

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

State Assessment Results in Reading

- By 2025, *Winburn Middle School* will increase Reading proficient and distinguished level to 60% as measured by KSA.
- Current level is 31% P/D (2 percentage points below less than 2022).

State Assessment Results in Math

- By 2025, *Winburn Middle School* will increase Math proficient and distinguished level to 55% as measured by KSA.
- Current level is 23% which is a decrease in 2 percentage points from 2022.

State Assessment Results in Science

- By 2025, *Winburn Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA.
- Current level is 24% which is a decrease in 6 percentage points from 2022.

State Assessment Results in Social Studies

- By 2025, *Winburn Middle School* will increase Social Studies proficient and distinguished level to 60% as measured by KSA.
- Current level is 33%, which is an increase in 5 percentage points from 2022.

State Assessment Results in Combined Writing

- By 2025, *Winburn Middle School* will increase Combined Writing proficient and distinguished level to 60% as measured by KSA.
- Current level is 32%, which is an increase in 4 percentage points from 2022.

English Learner Progress

- By 2025, *Winburn Middle School* will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.
- Currently, 60% are scoring at 0.
- Current level shows 55% of English Learners scoring Novice in Reading, with 72% scoring Novice in Math. .

Quality of School Climate and Safety

- By 2025, *Winburn Middle School* will increase the quality of school climate and safety index to 75% as measured by KSA.
- Current level is 63.5%, which is an increase in 2.2 percentage points from 2022.

Reading and Math Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Winburn Middle School</i> will increase P/D in Reading to 42%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Reading to 52%.	By 2025, <i>Winburn Middle School</i> will increase P/D in Reading to 60%.
By 2023, <i>Winburn Middle School</i> will increase P/D in Math to 37%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Math to 47%.	By 2025, <i>Winburn 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>Winburn Middle School</i> will increase P/D in Science to 31%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Science to 38%.	By 2025, <i>Winburn Middle School</i> will increase P/D in Science to 45%.
By 2023, <i>Winburn Middle School</i> will increase P/D in Social Studies to 39%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Social Studies to 50%.	By 2025, <i>Winburn Middle School</i> will increase P/D in Social Studies to 60%.
By 2023, <i>Winburn Middle School</i> will increase P/D in Combined Writing to 39%.	By 2024, <i>Winburn Middle School</i> will increase P/D in Combined Writing to 50%.	By 2025, <i>Winburn Middle School</i> will increase P/D in Combined Writing to 60%.

Achievement Gap Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Winburn Middle School</i> will decrease Novice in Reading for English Language Learners to 48%.	By 2024, <i>Winburn Middle School</i> will decrease Novice in Reading for English Language Learners to 31%.	By 2025, <i>Winburn Middle School</i> will decrease Novice in Reading for English Language Learners to 15%.
By 2023, <i>Winburn Middle School</i> will decrease Novice in Math for English Language Learners	By 2024, <i>Winburn Middle School</i> will decrease Novice in Math for English Language Learners to	By 2025, <i>Winburn Middle School</i> will decrease Novice in Math for English Language Learners to

to 45%.	30%.	15%.
By 2023, <i>Winburn Middle School</i> will decrease Novice in Reading for students with disabilities to 56%.	By 2024, <i>Winburn Middle School</i> will decrease Novice in Reading for students with disabilities to 35%.	By 2025, <i>Winburn Middle School</i> will decrease Novice in Reading for students with disabilities to 15%.
By 2023, <i>Winburn Middle School</i> will decrease Novice in Math for students with disabilities to 45%.	By 2024, <i>Winburn Middle School</i> will decrease Novice in Math for students with disabilities to 30%.	By 2025, <i>Winburn Middle School</i> will decrease Novice in Math for students with disabilities to 15%.

English Learner Progress Objectives		
Year 1	Year 2	Year 3
By 2023, <i>Winburn Middle School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current index is 25.6.	By 2024, <i>Winburn Middle School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.	By 2025, <i>Winburn Middle School</i> will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS.

