

Leestown Middle School Comprehensive School Improvement Plan (CSIP) 2022-25

Comprehensive District Improvement Goals Reading and Math (by Spring 2025)

State Assessment

- Less than 15% Novice in reading
- Less than 15% Novice in math
- Greater than 60% P/D in reading
- Greater than 55% P/D in math
- Increase or decrease by 7% if already <15% N or >55/60% P/D

Comprehensive District Improvement Goals Science, Social Studies, and Combined Writing (by Spring 2025)

State Assessment

- Less than 21% Novice in Science
- Less than 23% Novice in Social Studies
- Greater than 45% P/D in Science
- Greater than 60% P/D in Social Studies
- Increase or decrease by 7% if already <21/23% N or >45/60% P/D
- Less than 10% Novice in Combined Writing
- Greater than 60% P/D in Combined Writing
- Increase or decrease by 7% if already <10% N or >60% P/D

MAP (K-9)

- 100% growth in reading and math
- 60% meet growth projection in reading
- 55% meet growth projection in math

State Assessment Results in Reading

- By 2025, *Leestown Middle School* will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 52%.

State Assessment Results in Math

- By 2025, *Leestown Middle School* will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 42%.

State Assessment Results in Science

- By 2025, *Leestown Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 22%.

State Assessment Results in Social Studies

- By 2025, *Leestown Middle School* will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 36%.

State Assessment Results in Combined Writing

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

is 54%.

English Learner Progress

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

Quality of School Climate and Safety

- By 2025, *Leestown Middle School* will increase the quality of school climate and safety index to 84.8 as measured by KSA. Current level is 67.9.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Leestown Middle School</i> will increase P/D in Reading to 52%. In 2022, it was 45%.	By 2024, <i>Leestown Middle School</i> will increase P/D in Reading to 56%. Current level is 52%.	By 2025, <i>Leestown Middle School</i> will increase P/D in Reading to 60%.
By 2023, <i>Leestown Middle School</i> will increase P/D in Math to 42%. In 2022, it was 37%.	By 2024, <i>Leestown Middle School</i> will increase P/D in Math to 49%. Current level is 42%.	By 2025, <i>Leestown Middle School</i> will increase P/D in Math to 55%.

Science, Social Studies, and Combined Writing Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Leestown Middle School</i> will increase P/D in Science to 28%. In 2022, it was 20%.	By 2024, <i>Leestown Middle School</i> will increase P/D in Science to 36%. Current level is 22%.	By 2025, <i>Leestown Middle School</i> will increase P/D in Science to 45%.
By 2023, <i>Leestown Middle School</i> will increase P/D in Social Studies to 45%. In 2022, it was 38%.	By 2024, <i>Leestown Middle School</i> will increase P/D in Social Studies to 52%. Current level is 36%.	By 2025, <i>Leestown Middle School</i> will increase P/D in Social Studies to 60%.
By 2023, <i>Leestown Middle School</i> will increase P/D in Combined Writing to 50%. In 2022, it was 44%.	By 2024, <i>Leestown Middle School</i> will increase P/D in Combined Writing to 55%. Current level is 54%.	By 2025, <i>Leestown Middle School</i> will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Leestown Middle School</i> will decrease novice in Reading to 25%. In 2022, it was 28%.	By 2024, <i>Leestown Middle School</i> will decrease novice in Reading to 20%. Current level is 24%.	By 2025, <i>Leestown Middle School</i> will decrease novice in Reading to 15%.
By 2023, <i>Leestown Middle School</i> will decrease novice in Math to 28%. In 2022, it was 35%.	By 2024, <i>Leestown Middle School</i> will decrease novice in Math to 21%. Current level is 30%.	By 2025, <i>Leestown Middle School</i> will decrease novice in Math to 15%.

