



2023-2024 Phase One: Executive Summary for Schools_08092023_11:31

2023-2024 Phase One: Executive Summary for Schools

Washington County Middle School
Amanda Sagrecy
603 Lincoln Park Road
Springfield, Kentucky, 40069
United States of America

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2023-2024 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?

Washington County Middle School is a small school with approximately 190 students in the community of Springfield which is located in central Kentucky. We are in Washington County which is considered a rural area. While a majority of community members work in the area of manufacturing, we also have parents, community members, and other stakeholders who work in manufacturing, construction, agriculture, or other areas. Median household income is \$59,049, which is slightly below the state average of \$59,314. Approximately, 13.7% of persons living within Washington County live in poverty. Regardless of their occupations, our community members are supportive of WCMS and they understand the importance of quality education. Our enrollment has remained steady over the past 3 years with slight increases and decreases over that time period. The current building where the middle school resides is shared with Washington County Elementary School. WCMS is a Title 1 school, with approximately 64% of our students qualifying to receiving free or reduced breakfast and lunch. The school's demographics include: 71.3% White, 12.4% Hispanic, 10.4% African American, 6.5% 2 or more races, with 46.2% female and 53.7% male, and 11.2% receive special education services. 4.2% of WCMS students have been identified as having limited English proficiency and come from Spanish-speaking families. We have 13 students who are classified as homeless. Our population is comprised of a higher-than-state average population of economically disadvantaged. Everything we do reflects the ideation that our families need financial support. As a result, school supplies are provided by the district and school. Through our FRYSC, we emphasize parent education and employment. Building relationships with our families is most often our greatest accomplishment so we can ensure our students are getting the supports they need to be successful, not only at school but, also at home.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

Schools have various stakeholder groups, each playing a crucial role in the education system. Our stakeholder groups include:

- Students: The primary beneficiaries of education. They have a stake in the quality of education, safety, and extracurricular activities. They have power in student voice through leadership committees, clubs, and input surveys administered throughout the year.

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- Parents/Guardians/Families: Responsible for supporting their child's education, attending meetings, and being aware of school policies and progress. They have voice through committees and surveys administered throughout the year.
 - Teachers and School Staff: They are responsible for delivering education, and their input is vital in planning and implementing improvements.
 - Administrators: School principals and district administrators are responsible for managing the school, setting policies, and ensuring its overall functionality.
 - School Board: Elected or appointed officials who oversee the school district's policies, budget, and major decisions.
 - Community Members/Local Businesses: Invested in the quality of local education as it can impact the workforce and productive citizens for our community
 - Government and Regulatory Agencies: Responsible for setting educational standards, provide funding, and ensure schools meet legal requirements.

To ensure stakeholder involvement and engagement in the improvement planning process WCMS has made the commitment to:

- Ensure regular and consistent open communication to all stakeholders by providing updates and invitations in decision making processes.
- Providing Surveys and opportunities for feedback.
- Staff attending community meetings to provide insight and updates on WCMS as well as open the door for collaboration
- Ensure committees include representatives from various stakeholder groups to provide insights and recommendations.
- Ensuring school policies, budgets, and improvement plans easily accessible to stakeholders, ensuring transparency in decision-making.
- Collaborate with local businesses and community organizations to involve them in supporting school initiatives such as clubs, community outreach projects, and involvement in student defenses of learning through our Portrait of a Graduate work.

By actively involving and engaging all stakeholder groups in the school improvement planning process, WCMS can create a more inclusive and effective educational environment for student success.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school

embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Vision: All students will graduate from WCMS prepared to succeed academically, socially, and emotionally at the high school. Mission: To enable and assist each student in achieving proficiency by addressing the academic, social, and emotional needs of our students. The vision and mission statements are reviewed annually by SBDM and communicated to our staff at beginning of the year meetings. Our school's mascot is the General and we teach and coach our students to exhibit pride in themselves and the school. Our school pledge is recited each morning and posted throughout our building: I promise to have a positive attitude, be responsible and treat all individuals with respect. I will always dream big and expect greatness in all I do. Generals Pride = Integrity. Our school implements PBIS (Positive Behavioral Intervention Support) for all students. This system provides structure for students and staff, support for those that have behavioral issues, and rewards and recognizes positive behaviors. Academic RTI/Enrichment is provided for all students in math and reading. Our stakeholders have been involved in Laboratories of Learning to develop the District's Portrait of a Graduate competencies. These competencies include: Productive Citizen, Empowered Learner, Goal Oriented initiative, Effective Communicator, and Healthy Life Management.

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.

WCMS is a certified Family Friendly School. We are always working to increase our family engagement and striving to make our school a place where all feel welcome. Our goal is to increase two way communication between families, strengthen community partnerships and work to build relationships with all stakeholders. Our Family Resource and Youth Service Center is outstanding, and is vital in removing non-cognitive barriers to learning. Over the past few years, we have worked diligently to align our curriculum and resources to state standards, increase rigor, and close the academic achievement gaps while also focusing on student mental health. The number of discipline referrals has improved over the past few years due to implementing PBIS with fidelity, CARE mental health classes for all students, and tiered interventions. We are working to improve our identification of students with mental health needs districtwide. During the past three school years, we know there were gaps in academic achievement based on the nature of our world. Through consistency and the structure of school we hope to provide a stable and consistent educational setting and we will be able to see gains in students' academic progress, as a result. Through our analysis of our iReady data, classroom formative assessment data, and standards based assessment data we have found a need to improve the number of proficient/distinguished students in math and language arts on state assessment testing that is taken in May of each year. Based on that finding, we have made changes to provide instruction at appropriate grade levels and intervention for those students who have gaps through immediate RTI

interventions embedded in both reading and math classes. Teachers are also measuring student achievement through daily formative assessments and making adjustments based on the information gained. This data is tracked and monitored weekly through Intentional Plans.

