

**COMPREHENSIVE
SCHOOL
IMPROVEMENT PLAN**



2023-2024

Goal 1: State Assessment Results in Reading and Math (3-year goal): The percent of students scoring proficient/distinguished in reading will increase from **66% in 2022** to **72% in 2025** (2-point annual gain) and the percent of students scoring proficient/distinguished in math will increase from **61% in 2022** to **67% in 2025** (2-point annual gain) as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of students scoring proficient/distinguished in reading will increase from 67% in 2023 to 70% in 2024 (3-point gain) as measured by KSA. <i>Must make up the one point that was not met in 2023.</i></p> <p>2022: 66% 2023: 67% (+1) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of students scoring proficient/distinguished in math will increase from 62% in 2023 to 65% in 2023 (3-point gain) as measured by KSA. <i>Must make up the one point that was not met in 2023.</i></p> <p>2022: 61% 2023: 62% (+1) 2024 2025</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Goal 2: State Assessment Results in Science, Social Studies, and Writing (3-year goal): The percent of students scoring proficient/distinguished in science will increase from 37.0% in 2022 to 43.0% (2-point annual gain) in 2025 as measured by KSA. The percent of students scoring proficient/distinguished in combined writing will increase from 71% in 2022 to 77% in 2025 (2-point annual gain) as measured by KSA. The percent of students scoring proficient/distinguished in social studies will increase from 62% in 2022 to 68% in 2025 (2-point annual gain).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of students scoring proficient/distinguished in science will increase from 34% in 2023 to 41% in 2024 (7-point gain) as measured by KSA. <i>Must make up for 3 point loss in 2023.</i></p> <p>2022: 37% 2023: 34% (-3%) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of students proficient/distinguished in writing will increase from 72% in 2023 to 75% in 2024 (3-point gain) as measured by KSA. <i>Must make up for one point gain in 2023.</i></p> <p>2022: 74% 2023: 75% (+1) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 3: The percent of students scoring proficient/distinguished in social studies will increase from 56% in 2023 to 68% in 2024 (12-point gain) as measured by KSA. <i>Must make up for a 6-point loss in 2023.</i></p> <p>2022: 62%</p> <p>2023: 56% (-6)</p> <p>2024:</p> <p>2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Goal 3: Achievement Gap Goal (3-year goal): The percentage of African American students scoring novice in reading will decrease from **27% in 2022 to 21%** (2-point annual decrease) in 2025 as measured by KSA. The percentage of African American students scoring novice in math will decrease from **36% in 2022 to 30% in 2025** (2-point annual decrease) as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of African American students scoring novice in reading will decrease from 26% in 2023 to 23% in 2024 (3-point decrease) as measured by KSA. <i>Must make up one point gain in 2023.</i></p> <p>2022: 27% 2023: 26% (-1) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	KCWP 6: Establishing Learning Culture and Environment	School will create affinity groups for at-risk students for additional educational support, tutoring, culture inclusion, and exposure	Affinity groups will include Panther Men of Quality, Real Girls Stand Group, Somos Panteras, and Legacy Equine Academy	Weekly meetings of affinity groups				YSC funding
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				YSC funding
		Affinity group sponsors will receive training on best practices in mentoring, coaching, and support of at-risk students	100% of sponsors will complete identified trainings offered by the Youth Services Center Coordinator and district equity office	Completion of trainings				District equity funding
Progress monitoring key:	Not started	In progress	Completed					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of African American students scoring novice in math will decrease from 34% in 2023 to 32% in 2024 (2-point decrease) as measured by KSA.</p> <p>2022: 36% 2023: 34% (-2) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will implement a reteach/credit recovery protocol in each of the four content areas weekly, using formative assessment data to identify students who require additional Tier 1 instruction	100% of core content teachers will log students requiring reteach in the Reteach Spreadsheet on a weekly basis	Weekly formative assessment data				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% of higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	KCWP 6: Establishing Learning Culture and Environment	School will create affinity groups for at-risk students for additional educational support, tutoring, culture inclusion, and exposure	Affinity groups will include Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, and Legacy Equine Academy	Weekly meetings of affinity groups				YSC funding
		Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure	Identified students will increase achievement	Formative assessment data, summative assessment data, benchmark data				YSC funding
		Affinity group sponsors will receive training on best practices in mentoring, coaching, and support of at-risk students	100% of sponsors will complete identified trainings offered by the Youth Services Center Coordinator and district equity office	Completion of trainings				District equity funding
Progress monitoring key:	Not started	In progress	Completed					

