

**Beaumont Middle School
Comprehensive School Improvement Plan 2022-25**

CDIPO

State Assessment Results in Reading

- By 2025, Beaumont Middle School will increase Reading proficient and distinguished level to 70.8% as measured by KSA. Current level is 56%.

State Assessment Results in Math

- By 2025, Beaumont Middle School will increase Math proficient and distinguished level to 66.5% as measured by KSA. Current level is 52%.

State Assessment Results in Science

- By 2025, Beaumont Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 31%.

State Assessment Results in Social Studies

- By 2025, Beaumont Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 54%.

State Assessment Results in Combined Writing

- By 2025, Beaumont Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 50%.

English Learner Progress

- By 2025, Beaumont Middle School will increase English Learners Progress Indicator to 55 as measured by ACCESS. Current level is 48.5. This is an increase in the our goal because we met our 2025 goal of 45.0 last year.

Quality of School Climate and Safety

- By 2025, Beaumont Middle School will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 66.9%.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will increase P/D in Reading to 60.3%.</p> <p>By 2023, Beaumont Middle School will increase P/D in Math to 56.2%.</p>	<p>By 2024, Beaumont Middle School will increase P/D in Reading to 65.6%. 2023 KSA data showed 56% P/D in Reading.</p> <p>By 2024, Beaumont Middle School will increase P/D in Math to 61.4%. 2023 KSA data showed 52% P/D in Math.</p>	<p>By 2025, Beaumont Middle School will increase P/D in Reading to 70.8%.</p> <p>By 2025, Beaumont Middle School will increase P/D in Math to 66.5%.</p>

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will increase P/D in Science to 40.3%.</p> <p>By 2023, Beaumont Middle School will increase P/D in Social Studies to 53.3%.</p> <p>By 2023, Beaumont Middle School will increase P/D in Combined Writing to 54.6%.</p>	<p>By 2024, Beaumont Middle School will increase P/D in Science to 42.6%. 2023 KSA data showed 31% P/D in Science</p> <p>By 2024, Beaumont Middle School will increase P/D in Social Studies to 56.7%. 2023 KSA data showed 54% P/D in Social Studies.</p> <p>By 2024, Beaumont Middle School will increase P/D in Combined Writing to 57.3%. 2023 KSA data showed 50% P/D in Writing.</p>	<p>By 2025, Beaumont Middle School will increase P/D in Science to 45%.</p> <p>By 2025, Beaumont Middle School will increase P/D in Social Studies to 60%.</p> <p>By 2025, Beaumont Middle School will increase P/D in Combined Writing to 60%.</p>

Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will decrease Novice in Reading for EL students to 59.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 55.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Math for EL students to 53.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 52.0%.</p>	<p>By 2024, Beaumont Middle School will decrease Novice in Reading for EL students to 52.0%. 2023 KSA data showed 62% of EL students scoring Novice in Reading.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 53.0%. 2023 KSA data showed 67% of Students with Disabilities scoring Novice in Reading.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Math for EL students to 47.0%. 2023 KSA data showed 50% of EL students scoring Novice in Math.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 47.0%. 2023 KSA data showed 56% of Students with Disabilities scoring Novice in Math.</p>	<p>By 2025, Beaumont Middle School will decrease Novice in Reading for EL students to 45.0%.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 52.0%.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Math for EL students to 42.0%.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 42.0%.</p>

English Learner Progress Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 38.1.</p>	<p>By 2024, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 51.8. 2023 KSA data showed our English Learners Progress Indicator as measured by ACCESS is 48.5.</p>	<p>By 2025, Beaumont Middle School will increase the English Learners Progress Indicator as measured by ACCESS to 55.</p>

Additional Goal- Optional

Year 1	Year 2	Year 3

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

Year 1 Focus Areas

PLC's: PLC's will continue to improve on data analysis to improve student learning.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	PLC's will continue to use learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC/Classroom observations PLC Data Meetings	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 4: Review, Analyze, and Apply Data	PLC's will use common planning time to create, score, and analyze data from common formative assessments.	PLC Data Meetings/Observations	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	We have created a daily Tier 2 intervention period this year. PLC's will use assessment data to identify students for intervention and work together to plan the intervention.	2022-2023 School Year MAP Data and KSA Data	n/a
Reading, Math,	KCWP 5:	Math and Reading Intervention teachers will	2022-2023 School	n/a