2023 - 2024 Focus Areas

Goal 1: By 2025, <i>Winburn Middle School</i> will increase Reading and Math proficient and distinguished level to 60% as measured by KSA from 31% for reading and to 55% as measured by KSA from 32% for math.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading and Math	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> Teachers will deconstruct Reading and Math standards to ensure that assessment and classroom lessons are aligned to standards. Teachers will follow the PDSA model for weekly PLCs, to include the school-wide process for backwards 	<ul style="list-style-type: none"> Weekly PLC meetings Backwards planning tool 	NA

		<p>planning, documenting learning intentions and success criteria.</p> <ul style="list-style-type: none"> • As an instructional priority in Reading, teachers will ensure that questions and tasks attend to the words (Academic Vocabulary), phrases and sentences within text. • As an instructional priority in Math, teachers will ensure that the enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard is being addressed. Teachers will engage in professional learning around visible learning and close reading strategies and will use these strategies to support learners in the classroom. 		
Reading and Math	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • During Reading and Math instruction, teachers will provide targeted support for TSI Groups during classroom instruction, using strategies to support Special Education, English Learners, students from economic backgrounds.) • Teachers will engage in professional learning around co-teaching and providing accommodations and modifications for special education students and English Learners. • Teachers will ensure that appropriate accommodations and modifications per student IEP and EL service plans. • Teachers will follow the school-wide formal plan for writing, to include the use of CERT (Claim-Evidence-Reasoning), use of the KDE Writing Rubric, and KDE released items. • 8th grade teachers will conduct a minimum of three On-Demand-Writing Scrimmages. 	<ul style="list-style-type: none"> • Use of formative assessment data during instruction • Analysis of formative assessment data during PLCs 	NA

Reading and Math	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> • Team teachers will analyze MAP data after each administration and complete a “bubble” analysis form for students. • Team teachers will “name and claim” students from the “bubble” analysis form. 	<ul style="list-style-type: none"> • Data tracking form 	NA
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Progress Monitoring

March 2024:

June 2024:

September 2024:

Goal 2: By 2025, *Winburn Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA from 24%, increase Social Studies proficient and distinguished level to 60 as measured by KSA from 33%, increase Combined Writing proficient and distinguished level to 60% from as measured by KSA from 32%..

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Science, Social Studies and Combined Writing	KCWP 1: Design and Deploy Standards	<ul style="list-style-type: none"> • Teachers will deconstruct Science, Social Studies and Writing/Composition standards to ensure that assessment and classroom lessons are aligned to standards. • Teachers will follow the PDSA model for weekly PLCs, to include the school-wide process for backwards planning, documenting learning intentions and success criteria. • As an instructional priority, teachers will ensure that questions and tasks in Science, Social Studies and Combined attend to the words (Academic Vocabulary), phrases and sentences within text. 	<ul style="list-style-type: none"> • Weekly PLC meetings • Backwards planning tool 	NA
Science, Social Studies and Combined Writing	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> • Teachers will provide targeted support for TSI Groups during classroom instruction, using strategies to support Special Education, English Learners, 	<ul style="list-style-type: none"> • Use of formative assessment 	NA

		<p>students from economic backgrounds.)</p> <ul style="list-style-type: none"> • Teachers will engage in professional learning around visible learning and close reading strategies and will use these strategies to support learners in the classroom. • Teachers will engage in professional learning around co-teaching and providing accommodations and modifications for special education students and English Learners. • Teachers will ensure that appropriate accommodations and modifications per student IEP and EL PSP plans. • Teachers will follow the school-wide formal plan for writing, to include the use of CERT (Claim-Evidence-Reasoning), use of the KDE Writing Rubric, and KDE released items. • Teachers will ensure targeted writing support for EL and SpEd students. • 8th grade teachers will conduct a minimum of three On-Demand-Writing Scrimmages. • Teachers will ensure that all students keep a writing journal. 	<p>data during instruction</p> <ul style="list-style-type: none"> • Analysis of formative assessment data during PLCs 	
Science, Social Studies and Combined Writing	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> • Teachers will track progress of student mastery of standards of district and classroom common formative assessments. • Teachers will complete the data analysis portion of the tool after each formative and summative assessment to determine appropriate adjustments and interventions • 8th grade teachers will use the KY Writing Rubric to provide feedback and writing coaching to students during On-Demand-Writing Scrimmages. • Teachers will formally track progress 	<ul style="list-style-type: none"> • Data tracking form 	NA

		of students identified in TSI group in Science, Social Studies and Writing.		
<u>Progress Monitoring</u>				
<p>March 2024:</p> <p>June 2024:</p> <p>September 2024:</p>				