Goal 4: Achievement Gap Goal (3-year goal): The percent of special education students scoring novice in reading will decrease from **52%** in 2022 to **46%** (2-point annual decrease) in 2025 as measured by KSA. The percent of special education students scoring novice in math will decrease from **49%** in 2022 to **43%** (2-point annual decrease) in 2025 as measured by KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The percent of special education students scoring novice in reading will decrease from 51% in 2023 to 48% in 2024 (5-point decrease) as measured by KSA. <i>Must make up for one point gain from 2023.</i></p> <p>2022: 52% 2023: 51% (-1) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		identified co-teaching teams will receive co-teaching training from CKEC, focused on station teaching. In addition, the school will create a co-teaching coaching team who will meet weekly with co-teaching teams for strategy and instruction development.	100% of co-teaching teams will receive co-teaching training from CKEC, as well as weekly coaching from school personnel	Admin review of weekly PDSA tools to ensure co-teaching models are identified. Walkthrough data to ensure co-teaching models are executed				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The percent of special education students scoring novice in math will decrease from 52% in 2023 to 45% in 2024 (7-point decrease) as measured by KSA. <i>Must make up for 3-point increase in 2023.</i></p> <p>2022: 49% 2023: 52% (+3) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		identified co-teaching teams will receive co-teaching training from CKEC, focused on station teaching. In addition, the school will create a co-teaching coaching team who will meet weekly with co-teaching teams for strategy and instruction development.	100% of co-teaching teams will receive co-teaching training from CKEC, as well as weekly coaching from school personnel	Admin review of weekly PDSA tools to ensure co-teaching models are identified. Walkthrough data to ensure co-teaching models are executed				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	KCWP 4: Review, Analyze and Apply Data	Teachers will utilize the PDSA tool to document and analyze both formative and summative assessment data	100% of teachers will utilize the PDSA tool to document and analyze assessment data.	Weekly admin review of PDSA tool				N/A
		Math and reading teachers will utilize the MAP data analysis protocol to identify students for enrichment and remediation	100% of reading and math teachers will complete the MAP data analysis tool	Completed MAP data analysis tool and review with admin				District assessment funds for MAP platform
		Teachers will analyze district ADAM assessment data to determine performance on standards	100% of core content teachers will use a data analysis protocol on district ADAM assessments	Completed data analysis tool and review with admin				District assessment funds for ADAM platform
	Progress monitoring key:	Not started	In progress	Completed				

Goal 5: English Learner Progress (3-year goal): The ELL index will increase from 46.7 to 53.1 by 2025 (3.2 point annual gain). *2022 3-year goal was met in 2023. A new two-year goal set in 2023 in order for all goals to end in 2025.*

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The ELL index will increase from 46.7 in 2023 to 49.2 as measured by KSA by 2024 (3.2 point gain).</p> <p>2022: 35.4 2023: 46.7 (+11.3) 2024: 2025:</p>	KCWP 1: Design and Deploy Standards	Teachers will deconstruct standards using the <i>Teacher Clarity</i> process and utilizing the <i>Success Criteria Playbook</i>	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				ESSER II funds for <i>Success Criteria Playbook</i>
		Teachers will implement the Continuous Classroom Improvement model	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		Teachers will utilize the PDSA tool to document standard alignment and instruction	100% of teachers will utilize the PDSA tool to document learning intentions and success criteria.	Weekly admin review of PDSA tool				N/A
	KCWP 2: Design and Deliver Instruction	Teachers will receive close reading strategies during release days to incorporate in instruction	100% of teachers will participate in release day training conducted by district instructional coach	Bi-monthly admin walkthroughs				N/A
		Teachers will implement the Continuous Classroom Improvement model, which includes utilizing high yield strategies in daily instruction, receiving feedback from students on the strategies, setting a class goal, and sharing progress on reaching the goal with students.	100% of teachers will have the 8 CCI steps posted in classrooms and used in daily instruction. Teachers will receive two days of training on CCI, followed by coaching on CCI from a coaching team, and ongoing training	Weekly meetings with CCI coaches. Bi-monthly admin walkthroughs				SEC6 funds for CCI training and materials
		identified co-teaching teams will receive co-teaching training from CKEC, focused on station teaching. In addition, the school will create a co-teaching coaching team who will meet weekly with co-teaching teams for strategy and instruction development.	100% of co-teaching teams will receive co-teaching training from CKEC, as well as weekly coaching from school personnel	Admin review of weekly PDSA tools to ensure co-teaching models are identified. Walkthrough data to ensure co-teaching models are executed				N/A
	KCWP 3: Design and Deliver Assessment Literacy	Teachers will administer a weekly formative assessment in order to collect data on student performance. Teachers will also use Plus/Delta feedback from students on instructional strategies	80% or higher of students will meet mastery on weekly formative assessments. 100% of students will provide Plus/Delta feedback	Weekly formative assessment data and Plus/Delta data posted in the PDSA				N/A
		Teachers will administer the district ADAM assessments to assess student performance on units of study	70% or higher of students will meet mastery on the district ADAM assessments per content area	Data analysis of the ADAM results				District assessment funds for ADAM platform
		Reading and math teachers will administer the MAP assessment three times each year to assess student progress on grade level content and skills	80% or higher of students will meet grade level achievement and growth on MAP	Data analysis of MAP results				District assessment funds for MAP platform
	Progress monitoring key:	Not started	In progress	Completed				

