

## Morton Middle School Comprehensive School Improvement Plan (CSIP)

### Rationale

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

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

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

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

### Requirements for Building an Improvement Plan

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

## Alignment to Needs:

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

### Priorities/Concerns from Needs Assessment for Schools

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

**This school year we will intentionally focus on our neediest subpopulations (EL monitored, Students with Disabilities, Hispanic, and African Americans) to identify gaps in content as well as high-yield instructional strategies, which include student discourse and higher order questioning, that will address the individual needs of all our students.**

#### Reading:

- 19% of all Morton students are novice in reading as compared to 65% P/D.

The novice rate for all our subpopulations is too high in reading.

- African American 38%
- Hispanic 36 %
- EL plus monitored 49%
- Disability 43%

#### Math:

- 23% of all Morton students are novice in math as compared to 53% P/D.

Like reading, the novice rate for all subpopulations is too high in math.

- African American 35%

- Hispanic 42%
- EL plus monitored 54%
- Disability 48%

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

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

**KCWP #1 - Design and Deploy Standards - Continuous Improvement Activities**

**Process (work):**

- We ensure curricular alignment reviews are an ongoing action of the PLC’s planning process.
- We ensure regularly-scheduled curriculum/department meetings to review the alignment between standards, learning targets, and assessment measures.
- We ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of instructional rounds, formal and informal observations, and standards district common unit assessments as mastery checks.
- We ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

**Practice (worker):**

- We utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

**Condition (workplace) to:**

- All users of assessment data use information to benefit student learning.
- We communicate to guide instructional planning, student grouping, etc.

- [KCWP #2 - Design and Deliver Instruction - Continuous Improvement Activities](#)

**Process (work):**

- We ensure congruency is present between standards, learning targets, and assessment measures.
- We develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, and progress monitoring checks.
- We develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.
- We establish communication protocols for parents/guardians regarding placement and progress in intervention support systems.

**Practice (worker):**

- We ensure that instructional modifications are made based upon the immediate feedback gained from formative assessments
- We plan strategically in the selection of high yield instructional strategy usage within lessons.
- We utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.
- We plan for and implement active student engagement strategies.
- We use formative and summative evidence to inform what comes next for individual students and groups of students.

**Condition (workplace):**

- We collaborate in deconstructing standards and developing congruent learning targets.
- All users of assessment data use information to benefit student learning.

[KCWP #4 - Review, Analyze and Apply Data - Continuous Improvement Activities](#)

**Process (work):**

- Formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.
- Formative and summative assessments are aligned to the standards and learning targets.

- There is a clearly defined RTI schoolwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.
- We have a protocol and monitoring/documentation tool for tiered intervention movement considerations.
- We have a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.
- We have a progress monitoring system to monitor standards mastery for each student.
- We have a tracking system for monitoring of student achievement progress by learning target and by standard.

Practice (worker):

- We monitor a “Watch (Cusp) List” for students performing below proficiency.
- We have a communication protocol for parents/guardians regarding placement and progress in intervention support systems.
- Attendance issues are rectified as to not pose an interference with the educational process of students in partnership with Counselors and School Social Worker.

Condition (workplace):

- Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.
- Grades effectively and accurately communicate student achievement.
- All users of assessment data use information to benefit student learning.
- Effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.

**Indicator Scores**

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

<b>Indicator</b>	<b>Status</b>	<b>Change</b>
State Assessment Results in reading and mathematics	76.1 - Very High	+4.7
State Assessment Results in science, social studies and writing	72.1 - Very High	+1.5
English Learner Progress	42.7 - High	+21.2
Quality of School Climate and Safety	64.6 - Medium	+2.9
Postsecondary Readiness (high schools and districts only)	NA	NA

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

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

**1: Proficiency Goal**

<p><b>Goal 1:</b></p> <ul style="list-style-type: none"> <li>• <b>By 2025, Morton Middle School will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 65%.</b></li> <li>• <b>By 2025, Morton Middle School will increase Math proficient and distinguished level to 61% as measured by KSA. Current level is 53%.</b></li> </ul>		
<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p><b>By 2025, Morton Middle School will increase</b></p>	<p>KCWP 1 – Design and Deploy Standards:</p> <p><b>Ensure the current curriculum is</b></p>	<p><b>Ensure effective coverage of curriculum per subject and grade level</b></p> <p>All departments design standards-based units and map out long-range plans to ensure effective coverage of curriculum per subject per grade level, as well as horizontal and vertical alignment.</p>	<p>Successful completion of a unit plans by all content teachers at each grade level with pacing check points throughout the year by subject area representative during PLC time.</p>		\$0



<p><b>proficient/distinguished in Reading to 69%.</b></p> <p>Objective 2</p> <p><b>By 2025, Morton Middle School will increase proficient/distinguished in Math to 61%.</b></p>	<p><b>valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, and paced with accuracy).</b></p> <p><b>Core Content Implementation</b></p>	<p><b>Common Assessments</b> All core teachers will administer the rigorous common unit assessments, provided by the district for their subject area. Teachers will work collaboratively with their PLC team to analyze the results and use them to drive instruction.</p>	<p>Teachers will analyze scores and re-teach to mastery as evidenced by assessment data reports.</p> <p>Weekly PLC sheets document students who have mastered content and students who need further support.</p>		\$0
	<p>KCWP 2: Design and Deliver Instruction:</p> <p><b>Refining our system to ensure the instructional program is intentional and of the highest quality.</b></p>	<p><b>Math Collaboration</b> Algebra teachers will collaborate to implement Formative Assessment Lessons (FALs). Students will be offered additional math opportunities by participating in engaging, critical thinking activities to increase math computation, application, and math reasoning skills.</p>	<p>Teachers will collaborate with their department and implement FALs during classroom activities as evidenced by unit plans, observations, and administrative walkthroughs.</p>		District
	<p><b>High Quality Instructional Program</b></p>	<p><b>Teacher Training in Math Strategies</b> All math teachers will remain current regarding math best practices and will implement standards-based lessons using the most effective content resources to promote student growth.</p>	<p>Teachers will implement math best practices during all classroom activities as evidenced by unit plans, observations, and administrative walkthroughs.</p>		District
		<p><b>Teacher Training in Reading Strategies</b> ELA teachers will collaborate and discuss reading/writing strategies via monthly department meetings. As provided by the district, ELA teachers will participate in training sessions and share effective strategies with colleagues during both PLC and department meetings. Also, ELA teachers will participate in a book study to learn and practice high yield, engaging vocabulary strategies in the</p>	<p>Teachers will attend PD sessions and implement the strategies during classroom activities as evidenced by unit plans, observations, administrative walkthroughs.</p> <p>ELA teachers will implement the vocabulary strategies shared during the monthly department</p>		District

		classroom to enhance reading support of struggling student populations.	meetings as evidenced by observations, unit plans, and administrative walkthroughs.		
	<p>KCWP 2: Design and Deliver Instruction:</p> <p><b>A process is used to measure teacher’s instructional effectiveness based on student data.</b></p> <p><b>Formative Assessments to Guide Instruction</b></p>	<p><b>Daily Do Nows/Bell Ringers/Warm-Ups</b> Teachers create and implement daily Do-Nows, warm-ups, bell ringers and/or flashbacks to formatively assess current content and prior knowledge. The results are discussed and shared during PLC meetings and are used to re-teach misconceptions and to guide next steps for instruction in the classroom.</p>	Success will be monitored by PLC data, observations, and walkthroughs.		\$0
	<p>KCWP 4: Review, Analyze, and Apply Data:</p> <p><b>Systems are in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</b></p> <p><b>Continuous Data Analysis</b></p>	<p><b>Data to Drive Instruction</b> Ongoing analysis of data from MAP, KSA, common unit assessments, formative assessments, and PLC sheets will occur by stakeholders, and teachers will intentionally use the data to guide classroom instructional plans and activities.</p>	More students will score proficient or higher on district and state assessments.		\$0
		<p><b>PLC (Professional Learning Community) Sheets</b> Teachers will document standards-based formative or summative data weekly to intentionally analyze</p>	Curriculum will be aligned to the differentiated needs of students.		\$0

and use data to guide instruction. PLC time will be used to discuss common student data to inform instructional next steps.

