2020-21 Executive Summary

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

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. 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?

For the 2020-21 school year, the student population has dropped some because of the pandemic situation. We have several students who went to private school or homeschool, and hope they will return when it is safe. We are currently educating approximately 760 students. Our current student enrollment consists of 57% Caucasian, 21% African-American, 11% Hispanic, 4% Asian, 7% other. Roughly 48% of the student population qualifies for free or reduced lunch, 5% are designated as English Language Learners, and 11% receive special education services.

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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

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

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

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes

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of low student performance and resource inequities.

n/a

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

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

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Continuous Improvement Diagnostic

Southern Middle School
Kevin Payne
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Lexington, Kentucky, 40517
United States of America

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2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

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Kevin Payne- September 30, 2020

2020-21 The Needs Assessment

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

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Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

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Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

At Southern Middle we review, analyze, and apply data results through multiple teams and committees. Our administration team and teachers have access to multiple forms of data including Assessment (KPREP, MAP, ACCESS, Imagine Learning, District Assessments for Collections, EnVision and Amplify) as well as classroom assessment and school wide learning checks. Our Professional Growth and Effectiveness Administrator leads Data PLC's 2 times a month with grade levels to analyze and review data and discuss next steps. Math and ELA teachers also meet in PLC's with our PGE admin to go more in depth with the data as well. Our PGE admin also reviews and analyzed data with the Curriculum, Assessment and Instruction Committee (meets monthly, the SBDM (meets monthly) and works with assessment data and progress monitoring data with our Reading and Math intervention teachers monthly. Documentation of these different meetings and Professional Learning Communities can be found in the monthly minutes of each department/committee/council on their google drive. Minutes are also submitted to administration as well.

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Current State

.   . Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Based on our 2018-2019 KPREP-Data: 63% of students are Proficient/Distinguished in Reading 43.7% of students are Proficient/Distinguished in Math 35.4% of students are Proficient/Distinguished in Science 59.9% of students are Proficient/Distinguished in Social Studies 30.1% of students are Proficient/Distinguished in Writing -58.5% of African Americans were apprentice or novice in reading (this is a 4.3% decrease from the previous year) -80.9% of African Americans were apprentice or novice in mathematics (this is a 3% increase from the previous year) -81.3% of ELL students are apprentice or novice in reading -86.5% off ELL students are apprentice or novice in mathematics -76.6%-of IEP students are apprentice or novice in reading (this is a 7.5% decrease from the previous year) -86.1%-of IEP students are apprentice or novice in mathematics (this is a 4.8% decrease from the previous year) - 51.2% of Economically Disadvantaged students are apprentice or novice in reading. -73.4% of Economically Disadvantaged students are apprentice or novice in mathematics. Current Non-Academic State: The following data is our PBIS data and the data is pulled from Infinite Campus and eOS: At the end of the 1st 9 weeks of the 2019-2020 school year our school wide employability was 98.84%. 95% (791 students) are at or above 95% employability. 82% (687 students) are at or above 98% employability. Per Infinite Campus Data

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provided by FCPS to our PBIS committee SMS has saved 74 instructional days compared to 2018-2019 for students in SAFE and or Suspended through the month of September. SMS also has had a 57% decrease in Office Referrals from 2019-20 to 2018-

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Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Over the past several years our ELL population has been a concern academically, this is the first year in multiple years that we have not been identified as a TSI group for ELL. Although we have not been identified as a TSI school for any of the gap groups SMS still has to make it a priority to increase Proficiency in all areas of our Gap Groups. SMS was identified as having a Significant Gap with our Students with Disabilities Gap Group as compared to our White subgroup. Below are the percentages of Novice and Apprentice for each sub group in our Gap group. 58.5% of African Americans were apprentice or novice in reading (this is a 4.3% decrease from the previous year) -80.9% of African Americans were apprentice or novice in mathematics (this is a 3% increase from the previous year) -81.3% of ELL students are apprentice or novice in reading -86.5% off ELL students are apprentice or novice in mathematics -76.6%-of IEP students are apprentice or novice in reading (this is a 7.5% decrease from the previous year) -86.1%-of IEP students are apprentice or novice in mathematics (this is a 4.8% decrease from the previous year) - 51.2% of Economically Disadvantaged students are apprentice or novice in reading. 51.2% of Economically Disadvantaged students are apprentice or novice in reading. -73.4% of Economically Disadvantaged students are apprentice or novice in mathematics. During the 2018-2019 school year, the suspension rate for All Students, including African American was well above the national norm.

