

**Beaumont Middle School  
Comprehensive School Improvement Plan  
2022-2025**

**CDIPO**

State Assessment Results in Reading

- By 2025, Beaumont Middle School will increase Reading proficient and distinguished level to 70.8% as measured by KSA. Current level is 53% on 2024 KSA.

State Assessment Results in Math

- By 2025, Beaumont Middle School will increase Math proficient and distinguished level to 66.5% as measured by KSA. Current level is 50% on 2024 KSA.

State Assessment Results in Science

- By 2025, Beaumont Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 31% on 2024 KSA.

State Assessment Results in Social Studies

- By 2025, Beaumont Middle School will increase Social Studies proficient and distinguished level to 60% as measured by KSA. Current level is 47% on 2024 KSA.

State Assessment Results in Combined Writing

- By 2025, Beaumont Middle School will increase Combined Writing proficient and distinguished level to 60% as measured by KSA. Current level is 50% on 2024 KSA.

English Learner Progress

- By 2025, Beaumont Middle School will increase English Learners Progress Indicator to 55 as measured by ACCESS. Current level is 31.6 on 2024 ACCESS.

Quality of School Climate and Safety

- By 2025, Beaumont Middle School will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 70.0 on 2024 KSA.

Reading and Math Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will increase P/D in Reading to 60.3%.</p> <p>By 2023, Beaumont Middle School will increase P/D in Math to 56.2%.</p>	<p>By 2024, Beaumont Middle School will increase P/D in Reading to 65.6%. 2023 KSA data showed 56% P/D in Reading.</p> <p>By 2024, Beaumont Middle School will increase P/D in Math to 61.4%. 2023 KSA data showed 52% P/D in Math.</p>	<p>By 2025, Beaumont Middle School will increase P/D in Reading to 70.8%. 2024 KSA data showed 53% P/D in Reading.</p> <p>By 2025, Beaumont Middle School will increase P/D in Math to 66.5%. 2024 KSA data showed 50% P/D in Math.</p>

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

<p>By 2023, Beaumont Middle School will increase P/D in Combined Writing to 54.6%.</p>	<p>P/D in Social Studies to 56.7%. 2023 KSA data showed 54% P/D in Social Studies.</p> <p>By 2024, Beaumont Middle School will increase P/D in Combined Writing to 57.3%. 2023 KSA data showed 50% P/D in Writing.</p>	<p>P/D in Social Studies to 60%. 2024 KSA data showed 47% P/D in Social Studies.</p> <p>By 2025, Beaumont Middle School will increase P/D in Combined Writing to 60%. 2024 KSA data showed 50% P/D in Writing.</p>
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Achievement Gap Objectives		
Year 1	Year 2	Year 3
<p>By 2023, Beaumont Middle School will decrease Novice in Reading for EL students to 59.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 55.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Math for EL students to 53.0%.</p> <p>By 2023, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 52.0%.</p>	<p>By 2024, Beaumont Middle School will decrease Novice in Reading for EL students to 52.0%. 2023 KSA data showed 62% of EL students scoring Novice in Reading.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 53.0%. 2023 KSA data showed 67% of Students with Disabilities scoring Novice in Reading.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Math for EL students to 47.0%. 2023 KSA data showed 50% of EL students scoring Novice in Math.</p> <p>By 2024, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 47.0%. 2023 KSA data showed 56% of Students with Disabilities scoring Novice in Math.</p>	<p>By 2025, Beaumont Middle School will decrease Novice in Reading for EL students to 45.0%. 2024 KSA data showed 61% of EL student scoring Novice in Reading.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Reading for Students with Disabilities to 52.0%. 2024 KSA data showed 61% of Students with Disabilities scoring Novice in Reading</p> <p>By 2025, Beaumont Middle School will decrease Novice in Math for EL students to 42.0%. 2024 KSA data showed 55% of EL students Novice in Math.</p> <p>By 2025, Beaumont Middle School will decrease Novice in Math for Students with Disabilities to 42.0%. 2024 KSA data showed 45% of Students with Disabilities scoring Novice in Math.</p>

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

	as measured by ACCESS is 48.5.	as measured by ACCESS is 31.6.
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<i>Additional Goal- Optional</i>		
Year 1	Year 2	Year 3