Additional Information

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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WCMS 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Washington County Middle School

Amanda Sagrecy

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2023-2024 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 2023-24 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.
Amanda Sagrecy 10/10/23



2023-2024 Phase One: School Safety Report WCMS

2023-2024 Phase One: School Safety Report

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School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time (with limited exceptions) as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

6. Are practices in place to control access to the school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If the answer is "no", please explain in the comment box.

Yes

7. Was the school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required

by KRS 158.162(2)(c) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.

Yes SBDM (7/24/23) First Responders (8/14/23 and 8/25/23)

8. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes 8/17/23

9. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.

Yes

10. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.

Yes

11. Over the immediately preceding twelve months, did the principal conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If the school did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: School Assurances_09142023_13:50

2023-2024 Phase Two: School Assurances

Washington County Middle School

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Introduction

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

Federal Programs

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

☐ Yes

☐ No

☒ N/A

COMMENTS

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

☒ Yes

☐ No

☐ N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assistance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and 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 in a targeted assistance program, 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. This includes 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). 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, 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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. In a school 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

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Attachment Name	Description	Associated Item(s)
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WCMS 2023-2024 Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 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.

WCMS is constantly reviewing, analyzing and shifting based on data-informed decisions. Our process includes collecting data in multiple forms, including assessment data (iReady, Summative Unit Assessments, and Formative assessment), non-cognitive data (attendance, behavior, social emotional), and perception data (parent, teacher, student, community) to inform solutions to identified issues. Family and Community data comes during family events and surveys through our family friendly initiatives. Teachers and administrators work together to review data, looking at trends, strengths, and weaknesses. We then determine focus areas that we believe will have the most significant impact on student achievement and growth. Once these were identified, we revised and updated our 30-60-90 day action plan. This plan was then taken to the SBDM council for approval. We shared our plan with the school board, our parents, and community members.

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?

WCMS made great strides on the implementation of strategies and activities to work towards our Comprehensive School Improvement Plan (CSIP) goals. Unit assessment data results were made electronic which provided quick review and student analysis. All unit tests were not made electronic, this will continue to be a focus for the coming school year. Instructional Coaches will be reviewing Unit assessments for standard congruence. iReady review of sub content area data to implement targeted RTI intervention strategies led to overall growth in iReady assessments. Formative assessment strategies have been implemented daily in all of our classrooms, observation and walkthrough data show the success of this strategy in the classroom. We will continue to focus on formative assessment data and using the data to inform instruction.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Overall WCMS is still not back to pre-pandemic proficiency. From 2021 to 2023, WCMS saw a decrease in the proficiency indicator score from 65.6 to 53.5. Reading P/D decreased from 20-21 of 42.8% to 22-23 of 39%. Reading novice decreased from 20-21 of 30.5% to 22-23 of 25%. Math P/D decreased from 20-21 of 39% to 22-23 of 32%. Math novice increased from 24.1% in 20-21 to 31% in 22-23. Science saw a reduction of P/D from 30.2% in 20-21 to 26% in 22-23. Novice in science increased from 14.3% in 20-21 to 25% in 22-23, however it was down from 21-22 of 26%. Writing PD decreased from 45.5% in 20-21 to 41% in 22-23. Novice saw an increase of 14.5% in 20-21 to 17% in 22-23. Social studies saw a decrease in P/D from 39% in 21-22 to 25% in 22-23. Novice saw an increase from 31% in 21-22 to 57% in 22-23.

Current iReady scores (2023 first diagnostic) in reading show 23% of students are on grade level with 56% 2 or more grade levels below and math showed 15% of students on grade level with 52% of students 2 or more grade levels below. This shows an decrease in students on grade level when compared to 20-21 scores: Reading 38% of students on grade level and Math 37% of students on grade level.

When comparing Impact Kentucky Survey results from 2020 to 2022: Educating all students saw a decrease, specifically in the area of understanding and teaching students from diverse backgrounds. School leadership and staff-leadership

relationships saw consistent high 90% results from 2020 to 2022. WCMS saw minor changes in the makeup of our student body. The most significant change was the increase in the economically disadvantaged population from 63.9% in 2020 to 64.4% in 2022. The number of behavior referrals increased from 136 in 19-20 to 190 in 21-22 and again to 236 in 22-23. It is important to note that there was no referral data for the last two months of the 19-20 school year due to the COVID shutdown.

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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Current iReady scores for 23-24 indicate 23% of students are on grade level in reading and 15% of students are on grade level for math. Kentucky Summative Assessment (KSA) data shows: Reading: 39% of our students scored proficient or distinguished while 25% scored novice. That is an decrease of 14% P/D from the 21-22 school year and a novice increase of 6%. Math: 32% of students scored proficient or distinguished while 31% scored novice. This is an decrease of 10% P/D from the 21-22 school year and an increase in novice by 3%. EL students had a high rate, 55%, of novice in math with 0% scoring proficient or distinguished. Science: 26% scored proficient or distinguished while 25% scored novice. This is a decrease of 4% P/D scores and a decrease of 1% of novice from the 21-22 school year. Social Studies: 25% of students scored proficient or distinguished with 57% of students scoring novice. This is a decrease of 14% P/D scores and an increase of 26% of novice from the 21-22 school year. Writing: 41% of students scored proficient or distinguished with 17% scoring novice. This was a decrease of 33% P/D from the 21-22 school year and a 10% novice increase.