**2: Separate Academic Indicator**

<p><b>Goal 2:</b></p> <ul style="list-style-type: none"> <li>• <b>By 2025, Morton Middle School will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 33%.</b></li> <li>• <b>By 2025, Morton Middle School will increase Social Studies proficient and distinguished level to 64% as measured by KSA. Current level is 53%.</b></li> <li>• <b>By 2025, Morton Middle School will increase Combined Writing proficient and distinguished level to 80% as measured by KSA. Current level is 78%.</b></li> </ul>		
<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p><b>By 2025, Morton Middle School will increase proficient/distinguished in Science to 45%.</b></p>	<p>KCWP 1: Design and Deploy Standards:</p> <p><b>A process for ensuring vertical curriculum work includes Introduction, Development, and Mastery of Standards.</b></p>	<p><b>Intentional Curriculum Planning</b></p> <p>Departments will participate in long range planning to ensure required grade level standards are aligned and being taught in each content area.</p>	<p>Successful completion of unit plans in each content area to verify implementation.</p>		<p>\$0</p>
<p>Objective 2</p> <p><b>By 2024, Morton Middle School will increase proficient/distinguished in Social Studies to 64%.</b></p>	<p><b>Core Content Implementation</b></p>	<p><b>Curriculum Updates</b></p> <p>Science, Social Studies, and ELA teachers will stay abreast of new standards and curriculum changes by attending district provided sessions and/or professional learning communities.</p>	<p>Unit plans and teacher discussions will reflect all core content updates and standards revisions.</p>		<p>\$0</p>
<p>Objective 3</p> <p><b>By 2024, Morton Middle School will increase proficient/distinguished in Combined Writing to 80%.</b></p>	<p>KCWP 1: Design and Deploy Standards:</p> <p><b>The current curriculum is valid and aligned to state standards and assessments and paced with accuracy.</b></p> <p><b>Core Content Implementation</b></p>				

	<p>KCWP 2: Design and Deliver Instruction:</p> <p><b>Morton ensures teachers determine the most appropriate and effective high yield strategies to implement.</b></p> <p><b>Focus on High Yield Instructional Strategies</b></p>	<p><b>Effective Instructional Strategies</b>          Teachers review, discuss, and reflect on High Yield Instructional and engagement strategies during Faculty meetings. Teachers will commit to using High Yield Instructional and engagement strategies in their classrooms.</p>	<p>Teachers will discuss and reflect on High Yield instructional and engagement strategies used in their classrooms during PLC meetings and Faculty meetings and use unit assessment data to determine the effectiveness of the High Yield/ engagement strategies being implemented in classrooms.</p>		<p>\$0</p>
		<p><b>Technology &amp; Professional Learning</b>          Teachers will participate in professional development regarding technology to enhance the use of it as an effective instructional resource tool in the classroom.</p>	<p>Student engagement will increase resulting in higher student academic growth.</p>		<p>School</p>
	<p>KCWP 2: Design and Deliver Instruction:</p> <p><b>Programs are implemented to measure their effectiveness on student achievement.</b></p>	<p><b>Schoolwide Writing Program</b>          All teachers use writing as a learning tool in their classrooms; therefore, all students will participate in Writing to Learn, Writing to Demonstrate, and Writing to Publish activities.</p>	<p>Unit plans will reflect writing across the curriculum.</p> <p>Student writing stored in Elevate will demonstrate quality student writing across the curriculum.</p>		<p>\$0</p>

	<p><b>Writing Across the Curriculum</b></p>	<p>The Triangles/Rectangles writing graphic organizer will be taught by ELA teachers and used by students at all three grade levels.</p> <p>Students will upload Writing to Publish pieces in Elevate. ELA, Science, and Social Studies content areas will provide Writing to Publish pieces.</p> <p>School-wide writing on-demand practice will be scheduled for the fall and spring.</p> <p>The District Literacy Specialist will collaborate with 8<sup>th</sup> grade ELA teachers to provide on-demand practice tasks, written feedback on student writing and oral feedback through classroom visits.</p>	<p>Student writing from school-wide sessions will be analyzed and used to guide/model student growth.</p> <p>Students will demonstrate growth in writing.</p>		
	<p>KCWP 4: Review, Analyze, and Apply Data:</p> <p><b>The school ensures that assessments are of high quality and aligned to the rigor of the standards, resulting in quality data.</b></p> <p><b>Continuous Data Analysis</b></p>	<p><b>Intentional Data to Drive Instruction</b></p> <p>Ongoing analysis of Separate Academic Indicator data from KSA, MAP, district common unit assessments, learning checks, and formative assessments will occur by stakeholders, and teachers will intentionally use the data to guide classroom instructional plans and activities.</p>	<p>More students will score proficient or higher on district and state assessments in science, social studies, and writing content areas.</p>		<p>\$0</p>

**3: Gap**

<p><b>Goal 3:</b></p> <ul style="list-style-type: none"> <li>By 2025, Morton Middle School will decrease the reading novice level of students with disabilities to 33% as measured by KSA. Current level is 43%.</li> </ul>
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- **By 2025, Morton Middle School will decrease the math novice level of students with disabilities to 33% as measured by KSA. Current level is 48%.**

<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p><b>By 2025, Morton Middle School will decrease Novice in Reading to 33%.</b></p> <p>Objective 2</p>	<p>KCWP 2 - Design &amp; Deliver Instruction</p> <p><b>Systems of collaboration are in place to meet the Tier 1 educational needs of all students.</b></p> <p><b>Develop Problem Solving Skills</b></p>	<p><b>Training Teachers on Engaging Math Activities</b></p> <p>Math teachers will be trained to implement engaging problem-solving strategies for students in math. They will participate in district training sessions, when available, and collaborate with each other during PLC time and department meetings.</p>	<p>Teachers will attend PD sessions and implement the strategies during classroom activities as evidenced by canvas modules, observations, and walkthroughs.</p>		<p>\$0</p>

<p><b>By 2025, Morton Middle School will decrease Novice in Math to 33%.</b></p>	<p>KCWP 2 - Design &amp; Deliver Instruction</p> <p><b>A protocol exists for ensuring Tier 1 and Tier II instructional needs are met and next steps are identified.</b></p> <p><b>Work Collaboratively</b></p>	<p><b>Professional Learning Communities</b></p> <p>PLCs will analyze student work and ensure the task is aligned to grade level standards.</p>	<p>Improved collaboration and alignment of curriculum among general education, EL, and special education teachers/ classes as monitored weekly by PLC Facilitators, classroom observations, and PLC analysis of student work.</p>		\$0
		<p><b>Intentionality of Grade Level Content</b></p> <p>Support teams will ensure that gap subpopulations receive grade level content while receiving specially designed instruction to help compensate for individual needs.</p>	<p>Gap subpopulations will show academic growth in all content areas as evidence by PLC sheets, MAP, common unit assessments, formative assessments, and academic grades.</p>		\$0
	<p>KCWP 4: Review, Analyze and Apply Data</p> <p><b>A system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</b></p> <p><b>Continuous Data Analysis</b></p>	<p><b>MAP Analysis &amp; Monitoring</b></p> <p>Reading and math teachers will administer the MAP assessment 3 times per year. Teachers will monitor student progress and specific concept understanding in math and in reading. Intentional focus will be given to the data of our students with disabilities, as well as African American, and EL subpopulations.</p>	<p>Data analysis and next steps identified by teachers during faculty meetings and PLCs. PLC Facilitators will monitor.</p>		District



