

Southern Middle's Comprehensive School Improvement Plan (CSIP) 2022-25

Rationale

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

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

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

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

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
- The required goals for **high schools** include the following:
 - State Assessment Results in reading and mathematics
 - State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - Graduation Rate

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Schools

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

According to the Needs Assessment Document: Compared to last Fall on MAP SMS is projected to have an increase in Novice in Reading at all three grade levels. 8th Grade math is projected to have 6.2% increase in Novice. Both 8th grade reading and math are projected to have a decrease in combined proficient/distinguished percentages (Math: -9.3% and Reading: -5.7%). Now that we have our KSA data from last year we also know that we are TSI in Special Education and English Language Learners +monitored.

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

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

KCWP 2 Classroom Design and Deliver Instruction, KCWP 3 Classroom Design and Deliver Assessment Literacy

Indicator Scores

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

Indicator	Status	Change
State Assessment Results in reading and mathematics	Orange	Same
State Assessment Results in science, social studies and writing	Yellow	Same
English Learner Progress	Orange	Significant Decrease
Quality of School Climate and Safety	Green	Significant Increase
Postsecondary Readiness (high schools and districts only)		
Graduation Rate (high schools and districts only)		

Explanations/Directions

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

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

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.):

State Assessment Results in Reading:

- By 2025, Southern Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 42%.

State Assessment Results in Math:

- By 2025, Southern Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 32%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Southern Middle will increase P/D in Reading to 50%.	KCWP 2 Classroom Design and Deliver Instruction	On average 1 time a week students will complete an “Article of the Week” assessment using close strategies and instructional materials including but not limited to NewsELA, Common Lit, Scholastic, etc.	Measures of Success will include documentation of specific activities for Article of the week and student results in Unit PLC Documents.	Administration and department chair will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	Title 1 funds for Scholastic and NewsELA
	KCWP 3 Classroom Design and Deliver Assessment Literacy				
	KCWP 2 Classroom Design and Deliver Instruction	All Reading teachers will implement cooperation and communication strategies (ie. KAGAN) to increase engagement and active participation/discussion in the classroom.	Documentation of Cooperative learning strategies in Unit PLC Documents Students using Kagan strategies during class discussion	Administration will be able to access documentation from PLC documents and monitor use of cooperative learning Strategies with the walkthroughs.	Teachers were trained and given KAGAN materials during the 22-23 school-year using Title 1 funds
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Reading Teachers will target students who are above the 25 th percentile on MAP and/or Novice/Apprentice on KSA and will implement Reading Plus through Academic Leadership.	Measures of Success will include half years growth and full years growth on Reading MAP by the end of the school year.	Artifacts of implementation will include Reading Plus Progress Data, Incentive Charts, and walkthroughs.	Title 1
Objective 2: By 2023, Southern Middle will	KCWP 2 Classroom Design and Deliver Instruction	All Math teachers will implement cooperation and communication	Documentation of	Administration will be able to access documentation from PLC documents	Teachers were trained and given

Goal 1 (State your reading and math goal.):

State Assessment Results in Reading:

- By 2025, Southern Middle will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 42%.

State Assessment Results in Math:

- By 2025, Southern Middle will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 32%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
increase P/D in Math to 43%.		strategies (ie. KAGAN) to increase engagement and active participation/discussion in the classroom.	Cooperative learning strategies in Unit PLC Documents Students using Kagan strategies during class discussion	and monitor use of cooperative learning Strategies with the walkthroughs.	KAGAN materials during the 22-23 school-year using Title 1 funds
		Teachers intentionally implement writing strategies within the math classroom, with a focus on writing to learn and writing to demonstrate learning.	Increased number of students scoring P/D on Spring Math Learning Check	Peer observation notes, administration walkthrough and observation notes, and PLC documentation.	None Needed
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Students will utilize SuccessMaker Math an average of 60 minutes a week	Measures of Success will include half years growth and full years growth on Math MAP by the end of the school year.	Artifacts of implementation will include SuccessMaker Math Cumulative Performance Reports, Incentive Charts, and walkthroughs.	Title 1

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

Goal 2 (State your science, social studies, and writing goal.):

State Assessment Results in Science

- By 2025, Southern Middle will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 14%.

State Assessment Results in Social Studies

- By 2025, Southern Middle will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 35%.