When looking at our subgroups: Economically disadvantaged students scored 32% P/D in reading, 27% P/D in math, 17% P/D in science, 17% P/D in social studies and 34% P/D in writing. Novice scores for this subgroup were: 27% reading, 34% math, 25% science, 64% social studies, and 19% writing. Students with a disability with an IEP scored 4% P/D in reading, 8% P/D in math, 0% P/D in social studies, 11% P/D in

science, and 0% P/D in writing. Novice scores for this subgroup were: 60% reading, 54% math, 71% science, 67% social studies, and 56% writing. English Language Learners scored 18% P/D in reading, 9% P/D in math, 0% P/D in social studies and science, and 0% P/D in writing. Novice scores for this subgroup were: 27% reading, 55% math, 0% science, 67% social studies, and 0% writing.

Non-Academic Current State: WCMS had 202 students enrolled in our school throughout the 22-23 year. This number fluctuates throughout the year, but stays pretty consistent at around 200 students on average. Of those students 136 are classified as economically disadvantaged, which is 68.3%. We have 25 students with disabilities (IEP), 12 Gifted and Talented, 11 ELL, 2 in Foster Care, 12 Homeless, and 1 Migrant. 137 of our students are classified as white, 29 Hispanic or Latino, 21 African Americans, and 12 that identify with two or more races. There are 12 female and 4 male teachers all identifying as white. Our student to teacher ratio is 12:1. Our faculty all have a minimum of a bachelor's degree with 42.1% holding their Rank 1 Certification. The average years of experience of our teachers is 15.22, with only 1 teacher having less than 1 year of experience. WCMS has one National Board Certified teacher. For the 22-23 school year 9 teachers missed 10 or more school days. Two teachers were on maternity leave during the school year. On the 2022 Impact KY survey 48% of teachers stated favorable perceptions of the adequacy of the school's resources. The school climate was rated 88% favorable and school leadership was rated 97% favorable.

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.

Areas of weakness and concern include:

Math: iReady data shows a large percentage of students 2 or more grade levels below - 6th Grade: 43%, 7th Grade: 56%, 8th Grade: 54%. On the Kentucky Summative Assessment (KSA) in math had a significant decrease in proficiency. Students with Disabilities had 5% score proficient or distinguished. This is an increase from the previous year, however this subgroup have consistently fallen into the learning gap. While we are seeing an increase in novice reduction, this subgroup is a priority.

Reading: On the KSA in math WCMS saw a significant decrease in proficiency from 21-22. The subgroups of African American students had 10% of students score

proficient or distinguished. This is an increase from 21-22 from 0%, but still an area of concern.

Science: 74% of students scored below proficiency on the Kentucky Summative Assessment (KSA), with 0% scoring distinguished.

Social Studies: 75% of students scored below proficiency on KSA. 4% scored distinguished. This is a significant area of concern with high novice percentage of 57%.

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.

Our current strength is building positive relationships with our students, families, and community. We became Family Friendly Re-Certified in May 2023. We have increased our communication with parents and focused on developing meaningful relationships. Our goal is that all students and parents can identify at least one adult as a point of contact for WCMS. This focus on relationship building ties closely in students academic and behavioral success. We have implemented homerooms this year that will continue to develop relationships with students and families. Students will have the same homeroom teacher their entire time at WCMS. We hope that will create consistency with families as well.

On the Kentucky Summative Assessment, WCMS saw novice reduction in science. Our English Learner subgroup showed an increase in proficiency in the area of math. There was novice reduction in math, science, and social studies. Our students with disabilities subgroup saw increases in proficiency in math and social studies. African American students had a 24% novice reduction in science and an increase of 9% in proficiency.

Our school culture and safety survey remained high with 95% of students rating agree or strongly agree in the following areas: My teachers expect me to do my best all the time, there is at least one adult from my school who listens to me when I have something to say, adults from my school work hard to make sure students are safe, adults from my school care about my physical safety, adults from my school care about me, and adults from my school handle safety concerns quickly. 17 of the 27 questions were rated by 80% or more of our students that they agreed or strongly agreed with the statement. This survey is a direct result of the culture that our staff is building with our students and families at WCMS.

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 [Results](#)

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.

ATTACHMENTS

Attachment Name



KCWP 23-24



KCWP 23-24 Evidence

8. 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 District Improvement Plan (CSIP) diagnostic and template.

KCWP 3: Design and Deliver Assessment Literacy - WCMS will focus on developing processes for creating rigorous, standards based assessments that are effective and properly aligned to the standards. Once we have assessment data our teachers will work to monitor both formative and summative data to ensure alignment and that our students are meeting proficiency.

KCWP 4: Review, Analyze and Apply Data - WCMS will focus on being more intentional and responsive to instructional data. Student progress is monitored and discussed during PLC's and Teacher Leadership Committee. Discussions around student progress during PLC's drives instructional changes and spiral reviews. WCMS teachers are working on implementing tier 1 spiral review days each week to reteach students who did not master the learning targets for that week.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP 23-24		• 7
 KCWP 23-24 Evidence		• 7



WCMS 2023-2024 Phase Three: Comprehensive School Improvement Plan

2023-2024 Phase Three: Comprehensive School Improvement Plan

Washington County Middle School

Amanda Sagrecy

603 Lincoln Park Road
Springfield, Kentucky, 40069
United States of America

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2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

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

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

[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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement in

Requirements for Building an Improvement Plan

The required goals for elementary/middle schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Achievement Gap

The required goals for high schools include the following:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness (high school only)
- Graduation Rate (high school only)
- Achievement Gap

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



23-24 WCMS Action Plan





WCMS 23-24 CSIP Goals and Objectives

Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Formative assessment and Unit assessment strategies will be updated and implemented for the 23-24 school year. Growth monitoring will occur routinely and next steps will be used for targeted intervention. Additional supports (curriculum, resources, personnel) will be added to focus on needs and growth areas. Professional learning will be utilized for all staff to increase student growth across all content areas as well as social and emotional learning. Family engagement will continue to be a focus.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 23-24 WCMS Action Plan		.
 WCMS 23-24 CSIP Goals and Objectives		.