Goal 3: By 2025, Winburn Middle School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 60%.				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
English Learner Progress	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> Each teacher will spend at least 60 minutes a week implementing the Imagine Learning Program Professional Development - For ALL Staff outlining research based EL strategies and how to embed them into daily class activities and lessons Teachers will engage in Professional Learning around strategies to support English Learners across all content areas. Teachers will engage in professional learning around WIDA can-do descriptors. 	<ul style="list-style-type: none"> Growth reports monitored by EL Teachers Attendance sign in sheet(s) Walkthrough Data and PLC planning data confirming fidelity of planning and implementation of strategies. 	N/A
English Learner Progress	KCWP 4: Review, Analyze and Apply Data	<ul style="list-style-type: none"> Teachers will engage in professional learning around ACCESS and how data is calculated. 	<ul style="list-style-type: none"> 	N/A
English Learner Progress	KCWP 2: Design and Deliver Instruction	<ul style="list-style-type: none"> English Learner instructors will engage in deeper learning around support for English Learners. 	<ul style="list-style-type: none"> Attendance to the NABE National Conference PLC planning on implementation of strategies 	Title II

Progress Monitoring

March 2024:

June 2024:

September 2024:

Goal 4: By 2025, *Winburn Middle School* will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 63.5%.

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Quality of school climate and safety survey	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> The Youth Services Center will identify students based on family input, staff input, and student input for counseling services. YSC will work with the guidance office to coordinate a final list of students for the appropriate program 	MTSS Tier II and III documentation Student support team documentation	NA
Quality of school climate and safety survey	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> All students take part in weekly participation in the Second Steps program during their Academic Enhancement class to engage in character development lessons. 	Classroom observations	NA
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> As part of Tier 1 Intervention, PBIS will recruit one parent to be a member of the committee as part of analyzing school-wide behavior and interventions. 	MTSS Tier 1 documentation	NA
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	<ul style="list-style-type: none"> All students will be evaluated via the Devereux Student Strengths Assessment (DESSA) twice throughout the school year in the area of social and emotional competencies to assist in the plan of instruction, document students' strengths and areas of need, inform progress monitoring, and evaluate program outcomes. 	SEL at Tier 1, Tier 2, and Tier 3	NA

Progress Monitoring

March 2024:

June 2024:

September 2024:

2022-2025 Winburn Special Considerations for TSI Schools



2023-2024 (Winburn) Executive Summary

2023-2024 Phase One: Executive Summary for Schools

Winburn Middle School
BJ Martin
1060 Winburn Dr
Lexington, Kentucky, 40511
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?

Winburn Middle School is home to a diverse population of students who truly reflect our global society with a wide variety of cultures from across the globe, serving families from more than 20 origins across the world who speak more than 20 languages. As home to one of Fayette County's Gifted and Talented Accelerated Programs, we are honored that students from across Lexington choose to come to Winburn to pursue academic excellence and a multicultural experience like no other.

School History

Winburn Middle School was built in 1970 on property formerly owned by historian Winston Coleman and his wife, Burnetta. "Winburn" is derived from each of their first names. First introduced as Winburn Junior High, our school is proud to serve families for over 50 years. We are an integral part of the Winburn community, its history and its future. Several generations of Warriors have passed through our hallways and many have gone on to be Bryan Station Defenders, Henry Clay Blue Devils, Dunbar Bulldogs and more. One thing remains: *Once a Warrior, Always a Warrior!*

Unique Features, Challenges and Opportunities

Winburn Middle continues to serve a large population of students qualifying for Free or Reduced Lunch. This rate increased during the last year, with more than 85% of all students qualifying. Additionally, English Learners make up roughly one-third of the school's population, with 292 students receiving services. There are nearly 20 spoken languages among our students: (Spanish - 258, Swahili - 36, French - 10, Chinese Mandarin - 9, etc.)

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Curriculum and Instruction at Winburn

Winburn Middle School uses the Kentucky Academic Standards for all content areas and curriculum for Language Arts, Mathematics, Science and Social Studies, which were adopted in the last 5 years by Fayette County Public Schools. Teachers in core classes follow unit frameworks for adopted curriculum to ensure the delivery of standards-based instruction.

Teacher meet weekly weekly in collaborative settings known as Professional Learning Communities (PLCs) to create high quality learning experiences for our students. In these meetings, administrators facilitate conversations around planning standards-based instruction and measuring academic success with formative and summative assessments. Teachers engage in a backwards-planning model during PLCs which allows them to work from mastery expectations in academic standards to plan and provide high quality teaching and learning in every classroom. Teachers create daily learning intentions and success criteria for students to help them see what standards require them to know and be able to demonstrate mastery in the classroom. This work allows teachers to focus explicitly on academic vocabulary and use a variety of high yield instructional strategies and KAGAN learning structures to engage learners and to maximize learning for all.