	<p>KCWP 4: Review, Analyze and Apply Data</p> <p><b>School leaders use all the available data and information to improve instruction and reduce the number of students scoring novice.</b></p>	<p><b>Effective Collaboration</b>                  Special Education teachers will attend training to learn and practice evidence based instructional strategies to use in Collaborative ELA and math classrooms; i.e. Station teaching.</p>	<p>Math and reading skills improve for students in co-teaching classrooms as evidenced by classroom, district, and/or state assessments.</p>		<p>District</p>
	<p>KCWP 2 - Design &amp; Deliver Instruction</p> <p><b>Systems of collaboration are in place to meet the Tier 1 educational needs of all students.</b></p> <p><b>Develop Reading Skills</b></p>	<p><b>Grade Level Curriculum</b>                  All special education ELA resource students will read the anchor texts taught in general education classes and complete the district required common unit assessments.</p>	<p>Novice scores of disability students will decrease.</p> <p>Sped teachers will meet with the principal to ensure the that grade level content is taught in resource classrooms.</p>		<p>\$0</p>
	<p>KCWP 2 - Design &amp; Deliver Instruction</p> <p><b>Strategies are implemented to measure the effectiveness on student achievement.</b></p> <p><b>Focus on High Yield Instructional and engagement Strategies</b></p>	<p><b>Effective Instructional Strategies</b>                  Teachers will review, discuss, and reflect on High Yield Instructional and engagement strategies to address diverse learners. Teachers will commit to using High Yield Instructional (Accountable Talk) and engagement strategies their classrooms.</p>	<p>Teachers will discuss High Yield/ engagement strategies used in their classrooms during PLC meetings and faculty meetings. Observations and walkthroughs will document strategies being implemented in classrooms.</p>		<p>\$0</p>

		<p><b>Technology &amp; Professional Learning</b>            Teachers will participate in professional development on technology to enhance the use of it as an effective instructional resource tool in the classroom and balance the use of technology with other forms of instruction.</p>	<p>Student engagement will increase resulting in higher student academic growth.</p> <p>Observations and walkthroughs will document the use of a balanced technology approach.</p>		School
	<p>KCWP 2 - Design &amp; Deliver Instruction</p> <p><b>A process exists to measure teacher’s instructional effectiveness based on student data.</b></p> <p><b>Continuous Data Analysis</b></p>	<p><b>Progress Monitoring</b>            Teachers will use FAST, <i>Flex Literacy</i>, myPerspective, enVision, KSA, district common unit assessments, MAP, and classroom formative assessments to monitor learning and progress of all students, with an intentional focus on our students with disabilities, African American, and EL subpopulations. Differentiation decisions will be determined based on assessment data.</p>	<p>Fewer Gap students will score novice on assessments.</p>		\$0
	<p>KCWP 2 - Design &amp; Deliver Instruction</p> <p><b>A process exists to measure teacher’s instructional effectiveness based on student data.</b></p> <p><b>Continuous Data Analysis</b></p>	<p><b>MTSS</b>            Grade level teams meet to review, discuss, reflect, document and track intervention data.</p> <p>Additionally, a MTSS Core team is scheduled to meet bi-monthly with the MTSS Coordinators to track the data and progress of students identified as needing MTSS interventions.</p>	<p>MTSS Coordinator and team teachers will track intervention data.</p>		\$0

<p>KCWP 4 – Review, Analyze and Apply Data</p> <p><b>School leaders use all the data and information to improve instruction and reduce the number of students scoring novice.</b></p> <p><b>Closing the Gap</b></p>	<p><b>Managing Student Behavior</b> Teachers will implement school wide PBIS best practices and Restorative Practices to intentionally focus on reducing the number of classroom discipline referrals, especially for the African American Population.</p>	<p>Students will demonstrate academic growth due to less class disruptions, higher engagement, and more time spent on classroom learning tasks</p>		<p>District PD support</p>	
	<p><b>ESS &amp; Saturday School – Extended School Services</b> Teachers will identify struggling students in reading and math, and then recommend that they attend ESS and/or Saturday School for extra help and support with the purpose of increasing their mastery level of the content.</p>	<p>ESS Coordinator and team teachers will track student attendance and academic improvement.</p>		<p>District Funding + school (\$1,000) for snacks</p>	
<p>KCWP 4 – Review, Analyze and Apply Data</p> <p><b>School leaders use all the data and information to improve instruction and reduce the number of students scoring novice.</b></p> <p><b>Closing the Gap</b></p>	<p><b>Reteach/Error Analysis:</b> Based on weekly PLC classroom data, teachers will reteach concepts/standards that are not mastered during Academic Enhancement time or in the regular classroom and provide time for students to complete error analysis to learn from their mistakes.</p>	<p>Teachers use PLC data to guide their classroom interventions. Students will demonstrate academic growth.</p>		<p>\$0</p>	

		<p><b>Targeted Student Mentoring:</b> Three student groups have been created, Devine Carama from LFCG, Project Uplift and Sisters Keeper, for the purpose of mentoring and supporting “Watch List” students at each grade level.</p>	As a result of the coordinators of each program building relationships, mentoring, and monitoring students about attendance, grades, and behavior, the overall school performance of participants will improve.		GEER Grant Funds
	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p><b>School leaders use all the data and information to improve instruction and reduce the number of students scoring novice.</b></p> <p><b>Closing the Gap</b></p>	<p><b>Intervention Brainstorming Session</b> During Team Meetings, teachers will work with their team to identify successful intervention strategies used in their classrooms. A document will be created to compile the grade level lists for school wide sharing of information.</p>	Behavior Coach will compile the comprehensive intervention list and share with teachers at all grade levels. Teachers will use the intervention list as a resource when planning classroom activities.		\$0
	<p>KCWP 2: Design and Deliver Instruction:</p> <p><b>Strategies are implemented in classrooms to measure their effectiveness on student achievement.</b></p> <p><b>Reading Skills Enhancement</b></p>	<p><b>Student Selection – Reading Skills Development Class</b> Selected 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students, who are significantly below grade level in reading, will be enrolled in Reading Development class. The teacher provides individually designed reading instruction to meet the differentiated needs of each student in the class. The student-teacher ratio in this class should be small (less than 15:1).</p>	Success is measured by improvement on Common Assessments and growth on MAP.		School
	<p>KCWP 2: Design and Deliver Instruction:</p> <p><b>Strategies are implemented in classrooms to measure their effectiveness on student achievement.</b></p>	<p><b>Student Selection – Math Skills Development Class</b> Selected 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students, who are identified as struggling with basic math foundational skills, will be enrolled in Math Intervention class. The teacher provides individually designed math instruction to meet the differentiated needs of each student in the class. The</p>	Success is measured by improvement on Common Assessments and growth on MAP.		School

	<b>Math Skills Enhancement</b>	student-teacher ratio in this class should be small (less than 15:1).			
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**4: Growth**

<p><b>Goal 4:</b></p> <ul style="list-style-type: none"> <li>By 2025, Morton Middle School will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS. Current level is 45%.</li> </ul>		
<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1	KCWP 4 – Review, Analyze and Apply Data	<b>MAP and Analysis &amp; Monitoring in Reading and Math</b>	Data analysis and next steps identified by teachers during Team Meetings, MTSS Meetings, and		District