Science, Social Studies, Combined Writing, EL Progress	Design, Align, and Deliver Support	meet bi-weekly with grade level content teams to discuss upcoming plans in class and individual needs for students in intervention.	Year MAP Data and KSA Data	
<u>Progress Monitoring</u>				
December 2022 - MAP data March 2023 - MAP data Fall 2023 - KSA data				

Tier 2 and Tier 3 Interventions - MTSS system will continue to improve on identifying students in need of Tier 2 and Tier 3 intervention. Teachers will continue to improve on planning and implementing interventions for students.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	A daily Tier 2 Intervention period was created. Each core content subject area will have a day per week to pull students need help with current class content. Elective teachers can pull students on the days they are not covering a class.	2022-2023 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	MTSS team will also meet every six weeks to focus on interventions and progress of identified students. SPS teams will meet as needed for identified students to track progress of interventions	2022-2023 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 3: Classroom Design and Deliver Assessment Liteacy	Teachers will give district common assessments in Math, Language Arts, Social Studies, and Science. The assessments will include items that mirror formats of state assessments as appropriate. Teachers will collect data from the common assessments to inform classroom instruction and Tier 2 interventions for students that need it.	FCPS ROIS Navigator Products ADAM system	District funds

<u>Progress Monitoring</u>				
December 2022 - MAP data March 2023 - MAP data Fall 2023 - KSA data				

Culture/Climate - Staff will work to provide support for social/emotional support for students that need it. School staff will work to improve PBIS incentives throughout the building for students.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff will assess students using the DESSA assessment to identify students in need of additional SEL support. DMHS will create a plan for students identified in the "Need" descriptive range.	DESSA Plan	District funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff committee will develop a monthly plan for activities for both students and staff to engage in fun activities at school.	Monthly Plan	School/PTSA funds
<u>Progress Monitoring</u>				
December 2022 - Formative survey data Fall 2023 - Quality of School Climate and Safety Data				

Year 2 Focus Areas

PLC's: PLC's will continue to improve on data analysis to improve student learning.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	PLC's will continue to use learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC/Classroom observations PLC Data Meetings	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 4: Review, Analyze, and Apply Data	PLC's will use common planning time to create, score, and analyze data from common formative assessments.	PLC Data Meetings/Observations	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	We have created a daily Tier 2 intervention period this year. PLC's will use assessment data to identify students for intervention and work together to plan the intervention.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will meet bi-weekly with grade level content teams to discuss upcoming plans in class and individual needs for students in intervention.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading and Math Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will provide Tier 3 intervention for identified students during daily intervention period.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	School staff will receive professional learning in Co-Teaching and Restorative Practices to support students.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social	KCWP 2: Design and	School EL staff will have time in their schedule to work with PLC's on planning for EL students,	2023-2024 School Year MAP Data and	n/a

Studies, Combined Writing, EL Progress	Deliver Instruction	coaching teachers, and pushing into core classes serving EL students	KSA Data	
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	EL paraeducators will provide support for EL students with lowest ACCESS scores in their core classes to allow them better access to grade level content.	2023-2024 School Year MAP Data and KSA Data	District Funds
<u>Progress Monitoring</u>				
December 2023 - MAP data March 2024 - MAP data Fall 2024 - KSA data				

Tier 2 and Tier 3 Interventions - MTSS system will continue to improve on identifying students in need of Tier 2 and Tier 3 intervention. Teachers will continue to improve on planning and implementing interventions for students.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	A daily Tier 2 Intervention period was created. Each core content subject area will have a day per week to pull students need help with current class content. Elective teachers can pull students on the days they are not covering a class.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	MTSS team will also meet every six weeks to focus on interventions and progress of identified students. SPS teams will meet as needed for identified students to track progress of interventions	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 3: Classroom Design and Deliver Assessment	Teachers will give district common assessments in Math, Language Arts, Social Studies, and Science. The assessments will include items that mirror formats of state assessments as appropriate.	FCPS ROIS Navigator Products ADAM system	District funds

	Liteacy	Teachers will collect data from the common assessments to inform classroom instruction and Tier 2 interventions for students that need it.		
Reading and Math Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will provide Tier 3 intervention for identified students during daily intervention period.	2023-2024 School Year MAP Data and KSA Data	n/a
<u>Progress Monitoring</u>				
December 2023 - MAP data March 2024 - MAP data Fall 2024 - KSA data				