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Parent Engagement for Title I Schools
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate
 - Parent Engagement for Title I Schools
- If the state doesn't assign a 5-year goal/1-year objective, use the following formula

- $100 - \text{actual score} = X$ (% away from 100%)
- $X/2 = S$ (50% towards 100% in 5 years)
- $S + \text{actual goal} = \text{your 5-year goal}$
- $S/5 = T$ (Yearly % needed to reach 50% increase towards 100%)
- Example
 - $100 - 55.3\% = 44.7$
 - $44.7/2 = 22.35$
 - $22.35 + 55.3 = 77.65$ (goal in 5 years)
 - $22.35/5 = 4.47$ per year for 5 years to get to 77.65

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

1. Increase proficiency across all content areas.
 2. Novice reduction across all content areas.
 3. Increase proficiency in identified gap group - Students with Disabilities

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

KCWP 3: Design and Deliver Assessment Literacy - WCMS will focus on developing processes for creating rigorous, standards based assessments that are effective and properly aligned to the standards. Once we have assessment data our teachers will work to monitor both formative and summative data to ensure alignment and that our students are meeting proficiency.

KCWP 4: Review, Analyze and Apply Data - WCMS will focus on being more intentional and responsive to instructional data. Student progress is monitored and discussed during PLC’s and Teacher Leadership Committee. Discussions around student progress during PLC’s drives instructional changes and spiral reviews. WCMS teachers are working on implementing tier 1 spiral review days each week to reteach students who did not master the learning targets for that week.

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	Low - 41.4	Significantly Declined -12.1
State Assessment Results in science, social studies and writing	Low - 29	Significantly Declined -18.7
English Learner Progress	n/a	
Quality of School Climate and Safety	High - 69.9	Change Maintained -.07
Postsecondary Readiness (high schools and districts only)	n/a	
Graduation Rate (high schools and districts only)	n/a	

Explanations/Directions

Goal: Schools should determine long-term goals that are three- to five-year targets for each required school level indicator. Elementary/middle schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must address state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term goals should be informed by The Needs Assessment for Schools.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Schools should determine short-term objectives to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.	Describe your approach to systematically address a process, practice, or condition that was identified as a priority during the Needs Assessment for Schools. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes or another established improvement approach (i.e. <i>Six Sigma, Shipley, Baldridge, etc.</i>).	Describe the actionable steps the school will take to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that will gauge the impact of your work. The measures may be quantitative or qualitative but are observable in some way. Consider measures of input as well as outcomes for both staff and students.	Describe the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Your description should include the artifacts to be reviewed, specific timelines, and responsible individuals.	List the specific federal, state, or local funding source(s) used to support each improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and must indicate how Title I funds are utilized to carry out the planned activities.

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By spring of 2027, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Reading from 36% in 2023 to 73.8% in 2027 AND in Math from 31% in 2023 to 65.1% in 2027 based on the KSA/Alternate KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2024, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Reading from 36% in 2023 to 45.5% based on the KSA/Alternate KSA.	KCWP 2: Design and Deliver INstruction KCWP 3: Design and Deliver Assessment Literacy	iReady 1. Following the Winter and Spring assessments sub content area data will be reviewed. 2. Staff will develop specific instructional strategies to target growth areas that are identified.	Number of students scoring 2 or more grade levels below will be reduced on each sub content area in Reading as measured from the Fall 2023 assessment to the Spring 2024 assessment.	1. Scores will be reviewed following each benchmark assessment. 2. iReady mypath will be monitored for growth	District funding for iReady program. Title 1 funding for iReady Teacher Toolbox
		Common Unit Assessments 1. Teachers will develop digital summative assessments that are aligned to state standards. 2. Teachers will record assessment data digitally by standard for mastery.	All students will show Mastery or Partial Mastery on all standards by May 2024	1. Assessments will be created in the Edulastic online program. Administrators, District Coaches, and teachers will review for standard alignment and rigor. 2. Data will be recorded digitally by standard for mastery within 1 week of the assessment being given.	Title 1 Funding for programs used to convert assessments into digital format (Edulastic or other identified programs for assessment use)
		Formative Assessment 1. Weekly Intentional Plans will list targets for each day and will share formative assessment data as well as next steps. 2. Monthly PLC meetings will be conducted to review Formative assessment data. 3. Administrative walkthroughs will be conducted to collect evidence of use of formative assessment data.	By May 2024, 100% of weekly intentional plans and walkthrough evidence will show use of formative assessment strategies.	1. Weekly Intentional Plan check log 2. Walkthrough data will be collected and reviewed at least monthly.	District funding of instructional coaches for support of monitoring and implementation review
		Deeper Learning 1. All teachers will receive training on Deeper Learning	Teacher PLC and Professional Development Sign In	1. Walkthrough data will be reviewed at least monthly 2. Weekly Intentional Plan log	District funding for professional learning for teacher leader; District Instructional