Winburn Middle School follows a 7-period instructional day. Our core classes include Language Arts, Mathematics, Social Students and Science, as well as Academic Enhancement. Students also participate in Explore Classes on a 9-week rotation, with course offerings including:

- STEM/PLTW (Coding, Design and Modeling, Automation and Robotics, Medical Detectives)
- Band/Orchestra
- Chorus
- Foreign Language (Chinese or Spanish)
- Art
- Drama
- Careers
- PE/Integrated Health
- Cultural Humanities
- African American Studies

Winburn Middle is a 1:1 school, meaning that each student is issued a Chromebook which allows them to access course content via Canvas, a learning management system that houses resources, class assignments and assessments in an online format. Students engage with technology in most classes, through methods such as virtual fieldtrips, virtual job shadowing, research online, e-books and science labs and others. To practice the safe use of technology, our school uses Go Guardian, which allows teachers and administration to monitor student use of technology in a real-time, live format and receive feedback on course work. Every classroom is equipped with an Interactive Flat Panel (IFP) which enhances collaboration and access in all classrooms. Teachers use a variety of interactive platforms such as PearDeck, Collections, Amplify Science, Savvas, JamBoard, Imagine Learning, IXL, MathXL and many others.

School Stakeholders

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

Winburn is one of 12 middle schools governed by the Fayette County Public Schools. At the school leadership level, Winburn has one executive principal, BJ Martin (acting), one associate principal (Jay Jones), one assistant principal (Kip Williams), one Admin Dean (Brandon Wilburn) and one Dean of Students (Antonio Miranda).

The school's SBDM Council is comprised of three teachers and two parent representatives. This group serves as the liaison between actions of the SBDM Council and students, families and the community. There are roughly 100 certified and classified staff assigned to Winburn Middle.

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.

Our Mission

Winburn Middle School, working in *partnership* with our students, families and community, shall ensure that every student has the skills to build a strong *social and academic foundation* in order to transition into a *successful high school student and responsible member of the community*.

This mission is accomplished by providing a challenging, standards-based curriculum that meets the individual needs and is delivered in a safe environment by a dedicated, nurturing staff. Our Warrior Code assists us in achieving our mission of respecting, protecting and providing a college- and career-ready education for our students each day. Our school also offers Chinese, Spanish, band, orchestra, art, careers and computer applications and several STEM/PLTW courses.

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.

Historically, the Academic Team and Math Counts Team are top three finishers in every competition they participate in. We always have a group of students participate in KYA, KUNA, The Community Leaders Program and National Junior Historical Society. Our GTAP Program has expanded in number of participants each year for the past three years.

Goals for the next three years include increasing rigor in all classrooms, reducing the overall number of school suspensions including reducing the percentage of African American male students receiving an out of school suspension as well as a continued focus on improving student and staff culture in the building.

Our instructional priorities for the 2023-2024 school year include ensuring that:

- Questions and tasks attend to the words (Academic Vocabulary), phrases and sentences within text.
- The enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed. (MATH)

Additional Information

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

N/A



2023-2024 (Winburn) Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

Winburn Middle School
BJ Martin
1060 Winburn Dr
Lexington, Kentucky, 40511
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.

When student assessment data is collected following a large scale assessment (MAP, KSA, District Common Assessments, ACCESS, etc.), school administrators and school based instructional coach initially analyze the data to determine growth areas within 10 days of the release of the data, areas of success and leverage points from a very large scale perspective. Data analysis is followed by a plan of action to deploy support to staff, and support from district groups, as needed, to provide the support. This is followed by a plan of action which includes determining which group(s) of staff members to invite to the "mining the data" session(s) which may include, department chairs, team leaders, ILT Team members, PBIS Team, Student Support Team, Student Life Team as well as district level representatives including but not limited to: Middle School Chief of Schools, Director of Teaching and Learning for Secondary Schools, District Content Area Specialists, Director or Associate Director of Special Education, Director of EL and Migrant Programs, various titles with student support services, etc., setting dates and times to meet,

the format of organizing the data, developing an action plan and determining the method to share the plan with all stakeholder groups.

All meetings have a predetermined agenda and running notes are taken at each session.

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?