Goal 6: Quality of School Climate and Safety (3-year goal): The Climate Index will increase from **73.5 in 2022** to **79.5 in 2025** as measured by KSA (2 point annual increase). The Safety Index will increase from **68.3 in 2022** to **74.3 in 2025** as measured by KSA (2 point annual increase).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The Climate Index will increase from 72.6 in 2022 to 77.5 in 2023 as measured by KSA. (4.9-point annual increase). <i>Must make up for .9 decrease in 2023.</i></p> <p>2022: 73.5 2023: 72.6 (-.9) 2024: 2025:</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Selected students will participate in peer mediation training and provide mediation services as part of the school's restorative practices.</p>	<p>Decrease in repeat conflicts after mediation</p>	<p>Daily office referrals, eOS infractions</p>				N/A
		<p>The school will offer after school clubs to promote belonging and inclusion. Clubs will be based on student interest.</p>	<p>Student voice surveys indicate 80% or higher 6th grade satisfaction</p>	<p>Student voice surveys</p>				N/A
		<p>The school will embed MTSS/PBIS into the daily schedule by offering Tier 2 and Tier 3 services in reading, math, and behavior. The schedule will be structured so students will still have access to exploratory content.</p>	<p>Percentage of students who exit tiered services</p>	<p>Tier 2 and Tier 3 in class data from Reading Plus and iReady</p>				N/A
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>The school will implement the Where Everybody Belongs (WEB program) transition program by selecting and training 8th graders to serve as WEB leaders (mentors) to incoming 6th graders. The school will embed monthly programming to assist with the 6th grade transition.</p>	<p>Student voice surveys indicate 80% or higher 6th grade satisfaction</p>	<p>Student voice surveys</p>				N/A
		<p>The school will offer a pre-teaching program for students to serve as teaching assistants in the classroom. Students will receive training at the beginning of the year and will provide in-class instructional assistance.</p>	<p>Student voice survey indicate 80% or higher student satisfaction with the program experience</p>	<p>Student voice surveys</p>				N/A
		<p>Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure</p>	<p>Identified students will increase achievement</p>	<p>Formative assessment data, summative assessment data, benchmark data</p>				N/A
Progress monitoring key:	Not started	In progress	Completed					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 2: The Safety Index will increase from 67.2 in 2022 to 72.3 in 2024 as measured by KSA (5.1-point increase). <i>Must make up for 1.1 decrease in 2023.</i></p> <p>2022: 68.3 2023: 67.2 (-1.1) 2024: 2025:</p>	<p>KCWP 5: Design, Align and Deliver Support</p>	<p>Selected students will participate in peer mediation training and provide mediation services as part of the school's restorative practices.</p>	<p>Decrease in repeat conflicts after mediation</p>	<p>Daily office referrals, eOS infractions</p>				N/A
		<p>The school will offer after school clubs to promote belonging and inclusion. Clubs will be based on student interest.</p>	<p>Student voice surveys indicate 80% or higher 6th grade satisfaction</p>	<p>Student voice surveys</p>				N/A
		<p>The school will embed MTSS/PBIS into the daily schedule by offering Tier 2 and Tier 3 services in reading, math, and behavior. The schedule will be structured so students will still have access to exploratory content.</p>	<p>Percentage of students who exit tiered services</p>	<p>Tier 2 and Tier 3 in class data from Reading Plus and iReady</p>				N/A
	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>The school will implement the Where Everybody Belongs (WEB program) transition program by selecting and training 8th graders to serve as WEB leaders (mentors) to incoming 6th graders. The school will embed monthly programming to assist with the 6th grade transition.</p>	<p>Student voice surveys indicate 80% or higher 6th grade satisfaction</p>	<p>Student voice surveys</p>				N/A
		<p>The school will offer a pre-teaching program for students to serve as teaching assistants in the classroom. Students will receive training at the beginning of the year and will provide in-class instructional assistance.</p>	<p>Student voice survey indicate 80% or higher student satisfaction with the program experience</p>	<p>Student voice surveys</p>				N/A
		<p>Teachers will identify students to participate in affinity groups (Panther Men of Quality, Real Girls Stand Strong, Somos Panteras, Legacy Equine Academy) for additional educational support, culture inclusion, and exposure</p>	<p>Identified students will increase achievement</p>	<p>Formative assessment data, summative assessment data, benchmark data</p>				N/A
Progress monitoring key:	Not started	In progress	Completed					