Goal 1 (State your reading and math goal.): By spring of 2027, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in **Reading** from 36% in 2023 to 73.8% in 2027 AND in **Math** from 31% in 2023 to 65.1% in 2027 based on the KSA/Alternate KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		strategies at least once per month. 2. Instructional Coaches will serve as POC for teachers for modeling lessons using deeper learning strategies. 3. Teacher Leader for Deeper Learning will receive additional training and model strategies within their classroom through peer observations.	Sheets; Walkthrough data		Coaches for support of implementation and modeling; Title funding for teacher supplies and materials; District funding for Teacher Leader positions.
		Professional Learning to support teachers learning strategies and use of instructional resources.	Teacher PLC and Professional Development Sign In Sheets; Walkthrough Data	1. Walkthrough data will be reviewed at least monthly 2. Weekly Intentional Plan check log	Title 1 for registration, travel, teacher instructional supplies, teacher copier costs
		Intentional placement of additional certified teachers to reduce the number of students within classes.	Number of students scoring 2 or more grade levels below will be reduced on each sub content area in Reading as measured from the Fall 2023 assessment.	1. Scores will be reviewed following each benchmark assessment 2. iReady mypath will be monitored for growth.	Title 1 funding for additional portion of Teacher salary.
		Monitor and Celebrate Growth achievements (iReady, Common Assessments, KSA) with students and staff.	Increases in proficiency and reduction of novice	1. Goal setting with individual students 2. Achievement celebrations	Funding for rewards and recognition
Objective 2 By spring of 2024, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Math from 31% in 2023 to	KCWP 2: Design and Deliver INstruction KCWP 3: Design and Deliver Assessment Literacy	iReady 1. Following the Winter and Spring assessments sub content area data will be reviewed. 2. Staff will develop specific instructional strategies to target growth areas that are identified.	Number of students scoring 2 or more grade levels below will be reduced on each sub content area in math as measured from the Fall 2023 assessment to the Spring 2024 assessment.	1. Scores will be reviewed following each benchmark assessment. 2. iReady mypath will be monitored for growth	District funding for iReady program. Title 1 funding for iReady Teacher Toolbox

Goal 1 (State your reading and math goal.): By spring of 2027, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in **Reading** from 36% in 2023 to 73.8% in 2027 AND in **Math** from 31% in 2023 to 65.1% in 2027 based on the KSA/Alternate KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
39.5% based on the KSA/Alternate KSA.		Common Unit Assessments <ol style="list-style-type: none"> Teachers will develop digital summative assessments that are aligned to state standards. Teachers will record assessment data digitally by standard for mastery. 	All students will show Mastery or Partial Mastery on all standards by May 2024	<ol style="list-style-type: none"> Assessments will be created in the Edulastic online program. Administrators, District Coaches, and teachers will review for standard alignment and rigor. Data will be recorded digitally by standard for mastery within 1 week of the assessment being given. 	Title 1 Funding for programs used to convert assessments into digital format (Edulastic or other identified programs for assessment use)
		Formative Assessment <ol style="list-style-type: none"> Weekly Intentional Plans will list targets for each day and will share formative assessment data as well as next steps. Monthly PLC meetings will be conducted to review Formative assessment data. Administrative walkthroughs will be conducted to collect evidence of use of formative assessment data. 	By May 2024, 100% of weekly intentional plans and walkthrough evidence will show use of formative assessment strategies.	<ol style="list-style-type: none"> Weekly Intentional Plan check log Walkthrough data will be collected and reviewed at least monthly. 	District funding of instructional coaches for support of monitoring and implementation review
		Deeper Learning <ol style="list-style-type: none"> All teachers will receive training on Deeper Learning strategies at least once per month. Instructional Coaches will serve as POC for teachers for modeling lessons using deeper learning strategies. Teacher Leader for Deeper Learning will receive additional training and model strategies within their classroom through peer observations. 	Teacher PLC and Professional Development Sign In Sheets; Walkthrough data	<ol style="list-style-type: none"> Walkthrough data will be reviewed at least monthly Weekly Intentional Plan log 	District funding for professional learning for teacher leader; District Instructional Coaches for support of implementation and modeling; Title funding for teacher supplies and materials; District funding for Teacher Leader positions.

Goal 1 (State your reading and math goal.): By spring of 2027, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Reading from 36% in 2023 to 73.8% in 2027 AND in Math from 31% in 2023 to 65.1% in 2027 based on the KSA/Alternate KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Professional Learning to support teachers learning strategies and implementation of resources.	Teacher PLC and Professional Development Sign In Sheets; Walkthrough Data	1. Walkthrough data will be reviewed at least monthly 2. Weekly Intentional Plan check log	Title 1 for registration, travel, teacher instructional supplies, teacher copier costs
		Intentional placement of additional certified teachers to reduce the number of students within classes.	Number of students scoring 2 or more grade levels below will be reduced on each sub content area in Math as measured from the Fall 2023 assessment.	1. Scores will be reviewed following each benchmark assessment 2. iReady mypath will be monitored for growth.	Title 1 funding for additional portion of Teacher salary.
		Monitor and Celebrate Growth achievements (iReady, Common Assessments, KSA) with students and staff.	Increases in proficiency and reduction of novice	3. Goal setting with individual students 4. Achievement celebrations	Funding for rewards and recognition

2: State Assessment Results in Science, Social Studies and Writing

Goal 2 (State your science, social studies, and writing goal.): By spring of 2027, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Science from 24% in 2023 to 52.9% in 2027 AND in Social Studies from 24% in 2023 to 63.1% in 2027 AND in Combined Writing from 42% in 2023 to 53.2% in 2027 based on the KSA/Alternate KSA.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2024, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Science from 24% in 2023 to 31.2% based on the KSA/Alternate KSA.	KCWP 2: Design and Deliver INstruction KCWP 3: Design and Deliver Assessment Literacy	Common Unit Assessments 1. Teachers will develop digital summative assessments that are aligned to state standards. 2. Teachers will record assessment data digitally by standard for mastery.	All students will show Mastery or Partial Mastery on all standards by May 2024	1. Assessments will be created in the Edulastic online program. Administrators, District Coaches, and teachers will review for standard alignment and rigor. 2. Data will be recorded digitally by standard for mastery within 1 week of the assessment being given.	Title 1 Funding for programs used to convert assessments into digital format (Edulastic or other identified programs for assessment use)
		Formative Assessment 1. Weekly Intentional Plans will list targets for each day and will share formative assessment data as well as next steps. 2. Monthly PLC meetings will be conducted to review Formative assessment data. 3. Administrative walkthroughs will be conducted to collect evidence of use of formative assessment data.	By May 2024, 100% of weekly intentional plans and walkthrough evidence will show use of formative assessment strategies.	1. Weekly Intentional Plan check log 2. Walkthrough data will be collected and reviewed at least monthly.	
		Deeper Learning 1. All teachers will receive training on Deeper Learning strategies at least once per month. 2. Instructional Coaches will serve as POC for teachers for modeling lessons using deeper learning strategies.	Teacher PLC and Professional Development Sign In Sheets; Walkthrough data	1. Walkthrough data will be reviewed at least monthly 2. Weekly Intentional Plan log	District funding for professional learning for teacher leader; District Instructional Coaches for support of implementation and modeling; Title funding for teacher supplies and materials; District funding for Teacher Leader positions.