<p><b>By 2024, Morton Middle School will grow 100% of EL students by at least 0.5 in their composite score as measured by ACCESS. Current level is 45%.</b></p>	<p><b>Teachers use different types of assessments to ensure a balanced approach.</b></p> <p><b>Core Content Implementation</b></p>	<p>Reading and math teachers administer the MAP test 3 times per year. Teachers will monitor student progress and specific concept understanding in math and reading with an intentional focus on our EL subpopulation. Teachers will use the Learning Continuum to identify and stretch specific content understanding for individual students.</p>	<p>PLCs. PLC Facilitators and/or Team Leads will monitor</p>		
	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p><b>Teachers use different types of assessments to ensure a balanced approach.</b></p> <p><b>Core Content Implementation</b></p>	<p><b>Common Assessments</b> Core teachers will administer the district unit common assessments to determine mastery of the grade level standards. Teachers will analyze the results and use them to drive instruction.</p>	<p>Teachers will analyze scores and re-teach to mastery as evidenced by PLC sheets and assessment data reports.</p>		<p>\$0</p>
	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p><b>Teachers use different types of assessments to ensure a balanced approach.</b></p> <p><b>Core Content Implementation</b></p>	<p><b>KSA Data Analysis</b> All teachers will meet with the Core content area administrator during a Grade Level Meeting and/or faculty meeting to analyze deeply all aspects of KSA data, specifically including gap and growth. Teachers will identify students who are on the cusp of moving up or down a level. This data will be used to create watch lists, to identify students who need to be stretched, and those students who need interventions.</p>	<p>Success will be measured by the successful creation of Cusp Watch Lists, a review of subject/grade analysis sheets, and teacher implementation of next steps as observed by classroom visits.</p>		<p>\$0</p>

	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p><b>A system is in place to ensure that student data is collected, analyzed, and being used to drive classroom instruction.</b></p> <p><b>PLC Data Sheet</b></p>	<p><b>Weekly Data Analysis</b>                  All teachers complete a weekly PLC sheet to thoroughly analyze a formative or summative assessment given in their classroom. Teachers reflect on the data to determine standards/concepts students have mastered and concepts students need to re-visit, as well as strategies for enrichment and re-teaching. Teachers share PLC data reflections during weekly PLC meetings.</p>	<p>Students will show mastery of standards and classroom data averages will demonstrate growth.</p>		<p>\$0</p>
	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p><b>Systems are in place to ensure that students are actively involved in knowing their own data and making decisions about their own learning.</b></p>	<p><b>Student Achievement Meetings</b>                  Academic Leadership teachers lead goal setting sessions at least 3 times per year to set MAP goals and KSA goals.</p> <p>A Morton Teacher Leader meets with students in small groups in the spring to challenge/motivate students to set appropriate goals for their future, as well as to set 2025 KSA goals.</p>	<p>Success will be evidenced by the attainment of each student’s personally set goals for assessments via intentional tracking of the student’s goals and successes throughout the year.</p>		<p>\$0</p>
	<p><b>Increased Student Engagement</b></p> <p>KCWP 4 – Review, Analyze and Apply Data</p> <p><b>The school leadership ensure teachers use data to determine students’ needs.</b></p> <p><b>Creating a Watch list</b></p>	<p><b>MTSS Monitoring</b>                  Each team of teachers or designated team members meets with MTSS and/or Support Staff every 4-5 weeks to discuss the needs of the struggling students on the team, identify interventions implemented, evaluate their effectiveness, discuss differentiation strategies, discuss parent contacts made and resources available, and determine next steps on the road to success. All meeting notes are documented in team notebooks/team drives.</p>	<p>Success will be evidenced by decreasing the number of students on the watch lists and teacher observed student improved engagement in the classroom.</p>		<p>\$0</p>

	<p>KCWP 4 – Review, Analyze and Apply Data</p> <p><b>Students are actively involved in knowing their own data and making decisions about their learning.</b></p> <p><b>Developing Student Work Habits</b></p>	<p><b>Highlight the Importance of Precision</b>            Across the curriculum, teachers will be intentional about working with students on attending to precision when completing classwork and assessments and paying attention to details to accurately “show what they know”.</p>	<p>Observations and walkthroughs will document this intentional focus. Students will make fewer careless mistakes when completing classroom tasks which will result in higher assessment scores.</p>		\$0
	<p>KCWP 2: Design and Deliver Instruction:</p> <p><b>Strategies are implemented in classrooms to measure their effectiveness on student achievement.</b></p> <p><b>Weekly Literacy Practice</b></p>	<p><b>Timed Reading</b>            The District Literacy Specialist provides grade level/content specific reading passages for ELA teachers to use 3 times per month for timed reading practice, along with reading foundational skills practice ideas. ELA teachers implement these activities and track student progress on PLC sheets.</p>	<p>ELA teachers and District Literacy Specialist will analyze the data to look for growth trends and to determine instructional supports needed.</p>		\$0
	<p>KCWP 2: Design and Deliver Instruction:</p> <p><b>Strategies are implemented in classrooms to measure their effectiveness on student achievement.</b></p>	<p><b>Content “Push In” of EL students</b>            EL students have been rescheduled to include time in the regular classroom of each content area to ensure access to grade level content.</p>	<p>EL students will show academic growth in all content areas as evidence by PLC sheets, MAP, common unit assessments, formative assessments, and academic grades.</p>		District



	<p><b>Access to Grade Level Content</b></p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p><b>School leadership monitors and evaluates effectiveness of instructional supports to ensure student learning.</b></p> <p><b>Student Support Teams and Curriculum Modification</b></p>	<p><b>Student Support Teams</b></p> <p>Teams will collaborate to identify and align curriculum and instructional supports for “achievement gap” students. (Currently – EL and Students with disabilities)</p>	<p>EL students and students with disabilities will receive quality classroom instruction and the supports needed to achieve academic growth.</p> <p>Monitoring will occur via support team documents and products.</p>		\$0
		<p><b>Curriculum Modifications</b></p> <p>In all core classes, identify curriculum modification needs using pre-assessment strategies, and use data results to “frontload” concepts, in particular content vocabulary, where high levels of below proficient prerequisite skills are identified.</p>	<p>Struggling students will demonstrate more success on daily tasks and on formative and summative data.</p>		\$0
		<p><b>Incorporate Language Components Across the Curriculum</b></p> <p>To intentionally support our EL students, teachers will incorporate the four language components in daily instruction – reading, writing, listening, and speaking. Teachers will incorporate activities where students are encouraged to talk to each other.</p>	<p>Observations and walkthroughs will document this intentional focus. EL students will gain the much-needed practice in the four language components which will result in academic growth.</p>		\$0

**5: Quality of School Climate and Safety**

<p><b>Goal 5:</b></p> <ul style="list-style-type: none"> <li><b>By 2025, Morton Middle School will increase the quality of school climate and safety index to 75 as measured by KSA. Current level is 67.5.</b></li> </ul>		
<p>Which <b>Strategy</b> will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed</i></p>	<p>Which <b>Activities</b> will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes</i></p>	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible</p>

<p><i>below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP 1: Design and Deploy Standards</a></li> <li>• <a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li>• <a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li>• <a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li>• <a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li>• <a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	<p><i>activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none"> <li>• <a href="#">KCWP1: Design and Deploy Standards Classroom Activities</a></li> <li>• <a href="#">KCWP2: Design and Deliver Instruction Classroom Activities</a></li> <li>• <a href="#">KCWP3: Design and Deliver Assessment Literacy Classroom Activities</a></li> <li>• <a href="#">KCWP4: Review, Analyze and Apply Data Classroom Activities</a></li> <li>• <a href="#">KCWP5: Design, Align and Deliver Support Classroom Activities</a></li> <li>• <a href="#">KCWP6: Establishing Learning Culture and Environment Classroom Activities</a></li> </ul>	<p>for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1</p> <p><b>By 2025, Morton Middle School will increase the quality of school climate and safety index to 75 as measured by KSA. Current Indicator Score is 67.5.f</b></p>	<p>KCWP 6 – Establishing Learning Culture and Environment</p> <p><b>Ensure the school environment is a safe, caring, and supportive space where students have optimal opportunities for academic success.</b></p> <p><b>Culture and Climate</b></p>	<p><b>School-wide Expectations</b> Teachers will teach students our school PBIS structure – Be Ready, Be Responsible, Be Respectful.</p> <p><b>PBIS Team</b> The PBIS team will plan activities to build relationships and reward students for positive behavior.</p>			<p>\$0</p> <p>PBIS Budget</p> <p>\$0</p>
		<p><b>Teacher/Parent Task Force</b></p>			<p>\$0</p>

		A climate parent/teacher Task Force was formed to review and analyze QSCS student data.			
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# Morton Middle - 2024-2025 Phase One: Executive Summary for Schools\_09202024\_10:09

2024-2025 Phase One: Executive Summary for Schools

**Morton Middle School**  
**Twanjua Jones**  
1225 Tates Creek Rd  
Lexington, Kentucky, 40502  
United States of America

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## Table of Contents

<u>2024-2025 Phase One: Executive Summary for Schools</u>	3
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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?