Goal 7: Workplace Conditions (4-year goal): The School Climate section of the Kentucky Impact Working Conditions survey will increase from **47% favorable** in 2021 to **80% favorable** in 2025. (8.3-point annual gain)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Progress Monitoring Report			Funding
					MAR	JUN	SEP	
<p>Objective 1: The School Climate Section of the Kentucky Impact Working Conditions Survey will increase from 47% in 2021 to 55.3% in 2023 as measured by the Impact survey.. (16.6-point 2-year gain). <i>This goal will be updated in January after we receive survey results.</i></p> <p>2021: 47% 2023: 2025:</p>	KCWP 6: Establishing Learning Culture and Environment	Staff will attend Enneagram training with Dr. Lynn Buckles	Foundations survey data, Plus/Delta feedback	Training will be completed August 4, 2022				ESSER II funding- \$1200
		Staff will attend follow up sessions focused on using Enneagram results to improve communication and collaboration	Foundations survey data, Plus/Delta feedback	Trainings will be held in September, November, February, and April				ESSER II funding, \$1200
	KCWP 5: Design, Align, and Deliver Support Processes	Teachers with three or less years experience will be provided an administrator, an in-school mentor and an out-of-school advisor (retired teacher) who will conduct three observation and feedback sessions per year. The three observers will meet as a committee with the teacher three times per year.	Observation feedback Walkthrough data Observation data Temperature check surveys	Three observations per year per observer Three committee meetings per year				N/A
		Teachers with more than three years experience but new to Hayes will receive an in-house mentor to meet and provide support	Observation feedback Walkthrough data Observation data Temperature check surveys	Weekly meeting with mentor				N/A
		The onboarding committee will develop activities and structures for new hires throughout the year	Temperature check surveys	Quarterly activities				N/A
	KCWP 6: Establishing Learning Culture and Environment	Analyze data from MAP, KSA, Foundations, TELL, etc. to determine committee inception and charges.	Committee creation and assignment	Annually through May 31, 2022				N/A
		Teachers and staff participate in committees in which they choose, based on interest and need.	Member signup	Annually through May 31, 2022				N/A
		Committees will meet monthly to develop initiatives and structures to target committee charges.	Monthly Meeting Minutes	Monthly through May 31, 2022				N/A
	Progress monitoring key:	Not started	In progress	Completed				

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

NOTE: WE ARE ELECTING TO KEEP THIS SECTION, SINCE STUDENTS WITH SPECIAL NEEDS IS STILL A PRIORITY FOR OUR SCHOOL. IN ADDITION, THE ACTIVITIES LISTED BELOW ARE STILL BEING MONITORED IN OUR SCHOOL.

<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? Response: We will implement a learning cycle workshop that begins with PD and moves to the implementation and impact review. This will ensure administration is embedded in the work with the teachers as we systematically review student achievement data both formatively and summatively.</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. Response: Annually, department chairs work with their departments to construct budget requests to submit to the SBDM council. The council works with the principal to develop a final budget from these requests. Department chairs may choose to make specific requests to change requests. Based on assessment data, we use other funds, such as ESS, to provide additional resources to underperforming subgroups or programs. For example, we used a Day Time Waiver to provide additional MTSS support.</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. Response: Annually, we administer the Foundations survey to parents, students, and staff to measure our culture and climate. The administration team then aligns this data with district family survey data and the Impact Kentucky survey data to see trends. We use this data to develop goals for our school based on culture and climate.</p>
<p>Targeted Subgroups and Evidence-Based Interventions:</p> <p>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 African American populations as areas of need. Below is a list of evidence based practices we will use.</p> <p>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.</p>

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 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 eProve. Specific directions regarding the documentation requirements can be found in the "[Documenting Evidence under ESSA](#)" resource available on KDE's [Evidence-based Practices website](#).

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 eProve
Teachers will use the PDSA process	A Primer for Continuous Improvement in Schools and District: White Paper	<input checked="" type="checkbox"/>
Teachers will be trained on the Continuous Classroom Improvement model	Shipley, J. (2020). Continuous Classroom Improvement. 3rd Edition. First steps in using a systems approach to improve learning results.	<input type="checkbox"/>
Teachers will embed engagement strategies into daily instruction	Kagan, S. <i>Effect Size Reveals the Impact of Kagan Structures and Cooperative Learning</i> . San Clemente, CA: Kagan Publishing. Kagan Online Magazine , Winter 2014. www.KaganOnline.com Gradone, D. <i>Increasing Student Participation, Interest, and Communication with Cooperative Learning Structures</i> . San Clemente, CA: Kagan Publishing. Kagan Online Magazine , Issue #53.	<input type="checkbox"/>
Reading Plus will be used as an intervention reading program for Tiers 2 and 3	Reading Plus. (2008). Reading improvement report: Miami-Dade regions II and III. Huntington Station, NY: Taylor Associates/ Communications, Inc. Habler, B., Major, L. & Hennessy, S. (2015). Tablet use in schools: A critical review of the evidence for learning outcomes. <i>Journal of Computer Assisted Learning</i> . Retrieved April 24, 2019, from https://onlinelibrary.wiley.com/journal/13652729 .	<input type="checkbox"/>
Orton Gillingham will be used an intervention reading program for Tier 3	Orton Gillingham and Orton Gillingham-Based Reading Instruction: A Review of the Literature Bhat, P., Rapport, M.J., & Griffin, C.C. (2000). A legal perspective on the use of specific reading methods for students with learning disabilities. <i>Learning Disability Quarterly</i> , 23, 283—297. Biasotto, V.L. (1993). Project ASSIST Institute: An Orton-Gillingham/ Spalding based curriculum for teachers and volunteers. <i>Annals of Dyslexia</i> , 43, 260—270. Brown, V., Hammill, D.D., & Wiederholt, J. (1978). <i>The Test of Reading Comprehension</i> . Austin, TX: PRO-ED.	<input type="checkbox"/>
iReady will be used an intervention math program for Tiers 2 and 3	Impact Evaluation Mathematics i-Ready iReady Reading K-3 Diagnostic Approved by KDE iReady Commissioned Report	<input type="checkbox"/>
MDIS Black Box will be used an intervention math program for Tiers 2 and 3	https://www.bakeru.edu/images/pdf/SOE/EdD_Theses/Heinauer_Stephen.pdf	<input type="checkbox"/>
Teacher Clarity	Kennedy, J. J., Cruickshank, D. R., Bush, A. J., & Myers, B. (1978). Additional Investigations into the Nature of Teacher Clarity. <i>Journal of Educational Research</i> , 72(1), 3–10. https://doi.org/10.1080/00220671.1978.10885109 Hattie, John & Donoghue, Greg. (2016). Learning strategies: a synthesis and conceptual model. <i>npj Science of Learning</i> . 1. 16013. 10.1038/npjscilearn.2016.13. https://www.researchgate.net/publication/306020931_Learning_strategies_a_synthesis_and_conceptual_model	<input type="checkbox"/>
Affinity groups in education	Sharrica Miller, Stephanie Vaughn, Evidence-Based Guidelines for Creating Affinity Groups in Nursing Programs, <i>Teaching and Learning in Nursing</i> , Volume 18, Issue 4, 2023, Pages 503-507,	