Culture/Climate - Staff will work to provide support for social/emotional support for students that need it. School staff will work to improve PBIS incentives throughout the building for students.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff will assess students using the DESSA assessment to identify students in need of additional SEL support. DMHS will create a plan for students identified in the "Need" descriptive range.	DESSA Plan	District funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff committee will develop a monthly plan for activities for both students and staff to engage in fun activities at school.	Monthly Plan	School/PTSA funds
<u>Progress Monitoring</u>				
Fall 2024 - Quality of School Climate and Safety Data				

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

Year 3 Focus Areas

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

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source



2023-2024 Phase One: Executive Summary for
Schools_09122023_10:58

2023-2024 Phase One: Executive Summary for Schools

Beaumont Middle School
Denis Beall
2080 Georgian Way
Lexington, Kentucky, 40504
United States of America

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?

Beaumont's current enrollment is 761. Due to redistricting, we have seen our enrollment drop since the 2017 school year. Even as our enrollment has dropped, we have seen an increase in the number of EL students in our building. This year we have over 40 different countries represented in our building between our students and staff. We are located in Lexington, KY and serve students in southeast Lexington.

School Stakeholders

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

The main stakeholder groups in our building are our staff, students, and families. We also work with individuals in our community to support our students. Our teachers work closely with families, especially if a student is struggling, to help our students become successful. Our staff also works with families to help remove any barriers to their learning. We also engage our families through our PTSA and SBDM Council to support our school. Our staff work closely together through our PLC process to constantly measure the learning of our students and adjust their instruction as needed.

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.

The mission of Beaumont Middle School is to educate students for meaningful participation in a changing world. Building upon a thorough foundation of basic skills, we want to respect personal uniqueness and educate the whole child to reach maximum potential. By using a team-oriented setting and utilizing input from the entire school community, we are committed to help students:

- achieve academic success
- demonstrate appropriate behavior
- participate in extracurricular activities

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.

We have continued to work to improve our use of data assessment to drive instruction and intervention processes so that we can help all students grow. We are focusing on moving students out of novice by implementing a new Tier 2 intervention period in our daily schedule. Over the last two years, we have also had a large focus on moving our EL students forward. We have seen an increase in the percentage of EL students that are reaching proficiency and also seen the percentage of novice EL students decline over that time frame. We are also working to reach the proficiency levels that we saw as a school before the pandemic in each tested area.

Additional Information

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

NA



2023-2024 Phase Two: The Needs Assessment for
Schools_10112023_10:24

2023-2024 Phase Two: The Needs Assessment for Schools

Beaumont Middle School
Denis Beall
2080 Georgian Way
Lexington, Kentucky, 40504
United States of America

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.

At Beaumont, we review multiple sets of data on a regular basis to drive what we are doing and how we are working with each of our students. Each year our staff and SBDM Council review our KSA data. With our Council, we look at historical trends to see where we have grown and our areas of concern so that we can plan for the remainder of the year. With our staff, we not only look at trends for our school, but we also look at trends in subpopulations and also target students that are close to the next level. As we have come out of the pandemic, we have made a focus on novice reduction as we have seen more students fall into novice than we have seen in a long time. Three times per year, our students take MAP which allows us to target skills that they are ready to learn/master and also gives us a snapshot view using the projected proficiency report. We also have grade level, subject specific PLC teams that meet biweekly to look at common formative and summative assessment data for their students. We track this data over time to identify students that have learning gaps and may need intervention in addition to the Tier 1 instruction that they are receiving. We also use this data to pull students during our

Tier 2 intervention time each day. Our MTSS team also meets every 6 weeks to review students that are currently receiving tiered interventions and also to look at other students that may need to start receiving these interventions. This team consists of our PGES Coach, School Counselor, YSC Coordinator, ELL teacher, ACC, DMHS, math teachers, language arts teachers, and our math and reading intervention teachers. Our SPS team then meets regularly to look at students that are not making sufficient progress in the intervention setting and need to be referred for special education services.

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?

Each year, as a school, we set goals for both proficiency and novice reduction. We not only look at our student body as a whole, but we look at several of our subpopulations that we have been classified as TSI either currently or in the past.