State Assessment Results in Combined Writing

- By 2025, Southern Middle will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 47%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Southern Middle will increase P/D in Science to 30%.	KWCP 3 Design and Deliver Assessment Literacy: KWCP 4 Review, Analyze and Apply Data.	At least 1 time a unit students will be given an assessment that requires application of science concepts learned in the unit to a new phenomenon.	Measures of Success will include documentation of assessment and student results in Unit PLC Documents or Amplify platform.	Science teachers will share at department meetings when and what assessment was given. Administration will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	No funded needed
	KCWP 2 Classroom Design and Deliver Instruction	All Science teachers will implement cooperation and communication strategies (ie. KAGAN) to increase engagement and active participation/discussion in the classroom.	Documentation of Cooperative learning strategies in Unit PLC Documents Students using Kagan strategies during class discussion	Administration will be able to access documentation from PLC documents and monitor use of cooperative learning Strategies with the walkthroughs.	Teachers were trained and given KAGAN materials during the 22-23 school-year using Title 1 funds

Goal 2 (State your science, social studies, and writing goal.):

State Assessment Results in Science

- By 2025, Southern Middle will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 14%.

State Assessment Results in Social Studies

- By 2025, Southern Middle will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 35%.

State Assessment Results in Combined Writing

- By 2025, Southern Middle will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 47%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	At least 1 time per week Science Teachers will conduct “Just in Time” interventions during AL with specific students based on assessment data.	Measures of success will include increased student mastery on summative assessments for students identified on Name & Claim and “Just in Time” pull out groups.	Administration will conduct fidelity checks/walkthroughs during Academic Leadership. Artifacts will include walkthrough data, Name and Claim lists in PLC documents, and “Just in Time” Students lists.	No funding needed.
Objective 2: By 2024, Southern Middle will increase P/D in Social Studies to 47%.	KWCP 3 Design and Deliver Assessment Literacy: KWCP 4 Review, Analyze and Apply Data.	At least 2 times a unit students will complete a DBQ (Data Based Questionnaire) styled assessment which applies concepts learned in the unit aligned the compelling questions from the inquiry based standards.	Measures of Success will include documentation of assessment and student results in Unit PLC Documents or another form of assessment analysis.	Social Studies teachers will share at department meetings when and what assessment was given. Administration will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	Possible funding needed for Online DBQ access if FCPS does not provide. Title funds can be used if needed.
	KCWP 2 Classroom Design and Deliver Instruction	All Social Studies teachers will implement cooperation and communication strategies (ie.	Documentation of Cooperative learning strategies in Unit PLC	Administration will be able to access documentation from PLC documents	Teachers were trained and given KAGAN materials

Goal 2 (State your science, social studies, and writing goal.):

State Assessment Results in Science

● By 2025, Southern Middle will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 14%.

State Assessment Results in Social Studies

● By 2025, Southern Middle will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 35%.

State Assessment Results in Combined Writing

● By 2025, Southern Middle will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 47%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		KAGAN) to increase engagement and active participation/discussion in the classroom.	Documents Students using Kagan strategies during class discussion	and monitor use of cooperative learning Strategies with the walkthroughs.	during the 22-23 school-year using Title 1 funds
	KCWP 2 Classroom Design and Deliver Instruction KCWP 3 Classroom Design and Deliver Assessment Literacy	On average 1 time a week students will complete an “Article of the Week” assessment using close reading strategies and instructional materials including but not limited to NewsELA, History Alive, DBQs, etc.	Measures of Success will include: district training on Close Reading strategies, documentation of specific activities for Article of the week and student results in Unit PLC Documents.	Administration and department chair will be able to access artifacts from PLC documents, department meeting mins, walkthroughs, samples of student work.	Title 1 funds for Scholastic and NewsELA
		At least 1 time per week Social Studies Teachers will conduct “Just in Time” interventions during AL with specific students based on assessment data.	Measures of success will included increased student mastery on summative assessments for students identified on Name & Claim and	Administration will conduct fidelity checks/walkthroughs during Academic Leadership. Artifacts will include walkthrough data, Name and Claim lists in PLC documents, and “Just in Time”	No funding needed.

Goal 2 (State your science, social studies, and writing goal.):

State Assessment Results in Science

● By 2025, Southern Middle will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 14%.

State Assessment Results in Social Studies

● By 2025, Southern Middle will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 35%.