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

### **Year 1 Focus Areas**

<b>PLC's: PLC's will continue to improve on data analysis to improve student learning.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	PLC's will continue to use learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC/Classroom observations  PLC Data Meetings	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 4: Review, Analyze, and Apply Data	PLC's will use common planning time to create, score, and analyze data from common formative assessments.	PLC Data Meetings/Observations	n/a

Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	We have created a daily Tier 2 intervention period this year. PLC's will use assessment data to identify students for intervention and work together to plan the intervention. Intervention teachers will pull students for Tier 3 Intervention during this time.	2024-2025 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will meet bi-weekly with grade level content teams to discuss upcoming plans in class and individual needs for students in intervention.	2022-2023 School Year MAP Data and KSA Data	n/a
<b><u>Progress Monitoring</u></b>				
December 2022 - MAP data March 2023 - MAP data Fall 2023 - KSA data				

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

Writing, EL Progress	Deliver Assessment Liteacy	include items that mirror formats of state assessments as appropriate.  Teachers will collect data from the common assessments to inform classroom instruction and Tier 2 interventions for students that need it.	ADAM system	

**Progress Monitoring**

December 2022 - MAP data  
 March 2023 - MAP data  
 Fall 2023 - KSA data

**Culture/Climate - Staff will work to provide support for social/emotional support for students that need it. School staff will work to improve PBIS incentives throughout the building for students.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff will assess students using the DESSA assessment to identify students in need of additional SEL support. DMHS will create a plan for students identified in the "Need" descriptive range.	DESSA Plan	District funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff committee will develop a monthly plan for activities for both students and staff to engage in fun activities at school.	Monthly Plan	School/PTSA funds

**Progress Monitoring**

December 2022 - Formative survey data  
 Fall 2023 - Quality of School Climate and Safety Data

## Year 2 Focus Areas

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

Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	School staff will receive professional learning in Co-Teaching and Restorative Practices to support students.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 2: Design and Deliver Instruction	School EL staff will have time in their schedule to work with PLC's on planning for EL students, coaching teachers, and pushing into core classes serving EL students	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	EL paraeducators will provide support for EL students with lowest ACCESS scores in their core classes to allow them better access to grade level content.	2023-2024 School Year MAP Data and KSA Data	District Funds
<b><u>Progress Monitoring</u></b>				
December 2023 - MAP data March 2024 - MAP data Fall 2024 - KSA data				

<b>Tier 2 and Tier 3 Interventions - MTSS system will continue to improve on identifying students in need of Tier 2 and Tier 3 intervention. Teachers will continue to improve on planning and implementing interventions for students.</b>				
<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	A daily Tier 2 Intervention period was created. Each core content subject area will have a day per week to pull students need help with current class content. Elective teachers can pull students on the days they are not covering a class.	2023-2024 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social	KCWP 5: Design,	MTSS team will also meet every six weeks to focus on interventions and progress of	2023-2024 School Year MAP Data and	n/a



Studies, Combined Writing, EL Progress	Align, and Deliver Support	identified students. SPS teams will meet as needed for identified students to track progress of interventions	KSA Data	
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 3: Classroom Design and Deliver Assessment Liteacy	Teachers will give district common assessments in Math, Language Arts, Social Studies, and Science. The assessments will include items that mirror formats of state assessments as appropriate.  Teachers will collect data from the common assessments to inform classroom instruction and Tier 2 interventions for students that need it.	FCPS ROIS  Navigator Products  ADAM system	District funds
Reading and Math Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will provide Tier 3 intervention for identified students during daily intervention period.	2023-2024 School Year MAP Data and KSA Data	n/a

**Progress Monitoring**

December 2023 - MAP data  
 March 2024 - MAP data  
 Fall 2024 - KSA data

**Culture/Climate - Staff will work to provide support for social/emotional support for students that need it. School staff will work to improve PBIS incentives throughout the building for students.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff will assess students using the DESSA assessment to identify students in need of additional SEL support. DMHS will create a plan for students identified in the "Need" descriptive range.	DESSA Plan	District funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and	Staff committee will develop a monthly plan for activities for both students and staff to engage in fun activities at school.	Monthly Plan	School/PTSA funds

	Environment			
<b><u>Progress Monitoring</u></b>				
Fall 2024 - Quality of School Climate and Safety Data				