Although, we made progress towards our goals, we have not reached the percentages that we set forth in our CSIP for last school year. We have worked to implement each of the strategies and activities that were laid out in our CSIP. These strategies have led to progress towards our goal. Our EL growth indicator also had grown significantly due to the work with our students and staff.

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.

We have also seen an increase in the percentage of students that have scored novice in each of the tested areas. Because of this we have set goals for both proficiency and novice reduction for each of the tests. In math over the last two years, we have seen an increase in the percentage of proficient students from 45% two years ago to 52% this year. In reading we saw an increase in the percentage of proficient students from 55% last year to 56% this year. In science, we saw an increase in the percentage of proficient students from 29% two years ago to 38% last year. This year we dropped back down to 31%. In writing, we have seen a decrease in the percentage of students scoring proficient from 54% two years ago to 50% this year. Pre-COVID we have 5 groups that we were classified as TSI for, but this year we are down to groups.

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.

We are continuing our work of getting our school scores back to where they were before the pandemic. We track our progress through the use of MAP and KSA data. We have not only set goals for increasing proficiency in each tested area, but we have also set goals for reducing novice scores in our building. Per our fall 2023 MAP data, we saw an increase in our percentage of students reaching proficiency in math. We currently have 56.8% of our students scoring proficient (27.1% for SPED, 28.4% for EL, 28.6% for FRL, 25.6% for African American, and 23.0% for Hispanic). Although we still have a gap between our student body and these subpopulations, we have made gains in each of these subpopulations since last year. We currently have 22.4% of our students scoring novice in math (58.1% for SPED, 45.1% for EL, 41.3% for FRL, 48.9% for African American, and 46.8% for Hispanic). This is a decrease in percentage of students scoring novice since last year for our SPED, EL, and African American students.

Per our fall 2023 MAP data, we currently have 57.0% of our students scoring proficient in reading (23.0% for SPED, 20.3% for EL, 31.3% for FRL, 30.0% for African American, and 25.9% for Hispanic). Although we still have a gap between our student body and these subpopulations, we have made gains in our SPED, African American, and Hispanic students since last year. We currently have 20.9% of our students scoring novice in reading (56.8% for SPED, 51.9% for EL, 37.3% for FRL, 42.2% for African American, and 48.9% for Hispanic). This is a decrease in percentage of students scoring novice since last year for each of these subpopulations.

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.

As stated above, our school has goals to increase the percentage of students scoring proficient in each tested area and to also decrease the percentage of our students scoring novice in each tested area. Besides wanting to see our entire student body make progress, we also want to focus on two subpopulations that we have been labeled TSI, EL and SPED. For our EL students, we would like to reduce the percentage of students scoring novice on KSA to 52% for reading and 47% for math. For SPED students, we would like to reduce the percentage of students scoring novice on KSA to 53% for reading and 47% for math.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

As we have come out of the pandemic, we invested in resources and support for our EL students. We saw some good growth on ACCESS that was demonstrated by us being in the Blue indicator rating. The strategies that we are using can also benefit other students in our building. We also saw an increase in projected proficiency of our ELL students in math during our fall MAP testing window this year. We also saw increases for other subpopulations as described above.

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

 Beaumont Middle School Key Elements


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.

We will continue to focus on support for our EL and SPED students. We will also continue to streamline our PLC work to increase student achievement.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Beaumont Middle School Key Elements	This demonstrates our work with the Key Elements.	• 7



2023-2024 Phase Two: School Assurances_10112023_10:17

2023-2024 Phase Two: School Assurances

Beaumont Middle School
Denis Beall
2080 Georgian Way
Lexington, Kentucky, 40504
United States of America

2023-24 Phase Two: School Assurances

Introduction

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

Federal Programs

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

Yes

No

N/A

COMMENTS

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

Yes

No

N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children 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

FCPS Professional Learning Plan 2023-2024
ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS

2022-2023 Phase 4

FCPS District Professional Learning Plan
High-Quality Professional Learning

School Name: Beaumont

District Mission

The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

School Mission

The mission of Beaumont Middle School is to educate students for meaningful participation in a changing world. Building upon a thorough foundation of basic skills, we want to respect personal uniqueness and educate the whole child to reach maximum potential. By using a team-oriented setting and utilizing input from the entire school community, we are committed to help students:

- achieve academic success
- demonstrate appropriate behavior
- participate in extracurricular activities

Focus Area 1: PLC's

PLC: All teachers/PLC's will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

Focus Area 2: Accelerated Learning

Accelerated Learning: All teachers will develop and implement standard-based instruction to accelerate learning.