State Assessment Results in Combined Writing

● By 2025, Southern Middle will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 47%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			"Just in Time" pull out groups.	Students lists.	
Objective 3: By 2024, Southern Middle will increase P/D in Writing to 53%.	KCWP 2 Classroom Level Design and Deliver Instruction	Writing Teachers will instruct students on how to effectively use the writing graphic organizer.	All students will have received instruction on and used the school wide graphic organizer successfully.	Artifacts will include documentation in PLC document, walkthrough data, and samples of student work.	No Funding Needed
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	At least 1 time per week Writing teachers will conduct "Just in Time" interventions during AL with specific students based on assessment data.	Measures of success will included increased student mastery on summative assessments for students identified on Name & Claim and "Just in Time" pull out groups.	Administration will conduct fidelity checks/walkthroughs during Academic Leadership. Artifacts will include walkthrough data, Name and Claim lists in PLC documents, and "Just in Time" Students lists.	No funding needed.
	KCWP 2 Classroom Design and Deliver Instruction	All Writing teachers will implement cooperation and communication strategies (ie. KAGAN) to increase engagement and active participation/discussion in the classroom.	Documentation of Cooperative learning strategies in Unit PLC Documents Students using Kagan	Administration will be able to access documentation from PLC documents and monitor use of cooperative learning Strategies with the walkthroughs.	Teachers were trained and given KAGAN materials during the 22-23 school-year using Title 1 funds

<p>Goal 2 (State your science, social studies, and writing goal.):</p> <p>State Assessment Results in Science</p> <p>● By 2025, Southern Middle will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 14%.</p> <p>State Assessment Results in Social Studies</p> <p>● By 2025, Southern Middle will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 35%.</p> <p>State Assessment Results in Combined Writing</p> <p>● By 2025, Southern Middle will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 47%.</p>					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			strategies during class discussion		

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2024, Students with disabilities at Southern Middle will decrease novice in reading and math to 43% and 48%	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Students in Resource Math and or Math Strategies classes will use SuccessMaker Math an average of 2-3 times a week.	Measures of success will include data from SuccessMaker Math, progress monitoring data on IEP math goals, and years growth shown on MAP by the end of the school year.	Artifacts of implementation will include progress monitoring data on IEP goals, walkthrough data, and SuccessMaker Math data.	Title 1 Funds for SuccessMaker
		Students in Resource Reading and Ready Strategy classes will use Achieve 3000 an average of 2-3 times a week.	Measures of success will include data from Achieve 3000, progress monitoring data on IEP reading goals, and years growth shown on MAP by the end of the school year.	Artifacts of implementation will include progress monitoring data on IEP goals, walkthrough data, and Achieve 3000 data	FCPS funds for Achieve 300
	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	Evidence based strategies will be used in small group pull outs for students in co-teaching reading and math classes with IEP's an average 1 time a week.	Measures of success will include increased scores on summative assessments and years growth in MAP by end of the year.	Artifacts of implementation will include documentation in PLC documents and walkthrough data.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2: By 2024, Students who are ELL Plus Monitored at Southern Middle will decrease novice in reading and math to 40% and 45%	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	RFEP students will receive Tier 2 interventions during Just in Time pull outs, Math/Reading AL Class, and/or Reading or Math RTI classes	Measures of success will include apprentice or higher scores on district common assessments and years growth in MAP by end of the year.	Artifacts of implementation will include documentation in PLC documents (Just in Time Groups), class rosters for RTI/AL classes, and assessment data analysis.	No Funding Needed
Objective 3					

4: English Learner Progress

Goal 4 (State your English Learner goal.):									
English Learner Progress									
● By 2025, Southern Middle will increase English Learner progress index to 45 as measured by KSA. Current level is 24.									
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding				
Objective 1: By 2023, Southern Middle will increase English Learner progress index level to 38 from 24 as measured by KSA..	KCWP 5 Classroom Design, Align, and Deliver Support Processes.	All students in English Language Development Classes will use Lexia English or Lexia PowerUp at least 2-3 times a week.	Measures of success will include data from Lexia English and Lexia PowerUp, increased scores on district common assessments and years growth as shown on MAP by the end of the school year.	Artifacts of implementation will include progress monitoring data, walkthrough data, and Lexia English and Lexia Power data.	Title 1 Funds for Lexia English and Lexia Power Up				
Objective 2									