Morton Middle School is a diverse and supportive community nestled in the Chevy Chase area, just off Tates Creek Road. Morton Middle School offers a welcoming and inclusive learning environment and we believe in fostering strong, positive relationships with our students and families. Our Positive Behavior Intervention Supports (PBIS) program has earned Gold status for the 2023-2024 school year.

Our diverse student body, representing a variety of backgrounds and cultures, creates a rich and vibrant learning community. With a current enrollment of 613 students, our demographics include:

White: 55%

Black: 18%

Hispanic: 17%

Other: <10%

Our teaching staff is equally diverse, featuring both traditional and non-traditional educators. This unique blend of experience and perspectives provides our students with a well-rounded education. From seasoned teachers to recent graduates pursuing advanced degrees, our staff is committed to helping every student reach their full potential.

### School Stakeholders

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

Morton Middle School uses a collaborative approach to leadership. We are committed to fostering leadership development among various stakeholder groups. Our collaborative leadership model involves:

#### **Instructional Leadership Team (ILT):**

**Members:** Twanjua Jones (Principal), Kris Ann Creteau and Eric Sanford (Assistant Principals), Adam Layne (Dean of Students), and Vicki Yates (Instructional Specialist)

**Meetings:** Twice weekly

**Focus:** Academics and behavior

**Data Collection:** A standardized tool is used for walkthroughs to identify areas of excellence and improvement. Data is analyzed and presented during meetings to encourage collaboration and problem-solving.

### **School Leadership Team (SLT):**

**Members:** Includes ILT, guidance counselors, department chairs, and grade-level teacher leaders

**Meetings:** Monthly

**Focus:** Reviews behavior and academic data, recommends solutions for improvement, and oversees the CSIP process.

**Role of Members:** Distribute information to their respective teams and gather input for potential solutions.

### **School-Based Decision Making (SBDM) Council:**

**Members:** Four parents, six teachers, and two administrators

**Meetings:** Monthly on the fourth Tuesday at 5:00 PM in the school media center

**Agenda:** Focuses on school improvement, including behavior and academic data aligned with CSIP goals.

**Role:** Parents and teachers actively support established goals and contribute to ongoing school improvement efforts.

### **School Committees:**

Morton Middle School relies on the valuable contributions of teachers, parents, and community members to drive school improvement. Our committees meet monthly or bimonthly at 5:30 PM to address specific areas of focus.

**FACE (Family and Community Engagement):** This committee promotes collaboration between the school and community.

**CSIP (Comprehensive School Improvement Plan):** This committee develops and oversees the school's improvement plan.

**PBIS (Positive Behavior Intervention Supports):** This committee focuses on promoting positive behavior and addressing behavioral challenges.

**AVID (Career and College Readiness):** This committee supports students' academic and career goals.

**School Climate:** This committee works to create a positive and supportive school environment.

**Ad-Hoc Committees:** We also form temporary committees as needed, such as the Hispanic Heritage Committee and the 8th Grade Promotion Committee.

By involving a diverse range of stakeholders, Morton Middle School creates a collaborative and effective leadership structure that drives positive change and supports student success.

### School's Purpose

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

Morton Middle School believes in nurturing excellence and individuality

**Vision:** Exemplary Learning: No Excuses, No Exceptions

**Mission:** Morton Middle School is dedicated to fostering academic excellence and cultivating individual strengths and talents in a safe, supportive environment where respect for diversity and the rights of others is paramount.

We uphold our long tradition of academic excellence by living out our mission daily. You are guaranteed a world-class education. Morton offers a comprehensive education that includes core content areas, exploratory courses, and electives. Our advanced Math, English, and World Language courses provide opportunities for students to earn high school credits. Additionally, we offer a variety of practical living career studies, such as Green Architecture, Coding, Energy and Environment, Medical Detectives, and Emergency Procedures. For those with artistic inclinations, Morton provides distinguished band, orchestra, and fine arts electives.

We also are committed to preparing students for success at the next level of learning. Morton is committed to preparing all students for college and career success. We advocate for challenging our students to achieve mastery and beyond. Our AVID program, now in its first year, integrates effective learning strategies across all grade levels. We maximize every learning opportunity, from Academic Enhancement and Academic Leadership to before- and after-school Extended School Services.

### 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.

### Key Achievements and Areas for Growth



### **Recent Accomplishments:**

**KSA Green Status School:** Recognized for excellence in Kentucky School Accountability.

**Gold Status PBIS School:** Demonstrated effectiveness in promoting positive behavior.

**Distinguished KMEA Ratings:** Achieved top honors for Band and Orchestra.

**Highest Attendance:** Ranked highest among Fayette County Public Schools middle schools.

**Athletic Excellence:** Won the 2023 Division II Lacrosse City Championship and the 6th Grade Girls Basketball City Championship.

**Academic Success:** Produced 1st, 2nd, and 3rd place winners in the Martin Luther King Essay Contest.

**Cultural Celebration:** Hosted a successful Hispanic Heritage Celebration.

**Individual Athletic Achievements:** Featured an individual Girls Cross Country Fayette County Public Schools Champion and a 2nd place Boys Cross Country team.

### **Areas for Improvement:**

**Narrow the Achievement Gap:** Reduce the achievement gap in academics for each sub-population by at least 1%.

**Increase School Attendance:** Improve overall school attendance by 2%.

**Reduce Novice Rates:** Decrease the number of students identified as novice in Special Education and English Language Learners.

By focusing on these areas, Morton Middle School can continue to build upon its successes and provide an even more equitable and supportive learning environment for all students.

### **Additional Information**

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

Morton Middle School is dedicated to providing a world-class educational experience for every student. To achieve this goal, we prioritize closing the achievement gap between all student groups and ensuring that all scholars receive rigorous, standard-based instruction. We are committed to attracting and retaining the best and brightest teachers to create a nurturing and inspiring learning environment.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: The Needs Assessment for  
Schools\_10082024\_10:37

2024-2025 Phase Two: The Needs Assessment for Schools

**Morton Middle School**  
**Twanjua Jones**  
1225 Tates Creek Rd  
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## Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	9

## **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.

We held our CSIP goal review on October 10, 2024 and our CSIP Committee met to address our Need Assessment on October 22, 2024.

On October 29, 2024, we will hold a data review and analysis of 23-24 KSA results will be held as well as to determine what to capture in our needs assessment including all stakeholders.

#### **Review of Previous Plan**

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

The data demonstrates that we are in need of a few areas of refocus; therefore, so strategies and activities are still being utilized by stakeholders from the previous CSIP and others will be refined to address GAPS. We will continue to be intentional about quality teaching, mastery learning, and building relationships to help all our students reach proficiency.

## 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.

The 2023-24 KSA assessment data indicates significant progress for Morton students, particularly in the realm of English Language Learners, who no longer require targeted school interventions. This is a testament to the perseverance of our students and staff. However, while our English Learners plus Monitored subpopulation showed notable growth in all tested areas, they still lag behind in reading (49th percentile) and math (54th percentile).

Similarly, our African American subpopulation, despite improvements, still has room for growth, particularly in writing (Performance Index Score of 80). To address these persistent achievement gaps, we will:

- **Analyze Data Deeply:** Conduct a thorough analysis of all data sources to identify specific areas of need.
- **Collaborate Effectively:** Engage in collaborative discussions with stakeholders to gain diverse perspectives.
- **Identify Barriers:** Proactively seek out and address obstacles hindering student learning.
- **Implement Proven Strategies:** Employ engaging classroom strategies, effective discourse, and high-quality questioning to foster growth for all students.