How do the identified top two focus areas requiring professional learning relate to district goals? These two areas match directly to two of the focus areas identified as district focus areas.

Strategic Plan Priority Areas are:

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**
- **Stakeholder Engagement and Outreach**
- **Organizational Health and Efficiency**

Describe Strategic Plan Priority Areas: Our two focus areas relate to the following Strategic Plan Priority Areas: student achievement

and highly effective and culturally responsive workforce. We want to continue to build capacity in our teachers to be able to assess and intervene, when necessary, for skills and standards that studen

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contin
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studen
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The Fayette County Public Schools CDIP goals include:

- Reading

- **Math**
- **Science**
- **Social Studies**
- **Combined Writing**
- **Achievement Gap**
- **English Learner Progress**
- **Post-secondary Readiness**
- **Graduation Rate.**

**Describe
CDIP
alignment:
Our
focus
areas
tie
directly
to
the
following
CDIP
goals:
Reading,
Math,
Science,
Social
Studies,
Combined**

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Writing
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Achiev
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areas.
We should also see a decrease in the percentage of students that score novice in the tested areas.

Professional Learning Development Tools

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<u>F</u> <u>C</u> <u>P</u> <u>S</u> <u>Lo</u> <u>gi</u> <u>c</u> <u>M</u> <u>od</u> <u>el</u>	<u>FC</u> <u>PS</u> <u>Mo</u> <u>nitor</u> <u>rin</u> <u>g</u> <u>and</u> <u>Eva</u> <u>luat</u> <u>ion</u> <u>Fra</u> <u>me</u>

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Focus Area 1

Focus Area 1 Objectives

Short-Term Changes:

Knowledge: Teachers and school administrators develop an understanding of the PLC Process as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students they serve.

Knowledge: Teachers and school administrators will develop an understanding of the **Three PLC Big Ideas**.

Knowledge: Teachers and school administrators will develop an understanding of the **PLC+ Framework** and associated **Five Key Questions**.

Long-Term Changes:

Behavior: Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.

Belief/Aspiration: Educators believe in working collaboratively and taking collective responsibility for the success of each student ensuring all students learn at high levels.

Skill: Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy

Focus Area 1 Intended Results

Student Outcomes:

- By 2023, Beaumont Middle School will increase P/D in Reading to 60.3%.
- By 2023, Beaumont Middle School will increase P/D in Math to 56.2%.
- By 2023, Beaumont Middle School will increase P/D in Science to 40.3%.
- By 2023, Beaumont Middle School will increase P/D in Social Studies to 53.3%.
- By 2023, Beaumont Middle School will increase P/D in Combined Writing to 54.6%.

Educator Beliefs:

- By 2024, Beaumont Middle School will ensure 100% of school PLCs (teachers and school administrators) use a PDSA model effectively to improve student learning. This will include planning, analyzing data, intervening when necessary on a continuous basis to help student achievement.

Educator Practices:

- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.

Focus Area 1 Monitoring

What data will be considered and gathered?

PLC's will have biweekly data meetings with their assigned administrator. PLC's will analyze student assessment data from district common assessments and PLC created formative and summative assessments.

Who is responsible for gathering data?

Administrators and PLC teachers

How frequently will it be analyzed?

Data will be analyzed on a biweekly basis.

Focus Area 1 Indicators of Success

Clarifying What Students Must Learn

- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.

Monitoring Each Student's Learning

- The PLC team implements a system to identify level of mastery before beginning to teach.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.

Turning Data Into Information

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- The PLC team implements a system for using data to inform MTSS decisions and practices.