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): Quality of School Climate and Safety ● By 2025, Southern Middle will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 67.5.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2023, Southern Middle will increase the quality of school climate and safety index level to 71 from 67.5.	KCWP 6 Classroom: Establish Learning Culture and Environment	A variety of mentoring groups will be created and implemented during the school year which will meet social and emotional needs of students.	Measures of success will include and increase in student grades participating in mentoring groups and a decrease in office referrals.	Artifacts of Implementation will include Mentoring Groups Roster, documentation of participation in team and general SPS documents, and attendance/grades/referral data for students participating in mentoring groups.	
		All Staff Members will use Restorative Practices and Circles	Measures of success will include documentation of mediations conducted by classroom teachers, support staff and administration and an overall decrease in the number of ODR's each month compared to last year.	Artifacts will include ODR's referencing Restorative Practice Intervention, a decrease in out of school suspensions, and documents containing evidence of mediations conducted with students by staff.	
		School wide attendance incentives and attendance implementation of MTSS supports for students who are truant.	Increased ADA from 91% to 95% and a decrease in the number of students who are habitually truant in 2023-24 school year compared to the 2023-24.	Monthly attendance data will be shared at monthly General SPS meetings. Students in Tier 2 and 3 Attendance will have updated data at monthly team SPS meetings.	

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

Special Considerations for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

<p>Components of Turnaround Leadership Development and Support:</p>
<p>Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?</p> <p>Response: Administration attended professional development in the summer (and then turned around and trained our staff) in Acceleration, PLC's, Assessment Literacy, and CRTL. The admin team and all school staff also participated in "That 1 Kid" professional learning by Brian Mendler for cultivating school climate and building relationships with students. Administration has also attended other Professional Development sessions pertaining to PLC's and the FCPS Instructional Leadership Conference to receive training and professional development in MTSS and the PLC and PLC+, and acceleration. Our admin team also receives continuous CRTL at district meetings such as DLM. Lastly, the SMS admin team is conducting and participating in action research on the computer based intervention programs (SuccessMaker, Lexia, Reading Plus, Achieve 3000) and their impact with student success. We are working with other district and school leaders on this project as well (Administration has also received training this year in the implementation of SuccessMaker Math, Lexia, Reading Plus, and Achieve3000).</p>
<p>Identification of Critical Resources Inequities:</p>
<p>Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.</p> <p>Response: For the 2023-2024 school year SMS was identified as a Title 1 School. This enabled us to allocate resources and staff for our school. We were able to purchase an additional 0.5 guidance counselor taking us from 2.5 to 3.0 full time positions allowing us to have a guidance counselor at each grade level. We were also have to staff a full time social worker. Based on referral data last year, increased truancy numbers, increased mental health concerns that arose from the pandemic, and academic gaps we felt these additions to the support staff team were important. We would also like to note that our ELL population has greatly increased during the 2023-2024 school year compared to past years. We were allotted a 0.4 ELL teacher in addition to our 1.0 ELL teacher on staff.</p>
<p>Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students</p>
<p>Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.</p> <p>Response: During PLC's teachers review formative and summative data from their students. All teachers are using a data collection tool this year that has our TSI sub groups specifically identified and their NAPD percentages are calculated for their Summative assessments. All special education and ell teachers are maintaining a school wide data collection tool which includes multiple measures of student progress throughout the year including Fall, Winter, and Spring MAP, ADAM assessments for Math, Reading, Science, and Social Studies, etc. Progress Monitoring data is reviewed often by special education teachers/case managers, math and reading intervention teachers, and Reading and Math AL Classes.</p>

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Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response: We have identified our Special Needs and ELL populations as areas of need. Below is a list evidence based practices we will use.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education’s [Evidence-based Practices website](#). While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the “[Compliance Requirements](#)” resource available on KDE’s [Evidence-based Practices website](#). Marking the “Uploaded in CIP” box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
Reading Plus for AL and Intervention Groups	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_readingplus_091410.pdf	<input checked="" type="checkbox"/>
Teachers will Embed Engagement Strategies into Daily Instruction	Kagan, S. Effect Size Reveals the Impact of Kagan Structures and Cooperative Learning. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Winter 2014. www.KaganOnline.com	<input type="checkbox"/>
SuccessMaker Math for all Students	https://www.savvas.com/solutions/supplemental/personalized-learning/successmaker-math	<input type="checkbox"/>
Achieve3000	Achieve3000 Differentiated Instruction. Accelerated Learning. Grades PreK-12	<input type="checkbox"/>
Teachers will use the PDSA Process during PLC’s	https://www.edc.org/sites/default/files/uploads/primer_for_continuous_improvement.pdf	<input type="checkbox"/>



2023-2024 Phase One: Executive Summary for Schools_10012023_19:59

2023-2024 Phase One: Executive Summary for Schools

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
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?