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

**Year 3 Focus Areas**

<b>PLC's: PLC's will continue to improve on data analysis and in the moment intervention to improve student learning and achievement.</b>				
Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	PLC's will continue to use learning intentions and success criteria from the curriculum framework to plan instruction and assessment.	PLC/Classroom observations  PLC Data Meetings	n/a
Reading, Math,	KCWP 4:	PLC's will use common planning time to	PLC Data	n/a

Science, Social Studies, Combined Writing, EL Progress	Review, Analyze, and Apply Data	create, score, and analyze data from common formative assessments.	Meetings/Observations	
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	PLC's will use assessment data to identify students for intervention and work together to plan the intervention to be done during Academic Enhancement period (Tier 2 Intervention).	2024-2025 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will meet bi-weekly with grade level content teams to discuss upcoming plans in class and individual needs for students in intervention.	2024-2025 School Year MAP Data and KSA Data	n/a
Reading and Math Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will provide Tier 3 intervention for identified students during daily intervention period.	2024-2025 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 1: Design and Deploy Standards	Teachers will be trained and plan to incorporate Close Reading strategies and Writing Opportunities for students across the curriculum.	PLC/Classroom observations	n/a

**Progress Monitoring**

December 2024 - MAP data  
 April 2025 - MAP data  
 Fall 2025 - KSA data

**Tier 2 and Tier 3 Interventions - MTSS system will continue to improve on identifying students in need of Tier 2 and Tier 3 intervention. Teachers will continue to improve on planning and implementing interventions for students.**

Goal Alignment	Strategy	Activities	Measure/Monitoring	Funding Source
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Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	A daily Tier 2 Intervention period was created. Each core content subject area will have a day per week to pull students need help with current class content. Elective teachers can pull students on the days they are not covering a class.	2024-2025 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 5: Design, Align, and Deliver Support	MTSS team will also meet every six weeks to focus on interventions and progress of identified students. SPS teams will meet as needed for identified students to track progress of interventions	2024-2025 School Year MAP Data and KSA Data	n/a
Reading, Math, Science, Social Studies, Combined Writing, EL Progress	KCWP 3: Classroom Design and Deliver Assessment Liteacy	Teachers will give district benchmark assessments in Math, Language Arts, Social Studies, and Science twice during the school year. The assessments will include items that mirror formats of state assessments as appropriate.  Teachers will collect data from the common assessments to inform classroom instruction and Tier 2 interventions for students that need it.	FCPS ROIS  Navigator Products  ADAM system	District funds
Reading and Math Progress	KCWP 5: Design, Align, and Deliver Support	Math and Reading Intervention teachers will provide Tier 3 intervention for identified students during daily intervention period.	2024-2025 School Year MAP Data and KSA Data	n/a

**Progress Monitoring**

December 2024 - MAP data  
 April 2025 - MAP data  
 Fall 2025 - KSA data

District Benchmark Assessments – November 2024 and March 2025

**Culture/Climate - Staff will work to provide support for social/emotional support for students that need it. School staff will work to improve PBIS incentives throughout the building for students.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff will assess students using the DESSA assessment to identify students in need of additional SEL support. DMHS will create a plan for students identified in the “Need” descriptive range.	DESSA Plan	District funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Staff committee will develop a monthly plan for activities for both students and staff to engage in fun activities at school.	Monthly Plan	School/PTSA funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	School will work to implement Student Support Groups (DBT Group, Grief Group, Mentor Groups, etc.) to support small groups of students.	DMHS and YSC Coordinator will attend each meeting	District and Community Funds
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	Students will partake in Social Emotional Learning on a regular basis through Academic Enhancement classes.	SEL Lead will monitor completion of lessons	District Funds

**Progress Monitoring**

Fall 2025 - Quality of School Climate and Safety Data

**Family Engagement – Staff will work to create opportunities for families to engage in their student’s learning and overall well being throughout the school year.**

<b>Goal Alignment</b>	<b>Strategy</b>	<b>Activities</b>	<b>Measure/Monitoring</b>	<b>Funding Source</b>
Quality of School Climate and Safety	KCWP 6: Establishing Learning Culture and Environment	School will work to increase opportunities to engage families in their student’s learning (ex. Open House, EL Night, High School and Post Secondary Opportunities Night)	Family Survey and Participation of Staff and Families	School Funds

**Progress Monitoring**

Fall 2025 - Quality of School Climate and Safety Data



2024-2025 Phase One: Executive Summary for  
Schools\_08202024\_07:32

2024-2025 Phase One: Executive Summary for Schools

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

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## 2024-2025 Phase One: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Beaumont's current enrollment is 756, which is very close to last year's enrollment. Due to redistricting, we have seen our enrollment drop since the 2017 school year, but it has plateaued over the last couple of years. Even as our enrollment has dropped, we have seen an increase in the number of EL students in our building. We currently serve 98 EL students and this year we have over 40 different birth countries represented in our building between our students and staff. In the spring of 2024, we were approximately 44% free and reduced lunch. We are located in Lexington, KY and serve students in southeast Lexington.