2023-2024 Phase 1: Executive Summary for Schools

2023-2024 Phase One: Executive Summary for Schools

Edythe Jones Hayes Middle School

Harold Hoskins

260 Richardson Place
Lexington, Kentucky, 40509
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?

Edythe J Hayes Middle School is located in southeast Lexington, which is the most rapidly growing area in the city. Our school was established in August 2004, making it the newest middle school in the district. Hayes is celebrating its 20th year this school year. Hayes continues to be one of the most technologically advanced middle schools in Kentucky, with 1 to 1 technology; every student has their own chromebook for daily use. In addition, every room is equipped with a minimum of one View Sonic IFP boards for instructional purposes. The school has become one of the largest middle schools in the state, and earned a reputation for its caring, nurturing environment, its dedication to academic excellence, and mission to develop responsible, respectful leaders.

School Stakeholders

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

Edythe J. Hayes Middle School's student population is composed of students from high, middle and low-income neighborhoods ranging from suburban to rural communities. English is our school's primary language, with a steady increase in our English Language Learners population. 23 different languages are now spoken in our school, which is the highest number in our school's history.

Edythe J. Hayes Middle School is one of 12 public middle schools governed by Fayette County Public Schools. FCPS serves over 41,000 students in the Lexington Metro area. EJ Hayes administrative structure consists of one head principal, Dave Hoskins, and two associate principals, Kris Church and Matthew Sherrard. Each administrator oversees differing academic departments and committees. Additionally, EJ Hayes has a Site Based Decision Making council to oversee decision making for our school. The SBDM council promotes shared leadership among those who are closest to the students: parents, teachers, and administrators. As the school's governing body, the council determines curriculum, staffing, discipline, scheduling, instructional practices, extra-curricular activities, and other matters pertinent to the operation.

Edythe J. Hayes Middle School's mission is to "engage all learners in a safe and nurturing environment that fosters academic excellence and develops responsible,

respectful leaders and citizens." This statement goes beyond school climate - beyond high academic standards - and combines the two to create a developmentally responsive, socially equitable, and academically challenging

environment for our students. In order to achieve this, we have taken specific steps as a school to meet each part of our purpose. The vision of our school is to receive Cognia accreditation, be a national model for the pre-academy initiative, also known as Academy Prep, and be a school where everybody belongs. Daily, our students EOSrecite the "Panther Promise" as a reminder of our commitment to "Learn Daily, Laugh Often, Lead Respectfully, and Live Responsibly."

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.

Edythe J. Hayes Middle School's mission is to "engage all learners in a safe and nurturing environment that fosters academic excellence and develops responsible, respectful leaders and citizens." This statement goes beyond school climate - beyond high academic standards - and combines the two to create a developmentally responsive, socially equitable, and academically challenging environment for our students. In order to achieve this, we have taken specific steps as a school to meet each part of our purpose. The vision of our school is to receive Cognia accreditation, be a national model for the pre-academy initiative, also known as Academy Prep, and be a school where everybody belongs. Daily, our students recite the "Panther Promise" as a reminder of our commitment to "Learn Daily, Laugh Often, Lead Respectfully, and Live Responsibly."

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.

Areas of Improvement (will add once KSA data is released to the public.) Notable Achievements Student Writing GAP Groups: Special Education African Americans CCI? KSA Goals met: Reading Math Science Social Studies Staff is Kagan trained Discipline data compared to district Athletics - district champs on a majority of sports Distinguished rating in Band, Orchestra and Chorus WEB program BETA GYTO

Additional Information

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

In an effort to reach our GAP groups of Special Education students, African American Students, ELL students, and low performing students, we have collaboratively developed a plan to increase support in Tier 1 instruction to our most vulnerable populations.