School For the 2023-24 school year, the population continues to stay mostly the same. We have around 770 total students. We have several students who went to private school or homeschool, and hope they will return when it is safe. We are currently educating approximately 760 students. Our current student enrollment consists of 57% Caucasian, 21% African-American, 11% Hispanic, 4% Asian, 7% other. Roughly 48% of the student population qualifies for free or reduced lunch, 5% are designated as English Language Learners, and 11% receive special education services.

School Stakeholders

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

We have many stakeholders including but not limited to the PTSA, 4Kids Volunteers, MADE Mentoring Groups, "It Takes a Village" for both girls and boys, Diamond Girls through the Untied Way, Church of the Savior, etc. All of these stakeholders help us continue building relationships with families and continue to strengthen our community involvement.

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.

Southern Middle School's Mission States: Our mission is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society. Southern Middle school offers advanced classes in all of the core subjects as well as response to intervention in reading and math. We have intervention/extension for all students during 1st period. This time is used for both enriching learning and addressing GAPS in content. Our exploratory classes include arts & humanities, practical living, and foreign languages.

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.

Over the last four years, our PBIS team has worked diligently at focus areas and school-wide procedures in the building and there has been a decrease in behavior office referrals year to year. Last year we implemented the eOS System which focuses more on positive behavior and relates expectations to real world situations. This led us to earning "Silver" status as a PBIS School. Our suspensions and referrals dropped dramatically throughout the school year. It has connected with the kids, has allowed us to decrease lost instruction time, and improve student learning.

Additional Information

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

Southern Middle continues to move towards a pre-academy model where exploratory classes will make real-world connections with students. We want our kids to know what is beyond middle school. This will be the second year that 8th grade students take an Academy Class their last quarter. Students were given choice in this and will have a class that interests them. Also, these classes will tie to the Academy Model at our feed high school, TCHS.



2023-2024 Phase Two: The Needs Assessment for
Schools_10092023_10:15

2023-2024 Phase Two: The Needs Assessment for Schools

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
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 Southern Middle we review, analyze, and apply data results through multiple teams and committees. Our administration team and teachers have access to multiple forms of data including Assessment (KSA, MAP, ACCESS, District Assessments for Collections, EnVision and Amplify in the ADAM platform, SuccessMaker, Reading Plus) as well as classroom assessment and school wide learning checks. Our Administration team leads Data PLC's every week and 2 times a month with grade levels to analyze and review school wide and grade level data and discuss next steps. Administration and CIA committee also reviews and analyze data with the Curriculum, Assessment and Instruction Committee (meets monthly, the SBDM (meets monthly) and works with assessment data and progress monitoring data with our Reading and Math intervention teachers monthly. Documentation of these different meetings and Professional Learning Communities can be found in the monthly minutes of each department/committee/council on their google drive. Minutes are also submitted to administration as well.

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?

During the 2022-2023 school year we put a focus on our Professional Learning Communities (PLC's) and our "Just in Time" and intentional Academic Leadership groups for students in reading and math to increase proficiency and novice reduction. We were successful in the fact that we had systems in place, however, we had some inconsistencies in the full implementation and fidelity of the processes we put in place. For the 2023-2024 school year we are going to build off of what we had in place last year, but monitor implementation and data more frequently and with fidelity checks.

Additionally, our math teachers did not feel that Imagine Math was a program that was supporting the needs of our students. For the current school year we have switched to SuccessMaker Math and are no longer using Imagine Math. Lastly, we reassessed our PLC process at SMS for this school year. Last year was the first year that we had an intentional focus with administrator presence at all Monday PLC's. For the 23/24 school year we have revamped the PLC schedule so that administration can facilitate and participate in our PLC's rather than just be in attendance.