### School Stakeholders

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

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

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

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

- achieve academic success

- demonstrate appropriate behavior
- participate in extracurricular activities

We believe students, families, educators and the community share in the responsibility for learning results.

We believe all students should have equal access to a quality education, and diversity of students and staff should be encouraged and celebrated.

We believe all students can learn and be critical thinkers, problem solvers and effective communicators. There is a common core of learning skills, attitudes, and understandings with which every student needs to become familiar. Students need to be given opportunities for exploration and participation in enrichment activities in order to address individual interests, aptitudes and needs.

We believe middle school students learn and grow best in a team-oriented setting that emphasizes development of the whole child—physically, emotionally, socially and mentally—as they move from the concrete to the abstract, and that the neglect of any part of this development lessens our effectiveness.

#### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We continue our work on improving our data analysis to be able to identify the exact gaps that students have. We have developed a Tier 2 intervention period each day where students can get in the moment help to fill gaps. We have also worked to build the capacity of our staff to work with our EL students to help them. We are very hopeful that we will get rid of our TSI label for EL students when KSA data becomes available.

#### Additional Information

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

NA

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for  
Schools\_10142024\_13:42

2024-2025 Phase Two: The Needs Assessment for Schools

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

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## **2024-2025 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 they will address 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 as you conducted 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 were documented.

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

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

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

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

This year we saw small declines across each of the tested areas. Even with these overall declines, we saw growth with our Special Education and EL students. This growth led to both of these groups losing their TSI labels. We have worked to implement each of the strategies and activities that were laid out in our CSIP. We will continue to work on several strategies that we have used in the last couple of years. We are also working to add close reading strategies across our building to help our students engage with the text more successfully.

### Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our two year academic trends are below:

- Reading - We saw a 3% decrease in proficiency from 56% to 53%. Novice increased from 20% to 25%.
- Math - We saw a 2% decrease in proficiency from 52% to 50%. Novice increased from 22% to 25%.
- Science - We saw no change in proficiency as we stayed at 31%. Novice also remained at 25% over the last two years.
- Social Studies - We saw a decrease from 53% proficient to 47% proficient. Novice increased from 28% to 36%.

- Combined Writing - We saw no change in proficiency as we stayed at 50%. We saw an increase in novice from 14% to 17%.
- Our EL Progress Indicator dropped from 48.5 to 31.6. There was a 16% drop in the amount of students showing growth.
- Our Quality of School Climate and Safety Survey Indicator increased from 66.9 to 68.6 this year.
- We went from 5 TSI groups in 2018-2019 to 0 TSI groups during the 23-24 school year.

### Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

We are continuing our work of getting our school scores back to where they were before the pandemic. We track our progress through the use of MAP and KSA data. We have not only set goals for increasing proficiency in each tested area, but we have also set goals for reducing novice scores in our building. Per our fall 2024 MAP data, we saw an increase in our percentage of students reaching proficiency in math. We currently have 61.2% of our students scoring proficient (26% for SPED, 19.6% for EL, 25.9% for African American, and 27.6% for Hispanic). Although we still have a gap between our student body and these subpopulations, we have made gains in most of these subpopulations since last year. We currently have 19.5% of our students scoring novice in math (61.6% for SPED, 66.0% for EL, 50.6% for African American, and 43.4% for Hispanic). This is a decrease in percentage of students scoring novice since last year for our Hispanic students and our student body as a whole.



Per our fall 2024 MAP data, we currently have 58.8% of our students scoring proficient in reading (24.4% for SPED, 4.1% for EL, 32.5% for African American, and 31.0% for Hispanic). Although we still have a gap between our student body and these subpopulations, we have made gains in our SPED and Hispanic students since last year. We currently have 19.6% of our students scoring novice in reading (56.8% for SPED, 75.5% for EL, 34.9% for African American, and 40% for Hispanic). This is a decrease in percentage of students scoring novice since last year for each of these subpopulations, except for our EL students.

### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Over the last several years, we have worked to no longer have subpopulations that have the TSI label. Based on 23-24 KSA results, we were able to get rid of our last two TSI labels, Special Education and EL. Although this is a great success, our fall MAP data for this year shows that the EL students that are currently in our building are not scoring as high as our students did last year. We will work throughout the year to help these students grow.

We are also working to reduce the percentage of our students that are scoring novice or below in each of the tested areas.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

We have seen growth in our Special Education and EL students over the last couple of years. Although we saw a slight drop in our tested areas for our students as a whole, we did have several subpopulations that showed growth in certain areas on KSA last school year.

In our fall 2024 MAP testing, we saw increases in proficiency and decreases in novice for both math and reading for our student body as a whole.

## 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 Processes](#)

[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**

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Beaumont Middle School Key Elements 24-25


8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

We will continue to focus our support on our EL and Special Education students that we have worked on for the last several years. We are also starting a focus on close reading strategies and writing strategies across all disciplines.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Beaumont Middle School Key Elements 24-25	This is our Key Elements form.	• 7



2024-2025 Phase Two: School Assurances\_10142024\_13:38

2024-2025 Phase Two: School Assurances

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

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## 2024-2025 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 in a targeted assistance program, 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 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 in the previous year, 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 this school year for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school will develop and implement a plan to improve student outcomes that, among other items, is informed by all indicators, including student performance against long-term goals; includes evidence-based interventions; and, is approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

Yes

No

N/A

**COMMENTS**

33. If identified in the previous year 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**

34. If identified this school year for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school will develop and implement a plan to improve student outcomes that also identifies resource inequities to be addressed through implementation of such plan.

Yes

No

**N/A**

**COMMENTS**



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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**FCPS Professional Learning Plan 2024-2025**  
*ENSURING A SHIFT IN PARADIGM FROM EVENT TO PROCESS*

**2023-2024 Phase 4**

**FCPS District Professional Learning Plan**  
**High-Quality Professional Learning**

**School Name:** Beaumont

**District Mission**

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

**School Mission**

The mission of Beaumont Middle School is to educate students for meaningful participation in a changing world. Building upon a thorough foundation of basic skills, we want to respect personal uniqueness and educate the whole child to reach maximum potential. By using a team-oriented setting and utilizing input from the entire school community, we are committed to help students (1) achieve academic success, (2) demonstrate appropriate behavior, and (3) participate in extracurricular activities.

**Focus Area 1: PLC's**

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

**Focus Area 2: Accelerated Learning**

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

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

**Strategic Plan Priority Areas are:**

- **Student Achievement**



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

**Describe Strategic Plan Priority Areas: Our focus will continue to be on student achievement and having a highly effective and culturally responsive workforce**



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**only have our teachers use visible learning (learning intentions and success criteria), but want to enable our students to use visible learning to assess their own learning.**



The Fayette County Public Schools CDIP goals include:

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

Describe  
CDIP  
alignment:  
Our  
focus  
areas  
are  
directly  
related  
to the  
following  
CDIP  
goals:  
Reading,  
Math,  
Science,



**Social Studies, Combined Writing, Achievement Gap, and English Learning Progress. By focusing on PLC's and Accelerated Learning, we are working to see growth in the percentage of**



students scoring proficient/distinguished in each of the tested areas. We are also working to see a reduction in the percentage of students scoring novice in each of the tested areas.





## Professional Learning Development Tools

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### Focus Area 1

#### Focus Area 1 Objectives: PLC's

##### Short-Term Changes:

**Knowledge:** Teachers and school administrators participating in PLC networks develop an understanding of teaching and learning practices, assessment analysis processes, and students' opportunities to respond to learning and become assessment capable learners.

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



**Knowledge:** Teachers and school administrators will develop an understanding of backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas.

**Long-Term Changes:**

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

**Skill:** Teachers and school administrators will use backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas.

### Focus Area 1 Intended Results

**Student Outcomes:**

- By Spring of 2025, Beaumont Middle school will increase P/D in Reading to 70.8%.
- By Spring of 2025, Beaumont Middle school will increase P/D in Math to 66.5%.
- By Spring of 2025, Beaumont Middle school will increase P/D in Science to 45%.
- By Spring of 2025, Beaumont Middle school will increase P/D in Social Studies to 60%.
- By Spring of 2025, Beaumont Middle school will increase P/D in Combined Writing to 60%.