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Trends

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

There is a discrepancy between the number of students who are suspended and or are in SAFE of African American students compared to our whole population and white student subgroup. Over the past 3 school years we have increased Proficient/ Distinguished in 8th grade On Demand Writing over time. SMS had 30.1% Proficient/Distinguished during the 2018-2019 school year, this was an increase of about 3% compared to last year (4 years ago SMS only had approximately 13% P/D). Over the past 2 academic years SMS has increased the percentage of students scoring Proficient/Distinguished in Reading, however, math has flat lined and or decreased.

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Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes 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](#)
[KCWP 5: Design, Align and Deliver Support](#)
[KCWP 6: Establishing Learning Culture and Environment](#)

For the 2019-2020 school year SMS is going to continue with "Establishing a Learning Culture and Environment" as a focus for Southern Middle School. We will assess and analyze PBIS data/procedures, parental communication, classroom management, and cultural responsiveness as we try to improve our overall learning environment. At SMS we have made strides the past few years in these areas, but still see them has high priority if we want to take the next steps in student success. For this school year we continue PBIS and are new to using the eOS (emplyability system) which we are seeing positive change with so far in the first 2 months of the school year. We will also focus on KCWP 5: Design, Align and Deliver Support" in the area of mathematics at all three grade levels. We have an intentional focus this year on increasing proficiency by moving our kids out of apprentice (41% of our students fall in apprentice category)

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Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

The 2018-2019 KPREP Reading data shows reading as a strength at SMS for the whole school as well as individual Gap groups. -41.5% of our African American students are Proficient/Distinguished in Reading, this is a 4.3% increase from the year before. -23.4% of our Students with Disabilities are Proficient/Distinguished in reading, this is a 7.5% increase from the year before. 13.8% of our students with Disabilities are Proficient/Distinguished in math, this is a 5.2% increase from the year before. -18.6% of our ELL students were Proficient/Distinguished in reading, this is a 7.8% increase from the year before. According to NWEA MAP data SMS also had high growth with their students from the Fall assessment in 2018 to the Fall of 2019. 92.2% of students met/exceeded the projected growth target in math and 94.8% of students met/exceeded the projected growth target in reading.

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 School Assurances

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2020-21 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.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- No
- N/A

COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

SMS is not a Title 1 school.

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

SMS is not a Title 1 school.

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

SMS is not a Title 1 school.

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

SMS is not a Title 1 school.

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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

SMS is not a Title 1 school.

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan 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 Code of Federal Regulations (CFR) 200.26.

    ○ Yes

    ○ No

    ● **N/A**

  COMMENTS

SMS is not a Title 1 school.

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan 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

SMS is not a Title 1 school.

9. 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

SMS is not a Title 1 school.

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

○ Yes

○ No

● **N/A**

COMMENTS

SMS is not a Title 1 school.

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

SMS is not a Title 1 school.

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

○ Yes

○ No

● **N/A**

COMMENTS

SMS is not a Title 1 school.

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

     ○ Yes
     ○ No
     ● **N/A**
COMMENTS

SMS is not a Title 1 school.

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

     ○ Yes
     ○ No
     ● **N/A**
COMMENTS

SMS is not a Title 1 school.

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

     ○ Yes
     ○ No
     ● **N/A**
COMMENTS

SMS is not a Title 1 school.