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.
 - SMS was classified as "Yellow" based on the 2021-2022 KSA results. Currently, KSA data is not available.
 - For the 2021-2022 School year according to KSA Reading:
 - 34% of students were Novice and 42% of students were Proficient/Distinguished. This was a decrease from 2020-2021.
 - There was increased Proficient/Distinguished percentages for African American (+9%) and European American (+10%) students.
 - There was a 4% increase in Novice for students with disabilities compared to the 2020-2021 school year.
 - There was a 5% decrease in Novice for African American students, a 1% decrease for Hispanic students.
 - For the 2021-2022 School year according to KSA Math
 - 36% of students were Novice and 34% of students were Proficient/Distinguished. This was a decrease from 2020-2021.

- There was a 1.6% decrease in Novice and an 8.7% increase for Proficient/Distinguished for E
- 50% of African American students scored Novice and 15% scored Proficient/Distinguished.
- 43% of Hispanic students scored Novice and 28% scored Proficient/Distinguished.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: (MAP Data is being used as KSA data is still embargoed)

- According to Fall 2023 MAP data: Forty-one percent (41%) of students are projected to be Proficient/Distinguished in Reading on MAP.
- Forty-three percent (43%) of students are projected to be Proficient/Distinguished in Reading on MAP.
- Compared to last Fall on MAP, we are projected to have approximately a 2% novice reduction in Reading.
- Compared to last Fall on MAP we are projected to have an increase in Novice in Reading.

Attendance:

- The Average Daily Attendance for the 2022-2023 School Year was approximately ninety-one percent.

Behavior (According to FCPS PBIS and SMS ROIS Data reports)

- 89.8% of students received 0-1 referrals (FCPS 83%) in 2022-2023.
 - End of Quarter 1 for the 2023-2024 School Year: 98.58% of students have 0-1 referrals.
- 8.86% of students received 2-5 ODR's (FCPS 10.63%) in 2022-2023
 - End of Quarter 1 for the 2023-2024 School Year: 1.42% of students have 2-5 referrals.

- 1.32% of students received 6+ ODRS (FCPS 6.37%) u 2022-2023
 - End of Quarter 1 for the 2023-2024 School Year: 0% of students have 6 or more referrals.
- FCPS categorized and recognized SMS as a “Gold” rating for PBIS based on our MTSS/PBIS Ti

Title 1:

- 2022-2023 school year SMS identified as a Title 1 School (57.9% of school population identified

2023-2024 school year was the first time SMS had been identified as a Title 1 school two years in a row and will have the Economically Disadvantaged after the new year)

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.

Compared to last Fall on MAP SMS is projected to have an increase in Novice in Reading at all three grade levels. 8th Grade math is projected to have 6.2% increase in Novice.

Both 8th grade reading and math are projected to have a decrease in combined proficient/distinguished percentages (Math: -9.3% and Reading: -5.7%).

We do not currently have KSA data from 2022-2023 to compare to 2021-2022 KSA data or the ability to compare Spring MAP projected prophecies to last year's KSA data.

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.

Compared to last Fall on MAP, we are projected to have approximately a 2% novice reduction in Math over all and a projected Increase in combined Proficient/Distinguished in 6th grade math (+4.4%) and 7th grade math (+2.2%) when comparing projected proficiency from Fall of 22 to Fall of 23.

Compared to last Fall on MAP, SMS is projected to have an increase in combined Proficient/Distinguished in 6th grade reading (+5%) and 7th grade reading (+1.3%) when comparing projected proficiency from Fall of 22 to Fall of 23.

For both reading and math fidelity checks for Reading Plus and SuccessMaker Math will be put in place during Academic Leadership in the 8th grade for the classes who have identified students who are performing below grade level.

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

 Needs Assessment KCWP 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 4: Review, Analyze and Apply Data.

KCWP 5: Design, Align and Deliver Support.



2023-2024 Phase Two: School Assurances_10092023_10:16

2023-2024 Phase Two: School Assurances

Southern Middle School
Kevin Payne
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Lexington, Kentucky, 40517
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: **Southern Middle School**

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: Southern Middle School provides all students high levels of academic instruction while developing strong character and independence

Focus Area 1 Culture/Climate: All schools will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Focus Area 2 PLC: All school PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning)

How do the identified top two focus areas requiring professional learning relate to district goals? We are using focus areas that the district has made a priority because they align directly to the growth we need to make as a school. We took a step forward in the PLC process this year, but want to become proficient at it in 2023-24. The PL we will provide our staff will revolve around these 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:

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

The Fayette County Public Schools CDIP goals include:

- Reading
- Math
- Science
- Social Studies
- Combined Writing
- Achievement Gap
- English Learner Progress

Describe CDIP alignment: The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, and English Learner Progress.

Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2023-2024](#)

[FCPS Professional Learning Timeline 2023-2024 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

[Core Elements of a Professional Learning Plan](#)

Focus Area 1

[Focus Area 1 Objectives](#) Southern Middle will provide systematic support to meet students' academic and social-emotional needs and foster a sense of belonging to include intentional family and community engagement.

Short-Term Changes:

Teachers, administrators, student support staff, and administrative staff will develop an understanding of a family engagement framework, theories and best practices.

Teachers and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning.

Long-Term Changes:

Parents will understand how they can support learning at home, increasing parent participation and literacy skills.

All staff will consistently exhibit best practices grounded in core beliefs and a framework for family engagement.

Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs.

Focus Area 1 Intended Results

Student Outcomes:

Goal 1 (State your reading and math goal):

State Assessment Results in Reading

- By 2025, **Southern Middle** will increase Reading proficient and distinguished level to **60%** as measured by KSA. Current level is **42%**.

State Assessment Results in Math

- By 2025, **Southern Middle** will increase Math proficient and distinguished level to **55%** as measured by KSA. Current level is **34%**

Goal 2 (State your science, social studies, and writing goal):

State Assessment Results in Science

- By 2025, **Southern Middle** will increase Science proficient and distinguished level to **45%** as measured by KSA. Current level is **23%**.

State Assessment Results in Social Studies

- By 2025, **Southern Middle** will increase Social Studies proficient and distinguished level to **60%** as measured by KSA. Current level is **39%**.

State Assessment Results in Combined Writing

- By 2025, **Southern Middle** will increase Combined Writing proficient and distinguished level to **60%** as measured by KSA. Current level is **45%**

Goal 3 (Gap Achievement Goal):

- By 2023, Students with disabilities at **Southern Middle** will decrease novice in reading and math to 48% and 50%

Goal 4 (State your English Learner goal.):

Goal 5 (Quality of Climate and Safety Goal):

- By 2023, **Southern Middle** will increase the quality of school climate and safety index level to 66 from 63.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.

- Educators believe a team can make better decisions, solve more complex problems, and do more to enhance creativity and build skills than individuals working alone.

Educator Practices:

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- 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 report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams keep their work focused on the **Three PLC Big Ideas** and use the **Four PLC Questions** to guide their work.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress three to four times a year.
- Collaborative teams focus on improving the learning for all students.
- Collaborative teams will use **district and school assessments** as evidence of student learning.
- Collaborative teams provide their building administrators with access to their meeting agendas and minutes.

Focus Area 1 Monitoring

What data will be considered and gathered? Title 1 Sign In Forms, PLP, Parent Conferences, Surveys, DESSA, PBIS, Volunteer hours, Formative Assessments, MAP, District Common Assessments, Reading Plus, MathXL, Successmaker, Second Steps, etc.

Who is responsible for gathering data? Administrators, Teachers, and Support Staff

How frequently will it be analyzed? Weekly, Monthly, Mid-term, and Quarterly

Focus Area 1 Indicators of Success

- DESSA, PBIS, Restorative Practice totals
- Surveys throughout the school year and KSA Climate/Survey
- Student grades participating in mentoring groups and a decrease in office referrals
- Reduced Discipline referrals across the building and consistent use of eOS System

- Reduce in Novice and increase in P/D in Math, Reading, Social Studies, Science, and Writing on KSA
- Increased Proficient Projectency in Math and Reading on MAP and KSA

Focus Area 1 Targeted Audience

Students, Families, Administrators, and Staff Members

Focus Area 1 Resources

Staff: Administration and Staff

Funding: Title I, family and community engagement, FRYSC

Technology: FCPS Professional Learning Website, NCFL online platforms (i.e. Wonderopolis), ROIS, Infinite Campus, Aperture System

Instructional Resources: *Beyond the Bake Sale*, *Powerful Partnerships*, MTSS Guidance Document

Professional Learning Support from Vendors From District: NCFL, I Define Me Movement, Building Blocks of Brilliance, National Center for Youth Issues (NCYI), The Executive Learning Lab, Solution Tree, Safe and Civil Schools, The Ridge Behavioral Health System, AccuTrain, Midwest PBIS Network, Inner Resources, School Connect, National Association of Schools Psychologist, Aperture Education, Breathe for Change, FitTeach, etc.