Goal 2 (State your science, social studies, and writing goal.): By spring of 2027, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Science from 24% in 2023 to 52.9% in 2027 AND in Social Studies from 24% in 2023 to 63.1% in 2027 AND in Combined Writing from 42% in 2023 to 53.2% in 2027 based on the KSA/Alternate KSA.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		3. Teacher Leader for Deeper Learning will receive additional training and model strategies within their classroom through peer observations.				
		Monitor and Celebrate Growth achievements (iReady, Common Assessments, KSA) with students and staff.	Increases in proficiency and reduction of novice	5. Goal setting with individual students 6. Achievement celebrations	Funding for rewards and recognition	
Objective 2 By spring of 2024, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Social Studies from 24% in 2023 to 33.8% based on the KSA/Alternate KSA.	KCWP 2: Design and Deliver INstruction KCWP 3: Design and Deliver Assessment Literacy	Common Unit Assessments 1. Teachers will develop digital summative assessments that are aligned to state standards. 2. Teachers will record assessment data digitally by standard for mastery.	All students will show Mastery or Partial Mastery on all standards by May 2024	1. Assessments will be created in the Edulastic online program. Administrators, District Coaches, and teachers will review for standard alignment and rigor. 2. Data will be recorded digitally by standard for mastery within 1 week of the assessment being given.	Title 1 Funding for programs used to convert assessments into digital format (Edulastic or other identified programs for assessment use)	
		Formative Assessment 1. Weekly Intentional Plans will list targets for each day and will share formative assessment data as well as next steps. 2. Monthly PLC meetings will be conducted to review Formative assessment data. 3. Administrative walkthroughs will be conducted to collect evidence of use of formative assessment data.	By May 2024, 100% of weekly intentional plans and walkthrough evidence will show use of formative assessment strategies.	1. Weekly Intentional Plan check log 2. Walkthrough data will be collected and reviewed at least monthly.		
		Deeper Learning	Teacher PLC and Professional	1. Walkthrough data will be reviewed at least monthly	District funding for professional learning for teacher leader;	

Goal 2 (State your science, social studies, and writing goal.): By spring of 2027, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Science from 24% in 2023 to 52.9% in 2027 AND in Social Studies from 24% in 2023 to 63.1% in 2027 AND in Combined Writing from 42% in 2023 to 53.2% in 2027 based on the KSA/Alternate KSA.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		<ol style="list-style-type: none"> All teachers will receive training on Deeper Learning strategies at least once per month. Instructional Coaches will serve as POC for teachers for modeling lessons using deeper learning strategies. Teacher Leader for Deeper Learning will receive additional training and model strategies within their classroom through peer observations. 	Development Sign In Sheets; Walkthrough data	<ol style="list-style-type: none"> Weekly Intentional Plan log 	District Instructional Coaches for support of implementation and modeling; Title funding for teacher supplies and materials; District funding for Teacher Leader positions.	
		Monitor and Celebrate Growth achievements (iReady, Common Assessments, KSA) with students and staff.	Increases in proficiency and reduction of novice	<ol style="list-style-type: none"> Goal setting with individual students Achievement celebrations 	Funding for rewards and recognition	
Objective 3 By spring of 2024, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Writing from 42% in 2023 to 44.8% based on the KSA/Alternate KSA.	KCWP 2: Design and Deliver INstruction KCWP 3: Design and Deliver Assessment Literacy	Common Unit Assessments <ol style="list-style-type: none"> Teachers will develop digital summative assessments that are aligned to state standards. Teachers will record assessment data digitally by standard for mastery. 	All students will show Mastery or Partial Mastery on all standards by May 2024	<ol style="list-style-type: none"> Assessments will be created in the Edulastic online program. Administrators, District Coaches, and teachers will review for standard alignment and rigor. Data will be recorded digitally by standard for mastery within 1 week of the assessment being given. 	Title 1 Funding for programs used to convert assessments into digital format (Edulastic or other identified programs for assessment use)	
		Formative Assessment <ol style="list-style-type: none"> Weekly Intentional Plans will list targets for each day and will share formative assessment data as well as next steps. 	By May 2024, 100% of weekly intentional plans and walkthrough evidence will show use of formative assessment strategies.	<ol style="list-style-type: none"> Weekly Intentional Plan check log Walkthrough data will be collected and reviewed at least monthly. 		