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

TSI Schools

[Special Considerations for Targeted School and Improvement \(TSI\)](#)

Year 1 Focus Areas

[LINK TO CSIP 2022-23 for Year 1](#)

Year 2 Focus Areas

PLC: Leestown will use a PDSA model effectively to improve student learning. (Focus on Results - Study- Act)				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 6	Collaborate with school and teacher leaders to create a PLC monitoring system to monitor the effectiveness of PLC practices, including the integration of culturally responsive teaching and learning practice.	Measures of success: <ul style="list-style-type: none"> ● Fall and Spring Self-Assessment (as stated in PLC Framework) ● PLC Efficacy Rubric Progress Monitoring: <ul style="list-style-type: none"> ● Administrators will monitor self-assessment from School Leadership Teams. 	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Instructional leaders will attend and lead professional learning and networking opportunities to implement data analysis processes to plan standards based instruction and respond to student learning to increase student self-efficacy.	Measures of success: <ul style="list-style-type: none"> ● Common Unit Assessment Data Progress Monitoring: <ul style="list-style-type: none"> ● Administrators will monitor planning implementation through learning walks, PLC meetings and common unit 	n/a

			assessments.	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Data Protocol Meetings will be conducted for subject and grade-level formative and summative assessments, including writing performance assessments, common assessments, pretests, and critical junctures (halfway through the unit).	Measures of success: <ul style="list-style-type: none"> Rubrics, data protocol documents for each unit of study 	n/a
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 1	Develop a process for backward lesson design focusing on standards and assessment development through exemplars and instructional design models.	Measures of success: <ul style="list-style-type: none"> Completed backward design process (output) 	n/a
<u>Progress Monitoring</u>				
January 2024: PLC Feedback (self-assessments) March 2024: PLC data protocol documents May 2024: PLC minutes (including data protocols implemented)				

Assessment: Leestown will continue to develop and improve a balanced assessment system.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Students will be given ELA, Math, Science, and Social Studies common unit assessments after each unit. On Demand Writing will be given in the Fall and Spring.	Measures of success: <ul style="list-style-type: none"> Mastery of essential standards for each unit framework Progress Monitoring: <ul style="list-style-type: none"> Analysis of data in PLC's 	District Assessment
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 3	Continue to collect and use student learning data from common unit assessments to inform classroom instruction and curriculum decisions. Data from assessments will be collected and organized systematically, using	Measures of success: <ul style="list-style-type: none"> Mastery of essential standards for each unit 	n/a

		technology and district resources as much as possible.	<p>framework</p> <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Analysis of data within PLC's and departments 	
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Utilize a district-wide formative assessment tool to monitor student learning by grade level and by standard to determine next steps and "just in time" supports to teachers	<p>Measures of success:</p> <ul style="list-style-type: none"> CUA data <p>Progress Monitoring:</p> <ul style="list-style-type: none"> District Common Unit Assessments 	District Assessment
Reading, Math, Science, Social Studies, Combined Writing, English Learner Progress	KCWP 4	Incorporate explicit data review, analysis and application components into all department meetings, ILT meetings and faculty meetings.	<p>Measures of success:</p> <ul style="list-style-type: none"> Analysis of data protocols reflections State, District formative and summative data (including MAP) <p>Progress Monitoring:</p> <ul style="list-style-type: none"> Analysis of data within PLC's and department meetings 	n/a
<p><u>Progress Monitoring</u></p> <p>January 2024: Winter MAP Data March 2024: Common Unit Assessment Data May 2024: Spring MAP Data</p>				

Year 3 Focus Areas

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

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



2023-2024 Phase One: Executive Summary for
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2023-2024 Phase One: Executive Summary for Schools

Leestown Middle School
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2010 Leestown Rd
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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?

Leestown Middle School has 950 students and embraces diversity with a student population that is 39% Hispanic, 24%, African American, 32% White, and 3% Other. More than 60% of the students qualify for free or reduced lunch. English Language Learners make up 14% of our student body and 10.4% of students are identified with disabilities. With Leestown Middle School's classes growing at a steady pace weekly, Leestown anticipates an ever growing student population. Leestown Middle School is located on the north side of Lexington in an industrial area surrounded by the Veterans Hospital, Coca-Cola plant, UPS distribution center, Amazon, and Bluegrass Community and Technical College. The residential areas that attend Leestown include both middle and lower income areas. The location can be a barrier for some families as we are not connected to a neighborhood.

School Stakeholders

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

Leestown Middle School is committed to engaging students in learning experiences that empower each with the tools for life-long 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.

Leestown Middle School is committed to engaging students in learning experiences that empower each with the tools for life-long success.

Leestown offers a wide variety of CTE exploratory classes, as well as a rigorous pre-engineering program. All students at 6th, 7th, and 8th grade levels take a class focused on Deeper Learning PBL

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.