**Educator Beliefs:**

- Educators believe the fundamental purpose of school is to ensure that all students learn at high levels (grade level or higher).
- Educators believe they must work collaboratively and take collective responsibility for the success of each student.
- Educators in a PLC believe in focusing on results-evidence of student learning.
- Educators believe that individual teacher credibility and individual teacher efficacy can become collective credibility and efficacy when teams of teachers engage in learning together.

**Educator Practices:**



- By Spring of 2025, Beaumont will continue to ensure 100% of school PLC's (teachers and school administrators) use a PDSA model effectively to improve student learning. This will include planning, analyzing data, intervening when necessary (either in class or during Academic Enhancement) on a continuous basis to help student achievement.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams will use district and school assessments as evidence of student learning.
- Collaborative teams will use backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas using the FCPS instructional design models and developing exemplar student responses.

### **Focus Area 1 Monitoring**

#### **What data will be considered and gathered?**

- PLC Continuum Self-Assessment
- Meeting Notes, Agendas, and Data Analysis Protocols
- MAP and Common Unit Assessments

#### **Who is responsible for gathering data?**

- Collaborative teams and school administrators

#### **How frequently will it be analyzed?**

- Data will be analyzed bi-weekly through PLC data meetings with collaborative team and school administrators

### **Focus Area 1 Indicators of Success** (Please describe in detail.)

- The PLC team consistently implements a system to develop teacher pacing guidelines that include tentative starting dates, ending dates, and dates for common assessments for each unit.
- The PLC team consistently implements a system to use the team's expertise to identify critical skills and work behaviors that students must master in order to be successful learners.



- The PLC team consistently implements a system for sharing two or three promising instructional strategies to each objective, skill, or work behavior we identify as essential.
- The PLC team consistently implements a system to write learning intentions and success criteria in language that everyone-teachers, parents, students, peers working in other grade levels-can understand.
- The PLC team implements a system to develop common formative assessments for every essential outcome.
- The PLC team implements a system for organizing, reflecting on, and acting around common formative assessment data.
- The PLC team implements a system for using evidence of student learning to determine the effectiveness of instructional strategies.
- The PLC team implements a system to develop rubrics for proficiency scales that define different levels of performance on each essential outcome.
- The PLC team implements a system to develop exemplars of subjective tasks representing different levels of performance to standardize grading.
- The PLC team implements a system to utilize digital tools for assessing and reporting on student learning.
- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The school has a highly coordinated system of interventions in place.
- The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it.
- The achievement of each student is monitored on a timely basis.
- The PLC team consistently implements a system to maintain lists of students who have yet to master each essential outcome in a unit of study.
- The PLC team consistently implements a system to maintain lists of common misconceptions or mistakes for each essential outcome.
- The PLC team consistently implements a system to develop additional assessments to monitor progress after interventions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short remedial lessons to struggling students.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.

### Focus Area 1 Targeted Audience

- The targeted audience is all principals, assistant principals, and teachers (Pre-K - 12).

### Focus Area 1 Resources

- Staff: principals, assistant principals, and teachers
- Funding: Title II, School funding, District funding
- Technology: Navigator, FCPS Professional Learning Website, Teaching and Learning Professional Learning Hub, GALE



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

### Focus Area 1 Ongoing Supports for Implementation

- FCPS will have district-directed professional learning, school-directed professional learning, and administrator professional learning on phase three of our district PLC work. School administrators will meet bi-weekly with PLC teams to monitor student data and plan for intervention/enrichment for students. PLC teams will have weekly planning time blocked in the master schedule. School administrators will provide responsive coaching as needed.

## Focus Area 2

### Focus Area 2 Objectives

#### Short Term Changes

- **Knowledge:** Teachers and school administrators develop an understanding of the district-developed frameworks and instructional design models, based on the state standards leveraging the PLC implementation processes to plan for grade appropriate instruction, which is cognitively engaging.
- **Knowledge:** CTE teachers will develop an understanding of instructional best practices with the guidance of industry.
- **Knowledge:** Teachers and school administrators learn strategies for
- Tier I differentiation through the FCPS Acceleration Model.