Goal 2 (State your science, social studies, and writing goal.): By spring of 2027, Washington County Middle School will increase the percentage of students scoring proficient/distinguished in Science from 24% in 2023 to 52.9% in 2027 AND in Social Studies from 24% in 2023 to 63.1% in 2027 AND in Combined Writing from 42% in 2023 to 53.2% in 2027 based on the KSA/Alternate KSA.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding	
		2. Monthly PLC meetings will be conducted to review Formative assessment data. 3. Administrative walkthroughs will be conducted to collect evidence of use of formative assessment data.				
		Deeper Learning 1. All teachers will receive training on Deeper Learning strategies at least once per month. 2. Instructional Coaches will serve as POC for teachers for modeling lessons using deeper learning strategies. 3. Teacher Leader for Deeper Learning will receive additional training and model strategies within their classroom through peer observations.	Teacher PLC and Professional Development Sign In Sheets; Walkthrough data	1. Walkthrough data will be reviewed at least monthly 2. Weekly Intentional Plan log	District funding for professional learning for teacher leader; District Instructional Coaches for support of implementation and modeling; Title funding for teacher supplies and materials; District funding for Teacher Leader positions.	
		Monitor and Celebrate Growth achievements (iReady, Common Assessments, KSA) with students and staff.	Increases in proficiency and reduction of novice	9. Goal setting with individual students 10. Achievement celebrations	Funding for rewards and recognition	

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school’s underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school’s climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2024, Washington County Middle School will increase the percentage of students with disabilities scoring proficient/distinguished in Reading from 4% in 2023 to 8% based on the KSA/Alternate KSA.	KCWP 2: Design and Deliver Instruction	iReady 1. Following the Winter and Spring assessments sub content area data will be reviewed. 2. Staff will develop specific instructional strategies to target growth areas that are identified.	Number of students with disabilities scoring 2 or more grade levels below will be reduced on each sub content area in Reading as measured from the Fall 2023 assessment to the Spring 2024 assessment.	1. Scores will be reviewed following each benchmark assessment. 2. iReady mypath will be monitored for growth	District funding for iReady program. Title 1 funding for iReady Teacher Toolbox
		Specially-Designed Instruction 1. Build Co-teach/ Collaboration teams to implement SDI	Number of students with disabilities scoring 2 or more grade levels below will be reduced on each sub content area in Reading as measured from the Fall 2023 assessment to the Spring 2024 assessment. Growth on formative and summative assessment data	1. Scores will be reviewed following each benchmark assessment. 2. Formative and Summative assessment data will be tracked for growth	District funding for training on SDI; Title 1 funds for teacher supplies and materials.
Objective 2 By spring of 2024, Washington County Middle School will increase the percentage of students with disabilities scoring proficient/distinguished in Math from 8% in 2023 to	KCWP 2: Design and Deliver Instruction	iReady 1. Following the Winter and Spring assessments sub content area data will be reviewed. 2. Staff will develop specific instructional strategies to target growth areas that are identified.	Number of students with disabilities scoring 2 or more grade levels below will be reduced on each sub content area in math as measured from the Fall 2023 assessment to the Spring 2024 assessment.	1. Scores will be reviewed following each benchmark assessment. 2. iReady mypath will be monitored for growth	District funding for iReady program. Title 1 funding for iReady Teacher Toolbox

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
16% based on the KSA/Alternate KSA.		Specially-Designed Instruction 1. Build Co-teach/ Collaboration teams to implement SDI	Number of students with disabilities scoring 2 or more grade levels below will be reduced on each sub content area in math as measured from the Fall 2023 assessment to the Spring 2024 assessment. Growth on formative and summative assessment data	1. Scores will be reviewed following each benchmark assessment. 2. Formative and Summative assessment data will be tracked for growth	District funding for training on SDI; Title 1 funds for teacher supplies and materials.

4: English Learner Progress

Goal 4 (State your English Learner goal.): By spring of 2027, Washington County Middle School will increase the % of English Learners reaching English Language Proficiency t 50% in 2027 based on the ACCESS/Alternate ACCESS results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2024, Washington County Middle School will increase the % of English Learners reaching English Language Proficiency to 10% based on the ACCESS/Alternate ACCESS results.	KCWP 4: Review, Analyze, and Apply Data	EL Tutor/Teacher 1. Provide pull out interventions 2. Monitor grades and provides support 3. Providing teacher professional learning strategies focused on EL students	1. EL students will pass all classes 2. Increase on EL assessment (ACCESS)	1. Weekly logs of interventions 2. 9 week grade reports	District funding for EL Tutor/Teacher
		Professional Learning through Co-ops and other providers (for example CKEC, WIDA, KDE) 1. Provide strategies for teachers to increase rigor and learning for our students.	1. Data from interim, formative, summative and growth monitoring assessments.	1. Administration, district instructional coaches, and teachers will meet in PLCs to analyze and evaluate results from formative, interim, growth monitoring, and summative assessments.	Title 1

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By spring of 2027, Washington County Middle School will increase the Climate Index Score from 73.5% in 2023 to 86.8% in 2027 AND Safety Index Score from 67.7% in 2023 to 83.85% in 2027 based on the results from the Quality of School Climate and Safety Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By spring of 2024, Washington County Middle School will increase the Climate Index Score from 73.5% in 2023 to 76.8% based on the results from the Quality of School Climate and Safety Survey.	KCWP 6: Establishing Learning Culture and Environment	Check and Connect 1. Monthly student check-in	Quality of School Climate and Safety Survey	1. PLC and PBIS will review data monthly	PBIS funding for incentives
		Satchel Pulse 1. SEL Student Screener 2. SEL Groups (in homeroom)	Progress from Fall 2023 screener to Spring 2024.	1. Monthly SEL groups (in homeroom) will monitor progress	District funding for Satchel Pulse program.
		PBIS Activities and Rewards 1. PRIDE Tickets 2. Positive Behavior Referrals 3. Monthly Incentives 4. Teacher Recognitions 5. Student of the Month 6. 9 Week reward trips	Decrease in behavior office referrals	1. Monthly review of behavior data	Funding for incentives
		Family Engagement Events	Family Surveys	Family survey data for growth monitoring	Title 1 funding for family engagement events.
Objective 2 By spring of 2024, Washington County Middle School will increase the Safety Index Score from 67.7% in 2023 to 71.7% based on the results from the Quality of School Climate and Safety Survey.	KCWP 6: Establishing Learning Culture and Environment	Check and Connect 1. Monthly student check-in	Quality of School Climate and Safety Survey	1. PLC and PBIS will review data monthly	PBIS funding for incentives
		PBIS Activities and Rewards 1. PRIDE Tickets 2. Positive Behavior Referrals 3. Monthly Incentives 4. Teacher Recognitions 5. Student of the Month 6. 9 Week reward trips	Decrease in behavior office referrals	1. Monthly review of behavior data	Funding for incentives
		CARE Classes	Quality of School Climate and Safety Survey	1. Monthly review of behavior data	District Title V funding for CARE teacher
		Counselor	Quality of School Climate and Safety Survey; Decrease in behavior office referrals	1. Review of Counselor logs 2. Review of behavior data	District funding for Counselor