Leestown was a Yellow rated school last year as designated by KSA.

Our orchestra has received a gold-level rating from KMEA Program of Excellence for the past 8 years and this year has been invited to perform at the state KMEA professional learning conference. Our band and chorus programs have received proficient and distinguished ratings from KMEA and students are being selected for all-state chorus as well as district honors band.

Our pre-engineering program was named the top middle school program in the state.

Additional Information

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

Leestown is a wonderfully diverse school that celebrates and takes pride in its diversity. We also take seriously the responsibility of educating all students to the fullest, and we have a strong focus on literacy and increasing academic standards and supports for students. Leestown offers a rigorous curriculum to prepare students for high school, with accelerated classes at each grade level and a wide range of exploratory experiences including French, Spanish, robotics, and speech and drama.



2023-2024 Phase Two: The Needs Assessment for
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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.

Leestown is structured into instructional leadership teams. The Administrative instructional team consists of the Principal, Associate Principal, two Assistant Principals, and the PGES Coach. This team meets every Monday. Content Leaders meet once a month, and grade-level PLC's meet three times a week. All meetings use "data wise" agendas, and post minutes into Google Drive. MTSS meetings take place every Monday. We alternate Mondays for Academic/Behavior support.

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?

We were able to get stakeholder support and make good progress on all of our CSIP goals from 22-23.

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.
 - Leestown received a Yellow rating but did increase the overall score from 55.0 to 63.1.
 - Leestow is TSI for disability only (we improved our status from last year and no longer are TSI for EL and EL plus monitored).
 - Combined Reading/Math indicator score increased from 58.7 to 68.0
 - Combined Science, SS, and Writing indicator scores increased from 53.3 to 61.2
 - EL Progresss indicator score increased to 32.2
 - Quality Climate and Safety increased 67.9

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.

-
- Leestown won three attendance awards for growth in 22-23 and was again a Gold level PBIS school

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.

- Even though we showed growth in this area, we were again a school in TSI status for disability. So this will be our targeted focus for 23-24.

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 stated above, all areas increased. We showed significant growth in EL progress. We feel we will use some of the same strategies to target our EL students.

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

 Key Elements 23-24

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 1: Design and Deploy Standards:

It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

The Career Technical Education Pathways are specific requirements for completion of college and career readiness.

Evidence of practice in place:

PLC's Common Assessments, Unite Frameworks, Walkthroughs, Data Analysis Sessions

-PLC Planning Sessions, identifying essential standards, teacher clarity work

-PLC planning sessions, walkthroughs, summer planning sessions

-Long range plans, district frameworks



2023-2024 Phase Two: School Assurances_10292023_13:41

2023-2024 Phase Two: School Assurances

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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



2022-23 Phase Four: Professional Development Plan for Schools
for School Year 2023-2024_04252023_12:58

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

Leestown Middle School
Joe Gibson
2010 Leestown Rd
Lexington, Kentucky, 40511
United States of America

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

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

1. What is the school's mission?

School Mission

Leestown Middle School is committed to engaging students in learning experiences that empower each with the tools for life-long success

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two focus areas** requiring professional development that support continuous improvement? The critical areas should focus on the needs assessment findings.

Focus Area 1

PLC: Leestown will continue to improve our PLC process.

Focus Area 2

Accelerated Learning: Leestown will partner PBL works to develop a schoolwide structure and process of Project Based Learning.

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

- By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured
- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured
- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 60% as measured

4a. For the first focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

-Establish meeting times and norms

-Establish tight structures

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

- By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured
- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured

- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 6
- By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 6

4c. How will professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)

iii. How frequently will data be analyzed? (monthly, quarterly, etc.)