The school is still working towards the three year goal since 2022, which includes:

State Assessment Results in Reading

- By 2025, Winburn Middle School will increase Reading proficient and distinguished level to 60% as measured by KSA. Current level is 32%.

State Assessment Results in Math

- By 2025, Winburn Middle School will increase Math proficient and distinguished level to 55% as measured by KSA. Current level is 27%.

State Assessment Results in Science

- By 2025, Winburn Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 24%.

State Assessment Results in Social Studies

- By 2025, Winburn Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 28%.

State Assessment Results in Combined Writing

- By 2025, Winburn Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 28%.

English Learner Progress

- By 2025, Winburn Middle School will grow 100% of EL students by at least .5 in their composite score as measured by ACCESS. Current level is 35%.

Quality of School Climate and Safety

- By 2025, Winburn Middle School will increase the quality of school climate and safety index to 75% as measured by KSA. Current level is 61.3%.

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.
 - The number of behavior events decreased over the past few years while the total number of students suspended increased.
 - The number of students scoring in the Novice or Apprentice range was significantly higher than students scoring in the Proficient or Distinguished range in the 2022-23 KSA assessment.

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.

According to the PBIS Tier 1 Report for 21-22 and 22-23:

- The number of behavior events declined, from 804 to 2021-22 to 787 in 2022-23.
- Out of school suspensions increased from 184 in 2021-2022 to 218 in 2022-2023.
- Of students receiving out of school suspension as a resolution, students identified as Black/African American were suspended more than any other group during both years.

- Students identified as Hispanic made up the second highest suspensions. The percentage of students suspended 1 or more times has also increased from 134 in 2021-22 to 178 in 2022-23

The school has adopted the following behavior priorities for the 23-24 school year:

- *Priority 1:* Reduce the overall % of students suspended one or more times.
- *Priority 2:* Reduce the % of Hispanic students suspended 1 or more times.
- *Priority 3:* Reduce the % of African American students suspended 1 or more times.

MAP data indicates:

- the combined math and reading projection for the 2022-2023 KSA assessment indicates a projection that 41.1% of all students are in track to score at the novice level, 22.2% are on track to score in the apprentice level, 18.3% are on track to score proficient and 18.3% are on track to score distinguished.

The has adopted two instructional priorities for the 23-24 school year:

- *Literacy:* Questions and tasks attend to the words (Academic Vocabulary), phrases and sentences within text.
- *Math:* The enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

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.

African American students scored Novice in all assessed subjects was at least 10% higher than all students combined (Reading 52% to 41%, Math 63% to 50%, Social Studies 70% to 51%, Science 57% to 50%, Writing 52% to 32%). Students considered economically disadvantaged scored Novice in all assessed subjects was at least 10% higher than all students combined (Reading 50% to 41%, Math 60% to 50%, Social Studies 60% to 51%, Science 62% to 50%, Writing 47% to 32%). English Language

Learners scored Novice in all assessed subjects was at least 10% higher than all students combined (Reading 65% to 41%, Math 71% to 50%, Social Studies 76% to 51%, Science 89% to 50%, Writing 65% to 32%). Special Education students scored Novice in all assessed subjects was at least 10% higher than all students combined (Reading 77% to 41%, Math 79% to 50%, Social Studies 71% to 51%, Science 79% to 50%, Writing 81% to 32%).

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.

32% of all students scored either Proficient or Distinguished in Reading on the 2021-2022 KSA Assessment.

Our English Language Learner Progress index was 25.6 scoring a yellow rating and accounting for our highest overall index score.

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



Winburn School Key Elements Template 2023-2024

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.

See Attached KEY Elements Template



2023-2024 (Winburn) Phase Two: School Assurances

2023-2024 Phase Two: School Assurances

Winburn Middle School
BJ Martin
1060 Winburn Dr
Lexington, Kentucky, 40511
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

Title II funding is received indirectly from the district on an as needed basis. We petition the district for funding to cover some professional learning that other sources might not cover - sometimes it is approved and sometimes is isn't.

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

Fall and Spring Advisory Meetings occur. Families are given opportunities to engage in at least two parent teacher conferences. Families receive Title I information at the beginning of the school year and monthly via newsletter.

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_04302023_17:18

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

Winburn Middle School
BJ Martin
1060 Winburn Dr
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?

Winburn Middle School, working in partnership with our students, families, and community, shall ensure that every student has the skills to build a strong social and academic foundation in order to transition into a successful high school student and responsible member of the community.