## 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.

#### Attendance:

- Average student attendance rate for 2023-24 was 93.36%, a decrease of approximately 2% from the previous year.

#### Discipline:

- The number of student referrals decreased significantly by 64% in 2023-24, with a notable reduction among African American males.

#### Climate:

- Overall, Morton is a green school based on the climate /safety survey.
- However, African Americans has expressed some concerns regarding the climate of the school. As evidenced on Question #21 Students from this school respect each other's differences (i.e., gender, culture, race, religion, ability) with an index score of 36.8.
- Question #23 - Bullying is NOT a problem for this school is the area of most concern with an index of 37.7.

#### 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 Student Assessment. The school has a high percentage of gap learners.

A priority for our staff is to move all students out of the novice category. We are certainly concerned about our subpopulations that consistently have high numbers of Novice scores that are higher than our P/D scores. This school year we will intentionally focus on our neediest subpopulations to identify gaps in content as well as high-yield instructional strategies, which include student discourse and higher order questioning, that will address the individual needs of all our students.

### **Reading:**

- 19% of all Morton students are novice in reading as compared to 65% P/D.

The novice rate for all our subpopulations is too high in reading.

- African American 38%
- Hispanic 36 %
- EL plus monitored 49%
- Disability 43%

### **Math:**

- 23% of all Morton students are novice in math as compared to 53% P/D.

Like reading, the novice rate for all subpopulations is too high in math.

- African American 35%
- Hispanic 42%
- EL plus monitored 54%
- Disability 48%

### **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.

#### **Morton Middle School:** *A Tradition of Excellence*

Morton Middle School has a long-standing commitment to academic excellence. Our dedicated teachers are collaborative, motivated, and data-driven, fostering strong relationships with students and families.

## Key Achievements:

Strong Academic Performance: KSA Assessment Scores: Morton consistently outperforms district and state averages in all content areas.

Accountability Rating: Our overall rating of 76.2 places us in the Green category.

Reading and Math: Strong performance, with overall indices of 81.5 and 70.7, respectively.

Social Studies: Significant portions of students are proficient or above.

Writing: Exceptional performance, with over three-quarters of students achieving P/D and an overall index of 92.0.

## Future Focus:

Building on our successes, Morton will continue to prioritize:

- Supporting Diverse Learners: Increasing academic achievement for students with disabilities, English learners, and African American students.
- Mastery Learning: Implementing strategies to ensure deep understanding of core concepts.
- Quality Teaching: Enhancing instructional practices to maximize student learning.
- Strong Relationships: Building strong bonds between teachers, students, and families.

With a focused approach and a commitment to excellence, Morton Middle School is poised to become a top middle school in the state.

## 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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Key Core Work Processes for Novice Reduction



Morton 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.

See Key Core Work Processes for Novice Reduction attachment for specifics.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Core Work Processes for Novice Reduction		• 7
 <a href="#">Morton Key Elements 24-25</a>		• 7



2024-2025 Phase Two: School Assurances\_10082024\_10:31

2024-2025 Phase Two: School Assurances

**Morton Middle School**  
**Twanjua Jones**  
1225 Tates Creek Rd  
Lexington, Kentucky, 40502  
United States of America

## Table of Contents

<u>2024-2025 Phase Two: School Assurances</u>	3
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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: Morton

**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 faculty, staff, students and community of Morton Middle School are committed to academic excellence and the cultivation of individual strengths and talents in a safe, supportive environment where individual differences and respect for the rights of others guide school and community behavior.**

**Focus Area 1**

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

**Focus Area 3**

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



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

**Strategic Plan Priority Areas are:**

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**

**Describe Strategic Plan Priority Areas:**

**Strategic Plan Priority Areas are:**

- **Student Achievement**
- **Diversity, Equity, Inclusion and Belonging**
- **Highly Effective and Culturally Responsive Workforce**

**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:**

**The identified focus areas are aligned with the Fayette County Public Schools CDIP goals including Reading, Math, Science, Social Studies, Combined Writing, Achievement Gap, English Learner Progress, Post-secondary Readiness, and Graduation Rate.**



### Professional Learning Development Tools

[FCPS Professional Learning Timeline Brief 2024-2025](#)

[FCPS Professional Learning Timeline 2024-2025 At-A-Glance](#)

[FCPS Logic Model](#)

[FCPS Monitoring and Evaluation Framework](#)

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

### Focus Area 1

#### Focus Area 1 Objectives

##### Short-Term Changes:

- A. **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.
- B. **Knowledge:** Teachers and school administrators will develop an understanding of the **PLC+ Framework** and associated **Five Key Questions**.

##### Long-Term Changes:



- A. **Behavior:** Teachers and school administrators will consistently apply their PLC knowledge and skills utilizing a PDSA model effectively to improve student learning.
- B. **Skill:** Teachers and school administrators will use the PLC+ Framework for the planning and implementation of student learning as well as their own professional learning leveraging collective efficacy.

### Focus Area 1 Intended Results

#### Student Outcomes:

- **By 2025, *Morton Middle School* will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 58%.**
- **By 2025, *Morton Middle School* will increase Math proficient and distinguished level to 61% as measured by KSA. Current level is 51%.**
- **By 2025, *Morton Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 30%.**
- **By 2025, *Morton Middle School* will increase Social Studies proficient and distinguished level to 64% as measured by KSA. Current level is 56%.**
- **By 2025, *Morton Middle School* will increase Combined Writing proficient and distinguished level to 75% as measured by KSA. Current level is 71%.**

#### Educator Beliefs:

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



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

**Educator Practices:**

- All certified teachers participate in a collaborative team.
- Collaborative teams meet at least weekly. Teams agree upon the meeting agenda and provide it for all members prior to the meeting.
- Collaborative teams establish norms, review the norms at the beginning of each meeting, and have a mechanism for holding team members for adhering to the norms.
- Collaborative teams create long-term and short-term SMART Goals and action plans based on students' needs that align with school and district goals. They will revisit their SMART Goals and reflect on the successes and revise practice as indicated by progress toward SMART Goals.
- Collaborative teams report progress made toward their goals to the building administrator(s) at least quarterly.
- Collaborative teams will move through the PLC Continuum and will self-assess their effectiveness and progress two times a year.
- Collaborative teams focus on improving the learning for all students.

**Focus Area 1 Monitoring**

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

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- i. Collaborative teams will complete the PLC Continuum Self-Assessment
  - ii. Teachers, school administrators, chiefs
  - iii. Two times a year
- i. Schools will monitor the implementation of PLCs through observations using the PLC Efficacy Feedback Rubric
  - ii. Teachers, school administrators, chiefs
  - iii. Two times a year
- i. Collaborative teams will provide access to their meeting notes, agendas, and data analysis.



- ii. Teachers, school administrators, chiefs
- iii. Each meeting

- i. The district will provide a needs assessment to determine the current state and next steps for PLCs
  - ii. Teachers, school administrators, chiefs
  - iii. Twice yearly
- i. Student monitoring tools and processes
  - ii. Teachers, school administrators, chiefs
  - iii. Each meeting
- i. Literacy integration - unit frameworks
  - ii. Teachers, school administrators,
  - iii. Each meeting
- i. MAP and Common Unit Assessments
  - ii. Teachers, school administrators
  - iii. Three times yearly, each unit

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

**Clarifying What Students Must Learn**

- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are essential for students to learn.
- The PLC team consistently implements a system to work through curriculum materials to identify outcomes that are “nice to knows,” but don’t deserve priority attention.
- 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 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.

### **Monitoring Each Student's Learning**

- The PLC team implements a system to identify level of mastery before beginning to teach.
- 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.

### **Turning Data Into Information**

- The PLC team implements a system to frequently analyze multiple sources of data to inform decisions about curriculum and instruction.
- The PLC team analyzes trends within and between student groups to inform decisions about equitable teaching and learning practices.
- The PLC team implements a system for using data to identify professional learning needs.
- The PLC team implements a system for using data to inform MTSS decisions and practices.

