP 1: Design and Deploy Standards	Refine behavioral support system that aligns with student action plans for self-monitoring and immediate feedback for executive function and social/emotional needs (MTSS Academic/ Behavior).	Increase course performance and content/skill mastery		
Objective 2: Decrease SPED Novice in Reading from 77% to 72%	KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Increase course performance and skill mastery		

Lexington Traditional Magnet School CSIP 2022-23

<p>Objective 3: Decrease AA Novice in Math from 63% to 58%</p> <p>Objective 4: Decrease SPED Novice in Math from 79% to 74%</p> <p>Objective 5: Decrease AA Novice in Social Studies from 56% to 51%</p> <p>Objective 6: Decrease SPED Novice in Social Studies from 56% to 51%</p> <p>Objective 7: Decrease AA Novice in Science from 69% to 64%</p> <p>Objective 8: Decrease SPED Novice in Science from 84% to 79%</p> <p>Objective 9: Decrease AA Novice in Combined Writing from 27% to 22%</p> <p>Objective 10: Decrease SPED Novice in Combined Writing from 56% to 51%</p>	<p>KCWP 4: Review, Analyze and Apply Data</p> <p>KCWP 5: Design, Align, Deliver Support Processes)</p>	<p>A PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and response to data. Tier 1 progress will be provided for each PLC. Tier 2 strategies will continue to be designed per student need.</p>	<p>Increase course performance on State Standards and increase number of students on grade level per Universal Screener (MAP)</p>		
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4. English Learner Progress

Goal 4:
 By 2025, LTMS will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. (No current data due to size of the subgroup)

Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none"> • 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 	Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Grow all EL student .5 in their composite score as measured by ACCESS	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, Deliver Support Processes)				

5. Quality of School Climate and Safety

<p>Goal 5: By 2025, LTMS will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 61.8 %.</p>					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • 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 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the quality of school climate and safety index from 61.8% to 66.2 by May 2023	Establishing a Learning Culture and Environment (KCWP 6)				

6. Family and Community Engagement

<p>Goal 6: LTMS is committed to increasing family and community engagement in our school community.</p>					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	

Lexington Traditional Magnet School CSIP 2022-23

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 				
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase School to Family Support and Communication	Establishing a Learning Culture and Environment (KCWP 6)		Evaluate Family Engagement efforts and evaluations for continuous improvement		
Objective 2: Grow our Network of Community Resources					
Objective 3: Increase Family Participation in Decision Making					
Objective 4: Equip Families with the tools to enhance and extend learning at home					