To make improvements in instruction and learning for staff and students. Edythe J. Hayes staff are participating in the ongoing method of teaching and learning with CCI (Continuous Classroom Improvement). This method is to reach more students and provide needed support in Tier 1 instruction. Continuous Classroom Improvement is displayed in several classrooms across all grades, using a co teaching model and station teaching.



2023-2024 Phase 2: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

Edythe Jones Hayes Middle School

Harold Hoskins

260 Richardson Place
Lexington, Kentucky, 40509
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.

In June, school administration reviewed spring MAP data with the school council, composed of parent representatives Lisa Norris and Diane Owens, and teacher representatives McKenna Best, Nick Payne, and April Kite. This was in conjunction with progress monitoring of our School Improvement Plan. Monthly, the council also reviews discipline data.

In July, school administration met with instructional leads, comprised of Lauren Hyde (language art), Jill Kidder (math), Kathryn King (science), Ashley Randolph (social studies), Morgan Miller (career and technical education), Emily Levey (arts & humanities), and Laura Gilmer (exceptional children) to review spring MAP data. Scores still indicated large gaps with African American and students with disabilities in both reading and math. The group utilized a standardized data protocol to analyze the information. This data was used to create department action plans, which will be the basis for the School Improvement Plan.

Also in July, school administrators met with team leads, comprised of Blake Bishop (6th grade Bobcats), McKenna Best (6th grade Cougars), Willie Bartley (6th grade Lynx), Alexis Goforth (7th grade Wildcats), LeAnn Hall (8th grade Panthers), Alexis Morgan (8th grade Panthers), and Nick Payne (Academy Prep Program). The group reviewed discipline data for the 2022-23 school year. The group used the same standardized data protocol to analyze the information.

In September, language arts and math teachers disaggregated fall MAP data, which showed gains in both reading and math for African American students and special education students, but a significant gap remains. In addition, administration reviewed the data with the school council to discuss possible interventions needed at this time. The data was also used to adjust intervention classes.

Language arts teachers are Bonnie Litteral, McKenna Best, Susan Bayes, Katie Crum, Lauren Hyde, Alexis Goforth, Taylor Adams, Kelly Maggard, Amy Finley, and Susan Snodgrass. Math teachers are Teresa Foster, Derrick Anderson, Jill Kidder, Maddie Malley, Jessica Menke, Sarah Hoback, Jon Donahue, Emily Powell, LeAnn Hall, Fatin Ali, and Jessica Wicker.

Using KSA data, the principal created teacher specific lists based on 2022-23 rosters for teachers. The lists show NAPD data per teacher. Once data was released publicly, this data was provided to teachers to analyze using the standardized data protocol.

Instructional leads adjusted department action plans based on KSA data. The CSIP committee then revised goals and objectives based on the updated KSA data in October 2023.

Meeting minutes are kept for all meetings on the school Google Drive utilizing a Google form. For SBDM meetings, minutes are available on the school website.

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?

Objective 1: The percent of students scoring proficient/distinguished in reading will increase from 66% in 2022 to 71% in 2023 (5-point gain) as measured by KSA.

According to MAP data from Fall 2023, our overall number of students scoring proficient and distinguished was 645 students or 61.37% of students. This is a decrease from Fall 2022 data where 694 students or 66.6% of students scored proficient and distinguished.

On the 2023 KSA, 67% scored proficient and distinguished in reading. This was a one point gain.

Objective 2: The percent of students scoring proficient/distinguished in math will increase from 61% in 2022 to 66% in 2023 (5-point gain) as measured by KSA.

According to Fall 2023 MAP data, 66.97% students scored proficient or distinguished. This was an increase from Fall 2022 data, where 53.24% scored proficient or distinguished.

On the 2023 KSA, 62% scored proficient and distinguished in math. This was a one point gain.

Objective 1: The percent of students scoring proficient/distinguished in science will increase from 37% in 2022 to 43% in 2023 (6-point gain) as measured by KSA.

On the 2023 KSA, 34% scored proficient and distinguished in science. This was a three point regression.

Objective 2: The percent of students proficient/distinguished in writing will increase from 71.1% in 2022 to 76.5% in 2023 (5-point gain) as measured by KSA.

On the 2023 KSA, 72% scored proficient and distinguished in writing. This was a one point gain.

Objective 3: The percent of students scoring proficient/distinguished in social studies will increase from 62% in 2022 to 67% in 2023 (5-point gain) as measured by KSA.

On the 2023 KSA, 56% scored proficient and distinguished in social studies. This was a six point regression.

Objective 1: The percent of African American students scoring novice in reading will decrease from 27% in 2022 to 22% in 2023 (5-point decrease) as measured by KSA.

According to the data collected from MAP in fall 2023, 40 of 166 students or 24.10 % of African American students scored Novice in reading. This is an increase from data collected in the fall of 2022 where 39 of 163 or 23.93% of African American students scored Novice in reading.

On the 2023 KSA, 26% were novice. This is a one point decrease.

Objective 2: The percent of African American students scoring novice in math will decrease from 36% in 2022 to 31% in 2023 (5-point decrease) as measured by KSA.