### **Providing Students with Systematic Interventions and Extensions**

- 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.

### **Interventions**

- 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 share one promising instructional strategy for reteaching essential outcomes.
- The PLC team consistently implements a system to identify one instructional strategy for teaching concepts that was ineffective.



- 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.

### **Extensions**

- The PLC team consistently implements a system to maintain lists of students who demonstrate mastery of essential outcomes on unit pretests.
- The PLC team consistently implements a system to maintain lists of additional concepts that can extend student thinking for each essential outcome.
- The PLC team consistently implements a system to share one promising instructional strategy for providing extension of essential outcomes.
- The PLC team consistently implements a system to develop sets of challenge tasks for each essential outcome that students who are working beyond the required curriculum can complete independently.
- The PLC team consistently implements a system to develop additional assessment to measure progress after extensions have been delivered.
- The PLC team consistently implements a system to utilize evidence-based digital tools for delivering short extension lessons for excelling students.

### **Focus Area 1 Targeted Audience**

The targeted audience is the principal, assistant principals, and teachers 6-8

### **Focus Area 1 Resources**

Staff: chiefs, directors, specialists, coaches, principals, assistant principals, teachers

Funding: Title II, District PLC Network 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*



Professional Learning Support from Vendors: N/A

Release Time: N/A

### **Focus Area 1 Ongoing Supports for Implementation**

FCPS will initiate phase three of our PLC work as a districtwide team including district administrators, specialists, coaches, school administrators, teachers, and classified staff. 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 directors, specialists, and coaches will provide district leadership, principals, APs, ILs and PLC teams professional learning and networking opportunities to develop and implement plans for scaling out PLC networks to enhance effective PLC practices to minimally include: teaching and learning practices, assessment analysis processes, students' opportunities to respond to learning and become assessment capable learners.
2. OAS directors, specialists, and coaches will provide principals, APs, ILs and PLC teams professional learning and network opportunities to support teachers in backward lesson design and integration of Kentucky Interdisciplinary Literacy Practice (KLIP) across all content areas. The support of the backward lesson design process will include the FCPS instructional design models and creation of exemplar student responses.
3. Teachers and classified employees will lead ongoing districtwide role-specific professional learning networks and PLCs driven by continuums. (Deeper Learning, P.E./Health, Fine Arts, World Language, Stem, Gifted and Talented, Library/Media, CTE, EL, and District Administrative Assistants)



## 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:** Teachers and school administrators learn strategies for Tier I differentiation through the FCPS Acceleration Model.

**Knowledge:** Teachers and school administrators develop an understanding of culturally responsive teaching.

**Knowledge:** CTE teachers will develop an understanding of instructional best practices with the guidance of industry.

#### **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:** Teachers use culturally responsive teaching as a framework for changing educational outcomes for culturally and linguistically diverse learners and develop a climate in which all students' backgrounds, experiences, and cultures are honored, building a stronger and more diverse school community.

**Behavior:** CTE teachers will consistently implement instructional best practices.



## Focus Area 2 Intended Results

### Student Outcomes:

- **By 2025, *Morton Middle School* will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 58%.**
- **By 2025, *Morton Middle School* will increase Math proficient and distinguished level to 61% as measured by KSA. Current level is 51%.**
- **By 2025, *Morton Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 30%.**
- **By 2025, *Morton Middle School* will increase Social Studies proficient and distinguished level to 64% as measured by KSA. Current level is 56%.**
- **By 2025, *Morton Middle School* will increase Combined Writing proficient and distinguished level to 75% as measured by KSA. Current level is 71%.**
- **By 2025, 100% of EL students will grow by at least .5 in their composite score.**

### 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?**

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**

- i. Navigator website  
ii. Teachers, school administrators  
iii. Weekly
  
- i. DLM, SLI, TLI and New Teacher Orientation training materials and attendance  
ii. Teachers, school administrators  
iii. Per meeting
  
- i. Support team meeting documents and products  
ii. Teachers, school administrators  
iii. every 4-6 weeks
  
- i. MAP and Common Unit Assessments  
ii. Teachers, school administrators, chiefs, OAS directors  
iii. Three times yearly, each unit
  
- i. Data resources (i.e. walkthrough tool, subgroup data, universal screening data, progress monitoring data)  
ii. Teachers, school administrators  
iii. Weekly
  
- i. CTE Instructional Frameworks  
ii. Teachers, school administrators  
iii. Ongoing



- i. CTE PSR documents
  - ii. Teachers, school administrators, CCR Coaches, District CTE Team
  - iii. Yearly
  
- i. CTE Size, Scope, and Quality (Perkins V)
  - ii. Teachers, school administrators, District CTE Team
  - iii. Yearly

**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 all district administrators, school leadership teams, and teachers from all levels.



## Focus Area 2 Resources

Staff: chiefs, directors, 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.

#### [Optional Extension](#)

### **Focus Area 4**



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

**Focus Area 3 Objectives**

<p><b>Short-Term Changes:</b></p> <p><b>Knowledge:</b> Families will develop an understanding of how to establish family reading routines for Spanish-speaking parents and their children at their school site. It involves vocabulary development and English language development for parents and their children. This engages parents in reading with their children, reflects the experiences of Latino families, and is centered around universal themes.</p>	<p><b>Long-Term Changes:</b></p> <p><b>Behavior:</b> Parents will understand how they can support learning at home increasing parent participation and literacy skills.</p>
<p><b>Knowledge:</b> Teachers, administrators, student support staff, and administrative staff will develop an understanding of a family engagement framework, theories and best practices.</p>	<p><b>Attitude/Behavior:</b> All staff will consistently exhibit best practices grounded in core beliefs and a framework for family engagement.</p>
<p><b>Knowledge:</b> Teachers, administrators, student support staff, and administrative staff will develop an understanding of family engagement strategies.</p>	<p><b>Behavior:</b> All staff will consistently utilize family engagement strategies that will support student learning in and outside the classroom.</p>
<p><b>Knowledge:</b> Teachers, administrators, student support staff, and administrative staff will develop an understanding of Family Literacy Model components: adult education, children's education, parent time and PACT (Parent and Child Together) Time.</p>	<p><b>Attitude/Behavior:</b> Schools beginning implementation will consistently exhibit practices that reflect the Family Literacy Model.</p>
<p><b>Knowledge:</b> Teachers and school administrators will develop an understanding of strategies that remove barriers to instruction related to behavior, mental health, and social emotional learning.</p>	<p><b>Behavior:</b> Administrators and Teachers will consistently utilize varied strategies that remove barriers of instruction related to behavior, mental health, and social emotional learning. These strategies are used across tiers of instruction and throughout varied school settings based on student needs.</p>



**Knowledge:** All staff will develop an understanding that employee wellness involves having a strong support network, feeling connected to other people, and experiencing a sense of belonging.

**Skill:** Staff learn strategies for incorporating social wellness activities into their daily lives.

**Knowledge:** All FCPS staff and students will develop their equity IQ through courageous conversations, challenging the status quo, and making equity enhanced decisions.

**Behavior:** All FCPS staff and students will consistently uphold a belonging enriched environment.

**Focus Area 3 Intended Results**

**Student Outcomes:**

- **By 2025, *Morton Middle School* will increase Reading proficient and distinguished level to 69% as measured by KSA. Current level is 58%.**
- **By 2025, *Morton Middle School* will increase Math proficient and distinguished level to 61% as measured by KSA. Current level is 51%.**
- **By 2025, *Morton Middle School* will increase Science proficient and distinguished level to 45% as measured by KSA. Current level is 30%.**
- **By 2025, *Morton Middle School* will increase Social Studies proficient and distinguished level to 64% as measured by KSA. Current level is 56%.**
- **By 2025, *Morton Middle School* will increase Combined Writing proficient and distinguished level to 75% as measured by KSA. Current level is 71%.**

**Educator Outcomes:**

By 2025, Fayette County Public Schools will ensure 100% of FCPS staff will have access to family engagement professional learning.