#### Long Term Changes

- **Behavior:** Teachers will consistently utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.
- **Behavior:** Teachers consistently collaborate and utilize identified gap data and aligned curriculum to differentiate instruction and improve learning outcomes for all students.
- **Behavior:** CTE teachers will consistently implement instructional best practices.



## Focus Area 2 Intended Results

### **Student Outcomes:**

- By Spring of 2025, Beaumont Middle school will increase P/D in Reading to 70.8%.
- By Spring of 2025, Beaumont Middle school will increase P/D in Math to 66.5%.
- By Spring of 2025, Beaumont Middle school will increase P/D in Science to 45%.
- By Spring of 2025, Beaumont Middle school will increase P/D in Social Studies to 60%.
- By Spring of 2025, Beaumont Middle school will increase P/D in Combined Writing to 60%

### **Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators believe that all students can master rigorous grade-appropriate standards.
- CTE educators believe all students are capable of developing technical and employability skills.

### **Educator Practices:**

- Educators utilize district-developed frameworks and instructional design models during PLCs to plan grade appropriate and cognitively engaging instruction.
- Educators utilize the four practice areas of culturally responsive teaching.
- CTE educators will provide quality programming by aligning to Perkins V Size, Scope, and Quality and the ACTE high-quality CTE Framework.

## Focus Area 2 Monitoring

What data will be considered and gathered?

- MAP and Common Unit Assessments
- Data Analysis Resources

Who is responsible for gathering data?





- Teachers and School Administrators

How frequently will it be analyzed?

- School Administrators will meet with teacher collaborative teams bi-weekly throughout the school year.
- Teachers will meet in collaborative teams weekly.

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

#### **Acceleration Framework**

- Step 1: Generate Thinking, Purpose, Relevance, and Curiosity
- Step 2: Clearly Articulate the Learning Goal and Expectations
- Step 3: Scaffold and Practice Essential Prerequisite Skills
- Step 4: Introduce New Vocabulary and Review Prior Vocabulary
- Step 5: Dip into the New Concept
- Step 6: Conduct Formative Assessment Frequently
  - Students can clearly articulate the meaning of today's learning goal.
  - Students receive scaffolding for prerequisite skills in the context of new learning.
  - Vocabulary development is hands-on and ongoing and focuses on clearly identified academic vocabulary terms.
  - Remediation provided is just in time and set in the context of new learning.
  - Assessment is visible and yields immediate feedback.
  - Students largely work cooperatively in a safe learning environment.
  - Students are learning the big idea of new concepts in advance of their core-class peers.
  - The acceleration teacher and the core-class teacher engage in ongoing collaboration regarding pacing and student progress.

#### **The Four Practice Areas of Culturally Responsive Teaching**

##### **Practice Area 1: Awareness**

- Locate and acknowledge their own sociopolitical position



- Sharpen and tune their cultural lens
- Learn to manage their own social-emotional response to student diversity

### **Practice Area 2: Learning Partnerships**

- Establish an authentic connection with students that builds mutual trust and respect
- Leverage the trust bond to help students rise to higher expectations
- Give feedback in emotionally intelligent ways so students are able to take it in and act on it
- Hold students to high standards while offering them new intellectual challenges

### **Practice Area 3: Information Processing**

- Understand how culture impacts the brain's information processing
- Orchestrate learning so it builds student's brain power in culturally congruent ways
- Use brain-based information processing strategies common to oral cultures

### **Practice Area 4: Community Building**

- Integrate universal cultural elements and themes into the classroom
- Use cultural practices and orientations to create a socially and intellectually safe space
- Set up rituals and routines that reinforce self-directed learning and academic identity

CTE teachers will participate in industry-specific PLC networks districtwide.

CTE leaders will participate in monthly Size, Scope, and Quality professional learning at CTE Summit.

### **ACTE Quality CTE Program of Study Framework**

1. Standards-aligned and Integrated Curriculum
2. Sequencing and Articulation



3. Student Assessment
4. Prepared and Effective Program Staff
5. Engaging Instruction
6. Access and Equity
7. Facilities, Equipment, Technology and Materials
8. Business and Community Partnerships
9. Student Career Development
10. Career and Technical Student Organizations (CTSOs)
11. Work-based Learning
12. Data and Program Improvement

#### **Focus Area 2 Targeted Audience**

- The targeted audience is school administrators and teachers.