According to Fall 2023 MAP data, 34.94% of AA students scored proficient or distinguished. This was an increase from Fall 2022 data, where 28.22% scored proficient or distinguished.

On the 2023 KSA, 34% scored novice. This is a 2-point decrease.

Objective 1: The percent of special education students scoring novice in reading will decrease from 52% in 2022 to 47% in 2023 (5-point decrease) as measured by KSA.

According to the data collected from MAP in fall 2023, 44 of 84 students or 52.38% of Special Education students scored Novice in reading. This is a slight decrease from data collected in the fall of 2022 where 46 of 87 students or 52.87% of Special Education students scored Novice in reading.

On the 2023 KSA, 51% scored novice. This is a one point decrease.

Objective 2: The percent of special education students scoring novice in math will decrease from 49% in 2022 to 44% in 2023 (5-point decrease) as measured by KSA.

According to Fall 2023 MAP data, 23.8% of SPED students scored proficient or distinguished. This was an increase from Fall 2022 data, where 7.87% scored proficient or distinguished.

On the 2023 KSA, 52% scored novice. This is a 3-point increase.

Objective 1: The ELL index will increase from 35.4 to 38.6 as measured by ACCESS by 2023 (3.2 point gain).

On the 2023 ACCESS, our index increased to 59, which is a 23.6 point increase.

Objective 1: The Climate Index will increase from 73.5 in 2022 to 76.5 in 2023 as measured by KSA. (3-point annual increase).

On the 2023 survey, the climate index decreased .9 points, to a 72.6.

Objective 2: The Safety Index will increase from 68.3 in 2022 to 72 in 2023 as measured by KSA (4-point increase).

On the 2023 survey, the safety index decreased 1.1 points to a 67.2.

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.

MAP data: In 2022, 65.72% of our students were proficient or distinguished in reading on the spring MAP assessment, while 51.27% were in math. In 2023, 68.28% were proficient or distinguished, while 55.87% were in math.

In 2022, only 39.79% of African American students were proficient or distinguished in reading, and 20.73% in math. In 2023, 42.36% of African American students were proficient or distinguished in reading, and 21.76% in math. These were only marginal gains.

For students with disabilities, only 21.69% were proficient or distinguished in reading, and 10.84% in math in 2022. In 2023, 17.89% were proficient or distinguished in reading, and 6.59% in math.

KSA data: In 2022, our school earned a Blue designation and was ranked 14th in the state. We were the highest performing school in all categories and had the lowest percent of novice students in each category.

Attendance: Our ADA for the 2021-22 school year was 93.90%. Our ADA for the 2022-23 school year was 93.85%. Currently, our ADA for the 2023-24 school year is 95.77%.

Behavior: In comparing 2021-22 discipline data to 2022-23 data, our school shows an overall decrease in in-school suspension hours by 30.9%, from 237.06 hours to 263.80 hours. However, out of school suspension days increased over the same time period, from 130.76 to 178.45 days, which is a 36.5% increase. Average daily office referrals were relatively flat, with 2.27 the average in 2021-22, and 2.29 the average in 2022-23.

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.

MAP data: In 2022, 65.72% of our students were proficient or distinguished in reading on the spring MAP assessment, while 51.27% were in math. In 2023, 68.28% were proficient or distinguished, while 55.87% were in math.

In 2022, only 39.79% of African American students were proficient or distinguished in reading, and 20.73% in math. In 2023, 42.36% of African American students were proficient or distinguished in reading, and 21.76% in math. These were only marginal gains.

For students with disabilities, only 21.69% were proficient or distinguished in reading, and 10.84% in math in 2022. In 2023, 17.89% were proficient or distinguished in reading, and 6.59% in math.

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.

In 2022, only 39.79% of African American students were proficient or distinguished in reading, and 20.73% in math. In 2023, 42.36% of African American students were proficient or distinguished in reading, and 21.76% in math. These were only marginal gains.

For students with disabilities, only 21.69% were proficient or distinguished in reading, and 10.84% in math in 2022. In 2023, 17.89% were proficient or distinguished in reading, and 6.59% in math.

Strengths/Leverages

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

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

Year to year shows a .44% increase in ADA. MAP data from fall to fall shows we are beginning the year in a much stronger position. In the fall of 2022, 66.6% of students were proficient or distinguished in reading and 53.24% in math. In the fall of 2023, 66.7% were proficient or distinguished in math.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data Results](#)

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

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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

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

ATTACHMENTS

Attachment Name



KCWP doc

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.
KCWP 1, 2, 4, 6



2023-2024 Phase 2: School Assurances

2023-2024 Phase Two: School Assurances

Edythe Jones Hayes Middle School

Harold Hoskins

260 Richardson Place
Lexington, Kentucky, 40509
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: Edythe J. Hayes

LINK TO PHASE 4 DOCUMENT FOR E PROVE THAT WE ALREADY COMPLETED

District Mission

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

School Mission: The mission of Edythe J. Hayes Middle School is to engage all learners in a safe and nurturing environment that fosters academic excellence and develops responsible, respectful leaders and citizens.