Focus Area 1 Targeted Audience

All teachers and administrators

Focus Area 1 Resources

Staff: All Teachers and Administrators

Funding: School Funds

Technology: BMS Shared PLC Data Analysis Drive

Instructional Resources: FCPS PLC Framework, *PLC +: Better Decisions and Greater Impact by Design*, *The PLC + Playbook: A Hands-On Guide to Collectively Improving Student Learning*, *The PLC + Facilitation and Activator’s Guide*

Professional Learning Support from Vendors: N/A

Release Time: N/A

Focus Area 1 Ongoing Supports for Implementation

Administrators will meet with their assigned PLC’s on a biweekly basis. During these meetings, the team will work on continued implementation of the Plan-Do-Study-Act (PDSA) process in our school. Teams will analyze a common assessment (could be formative, summative, or district common assessments) to identify students that require tier 2 or tier 3 intervention. This data will be tracked throughout the year to be able to track students in need of additional support in each content area.

Focus Area 2

Focus Area 2 Objectives

Short Term Changes

Knowledge: Teachers and school administrators learn strategies for differentiation.

Knowledge: Teachers and school administrators develop an understanding of culturally responsive teaching.

Knowledge: Teachers and school administrators develop an understanding of how to implement the initial components of a systems approach to continuous improvement as the most efficient and effective way to improve student outcomes.

Long Term Changes

Behavior: Teachers collaborate and utilize identified gap data and aligned curriculum to differentiate supports to improve outcomes for all students.

Behavior: Teachers use culturally responsive teaching as a framework for changing educational outcomes for multilingual learners and develop a climate in which all students' backgrounds, experiences, and cultures are honored, building a stronger and more diverse school community.

Behavior: Teachers use a systems approach to continuous improvement to improve student outcomes.

Focus Area 2 Intended Results

Student Outcomes:

- By 2023, Beaumont Middle School will increase P/D in Reading to 60.3%.
- By 2023, Beaumont Middle School will increase P/D in Math to 56.2%.
- By 2023, Beaumont Middle School will increase P/D in Science to 40.3%.
- By 2023, Beaumont Middle School will increase P/D in Social Studies to 53.3%.
- By 2023, Beaumont Middle School will increase P/D in Combined Writing to 54.6%.

Educator Beliefs:

By 2024, Beaumont Middle School will ensure 100% of teachers consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Educator Practices:

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.

Focus Area 2 Monitoring

What data will be considered and gathered?

- Support team meeting documents and products
- Data resources (i.e. walkthrough tool, subgroup data, universal screening data, progress monitoring data)

Who is responsible for gathering data?

- Teachers, school administrators

How frequently will it be analyzed?

- Biweekly

Focus Area 2 Indicators of Success (Please describe in detail.)

Leadership and Planning- The teacher has established and clearly communicated specific directions for the classroom and individual students.

Level1:

- The teacher actively supports and models the approach to continuous improvement.
- The classroom mission statement has been jointly developed, communicated, and is used to guide classroom priorities and decisions.
- Classroom goals are aligned to school goals and standards, and address areas of the greatest need.
- Short-term learning targets are displayed and/or clearly communicated.
- Expectations for all students to demonstrate proficiency are evident.

Data Systems- The teacher and students use data to monitor and report classroom and individual student progress.

Level1:

- Progress monitoring charts for class goals are displayed and current when appropriate.
- Progress monitoring charts for class goals showing anonymous individual student data are displayed when appropriate.

Operations Focus- The teachers and students regularly and frequently use a classroom continuous improvement process.

Level 1:

- The Plan-Do-Study-Act Cycle (PDSA) is the basis for the classroom continuous improvement process.
- The steps of the PDSA Cycle for the learning targets are evident to students.
- The frequency and time allotted for the improvement cycle (PDSA) is appropriate for the age of the students and learning target.

Focus Area 2 Targeted Audience

All teachers and administrators

Focus Area 2 Resources

Staff: All Teachers and Administrators

Funding: School Funds

Technology: Navigator, Continuous Classroom Improvement Hub, Assessment and MTSS Hub, FCPS Professional Learning Website

Instructional Resources: *Continuous Classroom Improvement: First Steps in Using a Systems Approach to Improve Learning Results*, Fayette County Public Schools Multi-Tiered System of Support Guidance Document

Professional Learning Support from Vendors: N/A

Release Time: N/A

Focus Area 2 Ongoing Supports for Implementation

Administrators will focus on implementation of strategies as we conduct our walkthroughs during the school day. As we find high quality examples, we will have staff members share their strategies through Grade Level and Faculty Meetings. Administrators will meet with their assigned PLC's on a biweekly basis. During these meetings, the team will work on continued implementation of the Plan-Do-Study-Act (PDSA) process in our school.

Optional Extension