Professional Learning Support from Vendors From School: Brian Mendler

Focus Area 1 Ongoing Supports for Implementation

Focus Area 2

Focus Area 2 Objectives Southern Middle's PLCs will use a PDSA model effectively to improve student learning. (Foundational PDSA: Plan- Do - Focus on Learning).

Short-Term Changes:

Teachers and school administrators will continue to 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.

Teachers and school administrators will continue to develop an understanding of the Professional Learning Communities at Work Continuum.

Teachers and school administrators will continue to develop an understanding of the Three PLC Big Ideas.

Teachers and school administrators will continue to develop an understanding of the Three PLC Big Ideas.

Teachers and school administrators will continue to develop an understanding of the PLC+ Framework and associated Five Key Questions.

Long-Term Changes:

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

Teachers and school administrators will use the four critical PLC questions to guide the PLC when it convenes.

Teachers and school administrators will use the Professional Learning Communities at Work Continuum to assess and monitor PLC implementation and to scaffold toward sustainable implementation.

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

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 2 Intended Results

Student Outcomes:

Goal 1 (State your reading and math goal.):

State Assessment Results in Reading

- By 2025, **Southern Middle** will increase Reading proficient and distinguished level to **60%** as measured by KSA. Current level is **42%**.

State Assessment Results in Math

- By 2025, **Southern Middle** will increase Math proficient and distinguished level to **55%** as measured by KSA. Current level is **34%**

Goal 2 (State your science, social studies, and writing goal.):

State Assessment Results in Science

- By 2025, **Southern Middle** will increase Science proficient and distinguished level to **45%** as measured by KSA. Current level is **23%**.

State Assessment Results in Social Studies

- By 2025, **Southern Middle** will increase Social Studies proficient and distinguished level to **60%** as measured by KSA. Current level is **39%**.

State Assessment Results in Combined Writing

- By 2025, **Southern Middle** will increase Combined Writing proficient and distinguished level to **60%** as measured by KSA. Current level is **45%**

Goal 3 (Gap Achievement Goal):

- By 2023, Students with disabilities at **Southern Middle** will decrease novice in reading and math to 48% and 50%

Goal 4 (State your English Learner goal.):

English Learner Progress

- By 2025, **Southern Middle** will increase English Learner progress index to **45** as measured by KSA. Current level is **31.5**.

Educator Beliefs:

- Educators believe in equity of access and opportunity.
- Educators embrace the four core beliefs of family engagement.

Educator Practices:

- All staff will engage and support school-based family engagement teams.
- School's family engagement team will meet regularly with FACE liaisons for support and take information to the school.
- SMS will participate in an annual self-assessments
- AMA will distribute an annual family survey and utilize feedback to support family engagement goals.
- Teams will identify family engagement goals that align with school, district, state and federal guidelines.
- Connect family engagement to practices that are linked to learning, culturally-responsive, asset based, collaborative, interactive and relational.

Focus Area 2 Monitoring

What data will be considered and gathered? PLC Meeting/Agendas, Formative Assessments, MAP, District Common Assessments, Reading Plus, MathXL, Successmaker, Second Steps, etc.

Who is responsible for gathering data? Administrators, Teachers, and Support Staff

How frequently will it be analyzed? Weekly, Monthly, Mid-term, and Quarterly

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

- Meeting Notes and Agendas from PLCs
- Improved scores on formative assessments within "Just in Time" groupings
- Reduce in Novice and increase in P/D in Math, Reading, Social Studies, Science, and Writing on KSA
- Increased Proficient Projectency in Math and Reading on MAP and KSA

Focus Area 2 Targeted Audience

Administrators and Staff Members

Focus Area 2 Resources

Staff: Administrators and Staff

Funding: Title 1 and School Funds

Technology: PLC Shared Drive, FCPS Professional Learning Website, PLC Professional Learning Hub, School Google Drive, Resources shared at trainings.

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*, KAGAN, Educational online curricula (*Reading plus, successmaker, etc.*)

Professional Learning Support from Vendors: Brian Mendler and district provided vendors.

Focus Area 2 Ongoing Supports for Implementation

Southern Middle will continue into Phase 2 of the PLC process and grow on the things we implemented this year. Admin will provide training and follow through from teacher feedback.

We will continue Culturally responsive training and work with teachers on appropriate/frequent parent involvement.

Optional Extension