By 2025, Fayette County Public Schools will ensure 100% of FCPS staff will have access to PBIS, Trauma-Informed, Mental Health, and Social Emotional professional learning.

By 2025, Fayette County Public Schools will ensure 100% of FCPS staff will be able to recognize and describe which dimensions of wellness are their strengths as well as which dimensions are areas for growth.

**Educator Beliefs:**

- Educators believe in equity of access and opportunity.
- Educators embrace the four core beliefs of family engagement.
- All staff believe they have ownership in their overall wellness.

**Educator Practices:**

- All staff will engage and support school-based family engagement teams.
- School's family engagement team will meet regularly with FACE liaisons for support.
- Schools will participate in annual self-assessments.
- Schools will distribute annual family surveys and utilize feedback to support family engagement goals.
- Teams will identify family engagement goals that align with school, district, state and federal guidelines.
- Connect family engagement to practices that are linked to learning, culturally-responsive, asset based, collaborative, interactive and relational.
- School PBIS teams will meet regularly.
- School distribution of the Student Code of Conduct.
- All staff will have organic conversations about wellness.

**Focus Area 4 Monitoring**

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

**Who is responsible for gathering data?**

**How frequently will it be analyzed?**



- i. Annual school/district family survey
  - ii. Teachers, school administrators
  - iii. Annual
  
- i. School self-assessments
  - ii. School-based family engagement teams
  - iii. Bi-annual (pre/post)
  
- i. Family engagement self-efficacy professional learning surveys
  - ii. District administrators and NCFL
  - iii. Ongoing based on learning modules
  
- i. ELEVATE platform
  - ii. Teachers, school administrators
  - iii. Weekly
  
- i. Attendance/ participation
  - ii. Teachers, school administrators
  - iii. Per meeting
  
- i. Student Support Contact Log, Tier 1 PBIS Report, Suspension Comparison Report, FRYSC Contact Log, Aperture (DESSA) Report, etc.
  - ii. District Student Support Team, District Mental Health Specialist, School Administrators, Social Emotional Learning Leads, etc.
  - iii. Quarterly
  
- i. Staff Wellness Survey
  - ii. Director of Employee Wellness
  - iii. Yearly
  
- i. Belongingness Survey for staff
  - ii. Chief of Unity, Belonging, and Student Efficacy
  - iii. Yearly



- i. Belongingness Survey for students
- ii. Chief of Unity, Belonging, and Student Efficacy
- iii. Yearly

**Focus Area 3 Indicators of Success** (Please describe in detail.)

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

Morton family engagement teams will meet regularly.

The school will have an increase in students scoring within the “typical” to “strength” range as measured by the DESSA.

The school will have an increase in the school climate and safety indicator as measured by the Kentucky Summative Assessment.

The school will have a decrease in the number of in and out of school suspensions.

Family Engagement Plans will be established for Mortonl.

**FACE**

**Process Conditions:**

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative • Interactive



**Organizational Conditions:**

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

**Build and enhance the capacity of educators and families in the “4 C” areas:**

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

**Educators Are Empowered to:**

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

**Families Engage in Diverse Roles:**

- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models



## **Dimensions of Wellness**

### Emotional Wellness

- Coping effectively with life and creating satisfying relationships

### Environmental Wellness

- Good health by occupying pleasant, stimulating environments that support well-being

### Financial Wellness

- Satisfaction with current and future financial situations

### Intellectual Wellness

- Recognizing abilities and finding ways to expand knowledge and skills

### Occupational Wellness

- Personal satisfaction and enrichment derived from one's work

### Physical Wellness

- Recognizing the need for physical activity, sleep, nutrition

### Social Wellness

- Developing a sense of connection, belonging, and a well-developed support system



## Spiritual Wellness

- Expanding our sense of purpose and meaning in life

## **Unity, Belonging, and Student Efficacy**

### Evolution of Self and Systems

- Courageous Conversations
- Challenge the Status Quo
- Develop Equity IQ
- Equity Enhanced Decision Making

### Capacity Building of Staff and Students

- Continuous Growth and Learning
- Innovative Actions
- Elevate Student Voice
- Activate Diverse Perspectives

### Dynamic-Data Informed Continuous Improvement

- Measures of Accountability
- Monitor DEIB Indicators
- Analysis by Demographics

### Eliminate Disparities Through Sustainable Practices

- Intentional Collaboration with District Offices
- Structures to Identify and Address Disparities



- Shared Accountability

### Focus Area 3 Targeted Audience

The targeted audience is all students, families, and district staff.

### Focus Area 3 Resources

Staff: Morton family engagement team, all staff, FACE director, FACE district liaisons, chiefs, associate directors, coordinators, program managers, coaches, principals, assistant principals, teachers, Staff Wellness leads, Employee Wellness specialists, Employee Wellness director, Chief of UBSE, and UBSE specialists

Funding: Title II, family and community engagement, Safety Tax, Safe Schools, Title IV, FRYSC, ARP Funds, Stronger Connections Grant

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

Instructional Resources: *Beyond the Bake Sale*, *Powerful Partnerships*, MTSS Guidance Document, SAMHSA Substance Abuse and Mental Health Services Administration resources, Guidance Document for Addressing Biased-Based Acts of Aggression, and Student Code of Conduct

Professional Learning Support from Vendors: NCFL, Prichard Committee for Academic Excellence, KY Collaborative for Families & Schools, I Define Me Movement, Building Blocks of Brilliance, National Center for Youth Issues (NCYI), The Executive Learning Lab, Solution Tree, Safe and Civil Schools, The



Ridge Behavioral Health System, AccuTrain, Midwest PBIS Network, Inner Resources, School Connect, National Association of Schools Psychologist, Aperture Education, Breathe for Change, and FitTeach

### **Focus Area 3 Ongoing Supports for Implementation**

1. The Family and Community Engagement (FACE) department in collaboration with the Multilingual department will identify and provide opportunities for students/families to engage in culturally responsible and multilingual family literacy programs.
2. The FACE department with support of District Family and Community Engagement Liaisons will:
  - Support Morton and its community to engage families in supporting their students' academic and career planning through Individual Learning Plans.
  - Create a facilitation/communication model that engages all stakeholders (students, families, schools, staff and community) in consistent dialogue that supports student success.
  - Develop and implement a model of support and professional learning for all staff utilizing the Dual-Capacity Framework for Home-School Partnerships.
  - Create a system of support that aligns with the adopted framework, Dual-Capacity Framework for Home-School Partnerships.
  - Establish intentional processes and structures of resources that align supports to students, families, schools and staff.
  - The FACE director will partner with National Center for Families Learning (NCFL) to provide ongoing professional learning networks facilitated by FACE district liaisons.
  - Support school-level FACE Action Plans.
3. The Student Support team will use school level data including, but not limited to in and out of school suspension days per 100 and percentage of students suspended, and the DESSA screener data, to determine next steps and "just in time" supports to principals and school teams based on a continuum of support.
4. The (Employee Wellness) director and specialists will:
  - Work with school-based Wellness Team Leads to build capacity and provide resources across eight dimensions of wellness.
  - Help employees who are facing life challenges that interfere with optimal wellness in work or personal lives.
  - Promote preventive wellness initiatives and provide rapid response for employees who are facing emotional or mental health challenges in their day to day lives.



5. The UBSE office provides support to teachers, staff, students, leaders, families and all district departments in areas related to diversity, equity, inclusion, and belonging.
6. UBSE Specialists within the UBSE Office are assigned to specific schools as noted below and serve as the first line of support for teachers and students. Support Opportunities for school and district departments may include:
  - One to One UBSE Consultation
  - Small Team UBSE Consultation
  - Individualized UBSE Plan School/Department
  - Collaborative UBSE Plan
  - UBSE Coaching
  - UBSE Mediation
  - Professional Learning
  - School/Department UBSE Equity Review

[Optional Extension](#)