- i. Collaborative teams will complete the PLC Continuum Self-Assessment

ii. Teachers, school administrators, chiefs

iii. Three times a year

- i. Schools must have a PLC monitoring plan/feedback form

ii. Teachers, school administrators, chiefs

iii. Quarterly

- i. Professional learning agenda

ii. Teachers, school administrators

iii. Each meeting as appropriate

- i. Collaborative teams will provide access to their meeting notes and agendas

ii. Teachers, school administrators

iii. Each meeting

- i. The district will monitor PLC implementation through observations using district tools

ii. Directors, chiefs

iii. Twice yearly

- i. Site visit feedback form

ii. Principals, chiefs, directors

iii. Twice yearly

- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive

ii. Teachers, school administrators

iii. Each meeting

- i. The district will provide a needs assessment to determine the current state and next steps for PLCs

ii. Teachers, school administrators, chiefs

iii. Twice yearly

- i. Student work analysis protocols, curriculum pacing, common assessment data

ii. Teachers, school administrators

iii. Each meeting

- i. Student monitoring tools and processes

ii. Teachers, school administrators

iii. Each meeting

- i. Literacy integration - unit frameworks

ii. Teachers, school administrators

iii. Each meeting

4d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes
- The PLC team consistently implements a system to write learning intentions and success criteria in lessons
- The PLC team consistently implements a system to develop teacher pacing guidelines that include teacher
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and
- The PLC team consistently implements a system for sharing two or three promising instructional strategies

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

All grade level Teachers and Administrators

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

Title 1 funding

4g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, release time for groups of teachers to plan together using specific instructional resources, a mathematics consultant to meet once a month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Administrators will push into all PLC's.

5a. For the second focus area, what are the **specific** objectives for the professional development aligned to the school goal(s)? Consider the long- and short-term changes that need to occur in order to meet the goal.

Leestown will partner with PBL works, to implement a model of PBL instruction based on best practices.

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

- By 2025, Leestown Middle will increase Reading proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle will increase Math proficient and distinguished level to 55% as measured
- By 2025, Leestown Middle School will increase Science proficient and distinguished level to 45% as measured
- By 2025, Leestown Middle School will increase Social Studies proficient and distinguished level to 60% as measured
- By 2025, Leestown Middle School will increase Combined Writing proficient and distinguished level to 60% as measured

5c. How will the professional development be monitored for evidence of implementation?

i. What data (student work samples, grade-level assessments, classroom observations, etc.) will be considered and gathered?

- ii. Who is responsible for gathering data? (teachers, coaches, administrators, etc.)
- iii. How frequently will data be analyzed? (monthly, quarterly, etc.)
What data will be considered and gathered?

- i. Collaborative teams will complete the PLC Continuum Self-Assessment

ii. Teachers, school administrators, chiefs

iii. Three times a year

- i. Schools must have a PLC monitoring plan/feedback form

ii. Teachers, school administrators, chiefs

iii. Quarterly

- i. Professional learning agenda

ii. Teachers, school administrators

iii. Each meeting as appropriate

- i. Collaborative teams will provide access to their meeting notes and agendas

ii. Teachers, school administrators

iii. Each meeting

- i. The district will monitor PLC implementation through observations using district tools

ii. Directors, chiefs

iii. Twice yearly

- i. Site visit feedback form

ii. Principals, chiefs, directors

iii. Twice yearly

- i. Each PLC must produce evidence of formal collaboration and data analysis in a shared drive

ii. Teachers, school administrators

iii. Each meeting

- i. The district will provide a needs assessment to determine the current state and next steps for PLCs

ii. Teachers, school administrators, chiefs

iii. Twice yearly

- i. Student work analysis protocols, curriculum pacing, common assessment data

ii. Teachers, school administrators

iii. Each meeting

- i. Student monitoring tools and processes

ii. Teachers, school administrators

iii. Each meeting

- i. Literacy integration - unit frameworks

ii. Teachers, school administrators

iii. Each meeting

5d. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Please describe in detail.

-All teachers will work through 2 PBL projects during the 23-24 school year.

-Student formative assessment

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

Teachers and Admionistrators

5f. What **specific** resources are needed to support the professional development? (staff, funding, technology, **specific** instructional resources, professional learning support from a vendor, release time for professional learning, etc.)

PBL Works

5g. What **specific** ongoing supports will be provided for professional development implementation? (i.e., district level coaches will work with teacher teams monthly as professional development is implemented, building level coaches will lead monthly professional learning communities using instructional resources from professional development, teacher leaders will meet bi-monthly to analyze student work based on evidence from professional development, a mathematics consultant to meet once a

month with grade level math teacher teams September through April, etc.) The ongoing supports should be connected to the specific professional development identified as the priority.

Support From Deeper Learning Dept. FCPS

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

N/A