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.

1) Demonstrate high expectations for student learning

- Use Professional Learning Communities as the foundation for enhanced instruction, which follow Plan-Do-Study-Act as a method for continuous improvement
- Through Teacher Clarity, implement state content standards in all classrooms (as evidenced in Backwards Planning) document in lesson plans, curriculum maps and individual student plans
- Use of student assessment data to guide instruction and formative assessment
- Monitor and provide support for student growth for all students
- Ensure student success by implementing a program that uses differentiated instruction and a multi-tiered system of support
- Ensure that lesson plans reflect deep engagement and high yield strategies for all students to access high quality, grade appropriate instruction

2) Provide a safe, orderly, and positive school environment

- Consistency among all staff in ensuring safe classrooms and common areas of the building
- Consistent use of Positive Behavioral Intervention and Supports (PBIS) to assist school personnel in adopting and organizing evidence-based behavioral interventions to enhance academic and social behavior outcomes for all students
- Use of CHAMPS and a multi-tiered system to support classroom management and to develop a learning environment for students who are respectful, responsible, motivated, and highly engaged in meaningful tasks
- Regular use of restorative practices as an alternative to suspensions
- Support all students with a positive school atmosphere that promotes DEIB (diversity, equity, inclusion and belonging)

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

1) Demonstrate high expectations for student learning relates to:

Goal 1: Reading and Math P/D

Goal 2: Science and SS and Writing P/D

Goal 3: English Learner Progress

2) Provide a safe, orderly, and positive school environment relates to:

Goal 4 - Climate and Safety

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.

For the first focus area, high expectations for learning, the professional development for 2023-2024 will provide the following:

- Staff Retreat/Culture Focus
- Our “Why”
- Strategies to Support Diverse Learners - FACE and DEIB - What’s it mean?
- PLC Work - Creating Winburn’s Visual PDSA Representation
- Visible Learning 2.0
 - Teacher Clarity
 - Feedback
 - Scaffolding Learning
 - Balanced Assessment
- Deep Dive into Data Analysis

Objectives

- Improve the ability to analyze and interpret student academic data and implement research-based, high yield and engaging strategies to differentiate instruction.
- Understand and implement Kentucky's content standards with integrity.
- Participate in regular professional learning communities as well as job-embedded professional development opportunities to improve teaching and learning

ATTACHMENTS

Attachment Name



Winburn PL Plan 2023-2024

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

- decrease novices in all academic areas
- multi-tiered systems of academic support for every student

- teachers who use a variety of assessment data points to inform instructional practice

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.)

During weekly PLCs, administrators will facilitate and guide a Plan-Do-Study-Act model, to ensure that students are immersed in grade-appropriate assignments and assessments which are aligned to content standards.

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.

Walkthrough Data will show that students can articulate the daily learning and success criteria

The school's PLC protocol will reflect daily lessons from a backwards planning tool, along with regular data analysis of common formative and summative classroom assessments.

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

All teachers and support staff.

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 I funds/CEIS funds to instructional leadership team members to attend Visible Learning Conference in July, as well as Innovative Schools Conference in July. This team will lead and facilitate professional learning for all staff in August.

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.

District Level Coaching and Support

Admin/School Based Instructional Specialist Coaching and Support

Weekly PLCs for all Content groups

Monthly Instructional Leadership Team Meetings

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.

For the second focus area, a safe, orderly, and positive school environment, the professional development for 2023-2024 will provide the following:

- Strategies to support students with positive behavioral support
- Moving from at-risk to at-promise - ways to reduce unwanted behavior
- Alternatives to Suspension
- De-Escalation Strategies
- Strategies to support DEIB for all

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

- decrease in behavior referrals and number of suspensions
- multi-tiered systems of behavior support for identified students
- teachers who use a variety of positive behavior supports to address unwanted behavior, include CHAMPS
- regular restorative circles

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.)

Walkthrough Data

Weekly Student Support Meetings with Admin

Monthly Behavioral Data including eOs

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.

Walkthrough Data will show that students are engaged in learning and that teachers are using CHAMPS expectations for classroom activities

Weekly Student Support Meetings with Admin will reflect targeted support plans for students, following a multi-tiered system of support along with monitoring

Monthly Behavioral Data include eOs

SAFE and Suspension Data to reflect a decrease in the number of out-of-class suspensions

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

All staff

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.)