Focus Area 1: Accelerated Learning (Achievement in all academic areas for students with special needs)

Focus Area 2: Accelerated Learning (Achievement in all academic areas for African American students)

How do the identified top two focus areas requiring professional learning relate to district goals? **Alignment to Student Achievement**

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: Focus areas align to the Student Achievement Strategic Plan Priority, specifically in reading and math for students with disabilities and African American students.

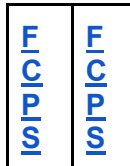


The Fayette County Public Schools CDIP goals include:

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

Describe CDIP alignment:
ent: Aligned to achievement gap goals.

Professional Learning Development Tools



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Focus Area 1

Focus Area 1 Objectives Implementing the Continuous Classroom Improvement model in all classrooms to establish the PDSA process for increase student achievement.

Short-Term Changes: Training in the CCI process for all staff

Long-Term Changes: Embedded CCI process in all classrooms

Focus Area 1 Intended Results **Goal 4, Objective 1:** The percent of special education students scoring novice in reading will decrease from 52% in 2022 to 45.5% in 2023 (6.5-point decrease) as measured by KSA. **Goal 4, Objective 2:** The percent of special education students scoring novice in math will decrease from 49% in 2022 to 32.3% in 2023 (16.7-point decrease) as measured by KSA.

Student Outcomes: Decrease in the percent of student scoring novice in reading and math

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).

Educator Practices:

Focus Area 1 Monitoring We will review PDSA tools, walkthrough data, formative assessments, summative assessments, and Measure of Academic Progress (MAP) results. Administration will design data collection tools for data analysis purposes. Teachers will be responsible for collecting, recording, and analyzing the data. Formative assessment data will be reviewed weekly. Summative assessment data will be reviewed quarterly. MAP data will be reviewed three times per year.

What data will be considered and gathered? Formative and summative data, MAP data, KSA data

Who is responsible for gathering data? Classroom teachers

How frequently will it be analyzed? Weekly (formative), quarterly (summative) quarterly (MAP), annually (KSA)

Focus Area 1 Indicators of Success (Please describe in detail.) Implementation of the CCI process will be monitored by the CCI coaching team and department administrators. Implementation will be accomplished in phases.

Phase One: August through October- Learning requirements (Teacher Clarity) established, Class learning goal developed, Class learning results (data wall) developed and visible, Coaching rounds begin

November- December- Coaching rounds for Phase One

Phase Two: January- Coaching walks; **February-** Admin walks and data presentations; **March/April-** PLC coaching and Coaching walks with student led evidence; **May-** Admin Walks and data presentations

Focus Area 1 Targeted Audience All classroom teachers

Focus Area 1 Resources Jim Shipley and Associates materials

Focus Area 1 Ongoing Supports for Implementation Inhouse CCI coaching team (Kris Church, Andrea Straub, Jessica Moore, Kegan Leadingham, Ashlee VanHoose)

Focus Area 2

Focus Area 2 Objectives Implementing the Continuous Classroom Improvement model in all classrooms to establish the PDSA process for increase student achievement.

Short-Term Changes: Training in the CCI process for all staff

Long-Term Changes: Embedded CCI process in all classrooms

Focus Area 2 Intended Results Goal 4, Objective 1: The percent of special education students scoring novice in reading will decrease from 52% in 2022 to 45.5% in 2023 (6.5-point decrease) as measured by KSA. Goal 4, Objective 2: The percent of special education students scoring novice in math will decrease from 49% in 2022 to 32.3% in 2023 (16.7-point decrease) as measured by KSA.

Student Outcomes: Decrease in the percent of student scoring novice in reading and math

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).

Educator Practices:

Focus Area 2 Monitoring We will review PDSA tools, walkthrough data, formative assessments, summative assessments, and Measure of Academic Progress (MAP) results. Administration will design data collection tools for data analysis purposes. Teachers will be responsible for collecting, recording, and analyzing the data. Formative assessment data will be reviewed weekly. Summative assessment data will be reviewed quarterly. MAP data will be reviewed three times per year.

What data will be considered and gathered? Formative and summative data, MAP data, KSA data

Who is responsible for gathering data? Classroom teachers

How frequently will it be analyzed? Weekly (formative), quarterly (summative) quarterly (MAP), annually (KSA)

Focus Area 2 Indicators of Success (Please describe in detail.) Implementation of the CCI process will be monitored by the CCI coaching team and department administrators. Implementation will be accomplished in phases.

Phase One: August through October- Learning requirements (Teacher Clarity) established, Class learning goal developed, Class learning results (data wall) developed and visible, Coaching rounds begin

November- December- Coaching rounds for Phase One

Phase Two: January- Coaching walks; **February-** Admin walks and data presentations; **March/April-** PLC coaching and Coaching walks with student led evidence; **May-** Admin Walks and data presentations

Focus Area 2 Targeted Audience All classroom teachers

Focus Area 2 Resources Jim Shipley and Associates materials

Focus Area 2 Ongoing Supports for Implementation Inhouse CCI coaching team (Kris Church, Andrea Straub, Jessica Moore, Kegan Leadingham, Ashlee VanHoose)

Optional Extension