6: Family Engagement

Goal 6 (State your separate goal.); By 2027, all families will be able to identify a point of contact at Washington County Middle School.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By Spring 2024, 80% of families will be able to identify a point of contact at Washington County Middle School.	KCWP 6: Establishing Learning Culture and Environment	Family Engagement Events 1. WCMS will host a variety of family engagement events that will target every family.	Family Survey data; family attendance at events	Survey data will be collected at each family event for feedback	Title funding for family engagement events
		Positive Family Connections 1. All staff will make at least 2 positive family connections each week.	All staff members will make connections with families	Digital tracking sheet Posters	
		Student/Staff Connections 1. Staff will identify connections with students and identify students that have not been identified. 2. Students will identify connections they have will staff.	Student picture charts Student surveys	Quarterly review/surveys	
		Homeroom 1. All students will be assigned a homeroom teacher. 2. This teacher will communicate with and serve as these students POC for WCMS for the years they are at WCMS.	Family survey data student surveys	Survey data will be collected at each family event for feedback;	



Washington County Schools

Washington County Middle School

Strategic Leadership Plan

30-60-90 Day Plan

30 Days			
August 28-October 17	Activity	Who is Responsible?	Measure of Success/Completion
Cultivate	Curriculum Maps Completed for Unit 1 & 2	All Teachers	Uploaded into Google Drive
	RTI Plan Established	RTI Team	iReady data Classroom data
	Intentional Plans	All teachers	Weekly Checks by Sagrecy
Commit	SEL Screener Completed by students and staff	Classroom Teachers/Care/ Guidance Counselors	Screening Data and student identification for Tier 2 and 3.
	Establish Family Engagement Event Calendar	All Staff FE Lead	Tracking Sheet
	Homerooms Established and Completion of ILPS	Sagrecy Teachers	Rosters
	Establish MTSS system for Family Engagement	Sagrecy Family Engagement Team	Tier Criteria
Collaborate	School Safety Review-Emergency Plan, Safety	All Staff	Sign-In Sheets Documented Drills

	Expectations, Beginning of the Year drills		
	Establish relationships with community partners	Sagrecy All Staff	Attendance at community meetings/events Sign-in sheets
	BOY Meeting with Emergency Management Officials	Sagrecy	Sign-in Sheets
60 Days: First Steps			
October 18 - December 5	Activity	Who is Responsible?	Measure of Success/Completion
Cultivate	Analyze KSA and 1st round of iReady assessment data and identify instructional needs/gaps	Staff	Data analysis Intentional Plans
	SDI Small Groups has been implemented in all classrooms.	Sagrecy Staff	Co-teaching lesson plans Walkthrough data
	RTI Progress monitoring system established	RTI Team	Progress Monitoring PLC
	Unit Assessment Data will be tracked electronically	Staff	Walkthrough data Unit Assessment on Edulastic
Commit	Review and update Family Engagement Plan	Family Engagement Team	Family Engagement Action Plan Family Engagement Night
	Host Family Engagement Night	Family Engagement Team	Sign in sheet Family Feedback survey
	Establish Student Leadership Team	Sagrecy	Team Members List

	Monthly Student and Staff Recognition Program	Sagrecy PBIS Team	Teacher of the Month Student AR Prizes Monthly PBIS Prizes Attendance Recognition Daily/Weekly PBIS Rewards
	Establish Tiers for SEL based on Satchel Pulse data	Staff SEL Team	Tier Groups PLC
Collaborate	Establish student groups with Silverleaf	Silverleaf FRYSC Counselor	Students identified Groups begin meeting with established goals/timelines
	Conduct Facilities walkthrough to identify improvement and safety needs/concerns	J. Simpson M. Sagrecy Custodians Maintenance	Needs List Improvement plan
	Invite community members into school and/or take students into the community for clubs and SL projects	All Staff	Sign-in sheets Service Learning project data/feedback
90 Days: Establish Norms			
December 6 - January 25	Activity	Who is Responsible?	Measure of Success/Completion
Cultivate	One PBL has been implemented by each teacher	Staff	Walkthrough data PLC
	Unit Assessment Data and Formative Assessment data will be analyzed for areas of concern	Staff	Unit Assessment data Intentional Plans Identified areas of concern

	RTI Progress monitoring system implemented	RTI Team	Progress Monitoring PLC
Commit	Each staff member will make at least 2 positive contacts home per week	All staff	Communication Log
	Student Leadership Team establishes goals	Sagrecy	Team Members List Meeting Agendas
Collaborate	Conduct Facilities walkthrough to monitor progress on improvement and safety needs/concerns	J. Simpson M. Sagrecy Custodians Maintenance	Needs List Improvement plan
120 Days: Main Objectives			
	Activity	Who is Responsible?	Measure of Success/Completion
Cultivate			
Commit			
Collaborate			
150 Days: Main Objectives			
	Activity	Who is Responsible?	Measure of Success/Completion
Cultivate			
Commit			
Collaborate			
180 Days: Main Objectives			
	Activity	Who is Responsible?	Measure of Success/Completion
Cultivate			
Commit			
Collaborate			