CEIS funding to support core instructional leadership team to attend Innovative Schools Conference in July. Team will oversee job-embedded PD throughout the year.

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.

district behavior and mental health specialists will support staff

school wide review of behavior plan along with job embedded training for all staff to ensure consistency in implementation

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

FCPS Office of Human Resources
Annual School 24 Hour Professional Learning Implementation Plan & Supporting Budget Allocations
2023-2024

School: Winburn

PL Representative: BJ Martin

	Work Calendar Date	Total PL Hours	Funding Source	Brief Description of Planned PL Activity	Comprehensive School Improvement Plan (CSIP) Objective	District Strategic Priority Alignment	Comprehensive District Improvement Plan (CDIP) Focus Area
PL Day #1	Aug 7, 2023	6	Title 1 Funds	<p>Staff Retreat/Culture Focus</p> <p>Our “Why”</p> <p>Strategies to Support Diverse Learners - FACE and DEIB - What’s it mean?</p> <p>PLC Work - Creating Winburn’s Visual PDSA Representation</p>	<p>Goal 4 - Climate and Safety</p> <p>Goal 1: Reading and Math P/D</p> <p>Goal 1: Science and SS and Writing P/D</p>		<p>Focus Area 1- PLC</p> <p>Focus 2- Balanced Assessment</p> <p>Focus 3- Accelerated Learning</p> <p>Focus 4- Culture/Climate</p>
PL Day #2	Aug 8, 2023	6	Title 1 Funds	<p>Visible Learning 2.0</p> <ul style="list-style-type: none"> ● Teacher Clarity ● Feedback ● Scaffolding Learning ● Balanced Assessment 	<p>Goal 1: Reading and Math P/D</p> <p>Goal 1: Science and SS and Writing P/D</p> <p>Goal 3: English Learner Progress</p>		<p>Focus Area 1- PLC</p> <p>Focus 2- Balanced Assessment</p> <p>Focus 3- Accelerated Learning</p> <p>Focus 4- Culture/Climate</p>
PL Day #3	Aug 9, 2023	6	District Funded	FCPS Professional Learning Conference	<p>Goal 1: Reading and Math P/D</p> <p>Goal 1: Science and SS and Writing P/D</p> <p>Goal 3: English Learner Progress</p>		<p>Focus Area 1- PLC</p> <p>Focus 2- Balanced Assessment</p> <p>Focus 3- Accelerated Learning</p> <p>Focus 4- Culture/Climate</p>

PL Day #4	Aug 10, 2023	6	District Funded	FCPS Teacher Institute	Goal 1: Reading and Math P/D Goal 1: Science and SS and Writing P/D Goal 3: English Learner Progress		Focus Area 1- PLC Focus 2- Balanced Assessment Focus 3- Accelerated Learning Focus 4- Culture/Climate
PL Day #5	Aug 15, 2023	6	CEIS Funding through District SpEd Dept	Strategies to support students with positive behavioral support; moving from at-risk to at-promise - ways to reduced unwanted behavior and alternatives to suspension; de-escalation strategies Collegial Planning and PLC Work	Goal 4 - Climate and Safety		Focus Area 1- PLC Focus 2- Balanced Assessment Focus 3- Accelerated Learning Focus 4- Culture/Climate
PL Day #6	Jan 3, 2024	6	No Funding Needed	PLC - A Deep Dive into Data Analysis	Goal 1: Reading and Math P/D Goal 1: Science and SS and Writing P/D Goal 3: English Learner Progress		Focus Area 1- PLC Focus 2- Balanced Assessment Focus 3- Accelerated Learning Focus 4- Culture/Climate

Additional professional learning is optional and may provide a stipend to employees from school funds, Title I or other approved funding.

Additional PL Plans							
Additional PL Plans							
Additional PL Plans							

Additional PL Plans							
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Principal Approval: BJ Martin _____ 4/26/23 _____
Signature *Date*

Date Approved by SBDM Council: 4/26/23 _____
Date

KRS 158.070 (3)(a) Each local board of education shall use four (4) days of the minimum school term for professional development and collegial planning activities for the professional staff without the presence of students pursuant to the requirements of KRS 156.095. At the discretion of the superintendent, one (1) day of professional development may be used for district-wide activities and for training that is mandated by federal or state law. The use of three (3) days shall be planned by each school council, except that the district is encouraged to provide technical assistance and leadership to school councils to maximize existing resources and to encourage shared planning.