#### **Focus Area 2 Resources**

Staff: specialists, coaches, school leadership teams, teachers, CTE district team



Funding: Title II, Perkins V, LAVEC

Technology: Navigator, EL Professional Learning Hub, CTE Professional Learning Hub, Teaching and Learning Professional Learning Hub, Culturally Responsive Teaching for Multilingual Learners Hub, Assessment Hub, FCPS Professional Learning Website, *Learning in the Fast Lane (Gale)*, *Culturally Responsive Teaching and The Brain (Gale)*

Instructional Resources: *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*, Fayette County Public Schools Multi-Tiered System of Support Guidance Document, FCPS PLC Framework, FCPS Acceleration Model, *Culturally Responsive Teaching and The Brain*, KDE CTE Program of Studies in conjunction with FCPS CTE Program Area Scope and Sequence

Professional Learning Support from Vendors: ACTE

### Focus Area 2 Ongoing Supports for Implementation

FCPS will initiate phase three of our accelerated learning work as a districtwide team including district administrators, specialists, coaches, school administrators, and teachers. Professional learning will initiate with summer professional learning opportunities for all role groups. This includes district-directed professional learning, school-directed professional learning, and administrator professional learning. Throughout this phase the FCPS Cyclical Dissemination Model and FCPS Learning Cycle will be utilized to ensure calibration and coherence through a cycle of continuous improvement leveraging macro- and micro-level learning networks. District leadership, principals, APs, and ILs will actively participate in monthly role group-specific professional learning network sessions. School administrators will enact school-specific sustainability and monitoring plans including associated professional learning in partnership with OAS and School Chiefs. PLC teacher teams will facilitate weekly PLC meetings as established in school master schedules. OAS and school leadership will provide responsive coaching based on need. The professional learning emphasis will be established utilizing a continuum of support to ensure a systematic approach for supporting schools.

1. OAS (Teaching and Learning) directors, specialists, and coaches will provide ongoing professional learning focusing on the implementation of the standards-based district-developed curriculum frameworks and instructional design models. This professional learning will leverage PLC implementation processes to plan for grade appropriate cognitively engaging instruction. A continuum of support will be utilized to ensure responsive coaching based on school-specific needs assessment.
2. OAS (Teaching and Learning) directors, specialists, and coaches provide ongoing professional learning focusing on the components of the FCPS Acceleration Process including: pre-assessment, pre-teaching, responsive Tier 1 instruction, data monitoring, and re-teaching.



3. PLC teams access data through district platforms to analyze and make instructional decisions including differentiating for student subgroups to reduce achievement gaps.
4. PLC teams will continuously monitor Tier I instruction using FCPS data protocols yielding improvement student learning outcomes.
5. OAS directors and specialists will provide ongoing professional learning focusing on the utilization of identified gap data and aligned curriculum to differentiate supports to improve outcomes for students. Data will be used to inform coaching and actionable feedback.
  - OAS (Multilingual) director and (EL) specialists will provide ongoing professional learning utilizing continuums of support. Areas of focus include Equitable Delivery of Content for ELs, Setting the Stage for and Monitoring Equitable Instruction for ELs, Making Content Comprehensible to ELs, and Culturally Responsive Teaching for Multilingual Learners.
  - OAS directors, specialists, and coaches will provide culturally responsive professional learning and support.
  - OAS directors, specialists, and coaches will provide co-teaching support upon school request and structural implementation review.
  - OAS (MTSS) director and specialists will provide ongoing MTSS professional learning utilizing a continuum of support to ensure responsive coaching based on needs assessment.
  - OAS (Assessment) director and specialists will provide ongoing professional learning ensuring a balanced assessment system through the utilization of a continuum of support and responsive coaching based on school-specific needs assessment.
1. The CTE district team will identify and increase opportunities for students to engage with business/industry partners.
2. The CTE district team will continue to align CTE courses to the KDE program of studies and industry standards for instructional effectiveness, create and foster CTE PLCs, use CTE Pathway Course Instruction Frameworks, and use CTE Summits to ensure quality CTE programming.
3. The CTE district team will expand work-based learning experiences such as apprenticeships and continuous growth of Dual Credit and AP course offerings.
4. OAS (Teaching and Learning) secondary director, working in concert with the director of career and technical education, and CTE specialist will provide ongoing professional learning through districtwide industry-specific PLCs.

### Optional Extension