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

○ Yes
○ No
● **N/A**
<u>**COMMENTS**</u>

SMS is not a Title 1 school.

17. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

○ Yes
○ No
● **N/A**
<u>**COMMENTS**</u>

SMS is not a Title 1 school.

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

● **Yes**
○ No
○ N/A
COMMENTS

21. 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

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

○ Yes
○ No
● **N/A**
COMMENTS

SMS is not a Title 1 school.

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that 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

SMS is not a Title 1 school.

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, 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

SMS is not a Title 1 school.

25. 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

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning,

review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that 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

SMS is not a Title 1 school.

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

○ Yes
○ No
● **N/A**
COMMENTS

SMS is not a Title 1 school.

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

○ Yes
○ No

- **N/A**

COMMENTS

SMS is not a Title 1 school.

29. 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).

o Yes

o No

- **N/A**

COMMENTS

SMS is not a Title 1 school.

30. 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).

o Yes

o No

- **N/A**

COMMENTS

SMS is not a Title 1 school.

31. 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

32. The school educates teachers, specialized instructional support personnel, principals, and 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

33. 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

We have Family Resource Center but do not have public pre school because we are a middle school.

34. 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

35. 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

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Professional Development Plan

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools_10282020_09:47 - Generated on 01/10/2021

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2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to [704 KAR 3:035](#), which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

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

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

Southern Middle's top two priorities for professional development are "Implicit Bias" and "Technology".

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3. How do the identified **top two priorities** of professional development relate to school goals?

At SMS we are working to lower suspension/referral rates, specifically with our students of color. The Implicit Bias training that we have implemented in our plan will cause teachers to reflect and look at their own practices. It will also give them ways to reach and understand ALL students. We feel this will directly connect to this goal. As we are in the middle of a pandemic we have yet to return to in-person learning. This means that our only way to instruct students is through technology. Giving teachers continuous training with this will help improve instruction and student learning, which directly ties to our academic goals this school year.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The objective of our Implicit Bias trainings is to provide staff members with an awareness and understanding of implicit racial bias.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result of this training include the following: -Student will make trust their teachers more and make better connections with them -Educators will understand their students better and believe that ALL students can learn. They will also realize that student behavior is often tied to a child's background. This will directly help teachers make connections with ALL of their students.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Our indicators of success will be referral data for the 2020-21 school year. If we continue to see a drop in suspensions it will be a good indicator that our culture and teacher awareness is improving.

4d. Who is the targeted audience for the professional development?

The targeted audience for the professional development is administrators, teachers, and support staff.

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4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The entire school community is impacted by this professional development, including students, parents, teachers, support staff, and administrators.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

No resources are needed to support this professional development. However, the district is providing extra training for all staff which does support our efforts greatly.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

The Implicit Bias Training is ongoing and will continue throughout the year. Each month administration will touch base with the staff and support in anyway needed. The district is also providing training to support the implementation of these practices.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored through completion rates, referral data, and classroom observations.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The objectives of our technology trainings are to provide staff members with a greater knowledge of technological tools to increase student success and engagement.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended result of this training include the following: -Student will be more engaged in their virtual learning and continue to make academic progress.

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-Educators will understand educational technology better and be efficient using it in their classroom. This will directly impact student engagement and academic growth.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Our indicators of success will be Teacher Observations, MAP, Savaas, and Imagine Learning data for the 2020-21 school year. If we see continued growth it will be a good indicator that our virtual instruction is doing well.

5d. Who is the targeted audience for the professional development?

The targeted audience is teachers and support staff.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

The entire school community is impacted by this professional development, including students, parents, teachers, support staff, and administrators. This school year virtual learning is impacting everyone, so these trainings will be necessary and beneficial.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

No extra resources are needed. The district and our SMS staff will lead technology trainings that positively impact student growth and engagement. Trainings will revolve around our new Learning Platform, Canvas, as well as teacher specific needs.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Administration and teacher leaders will support staff throughout the school year at staff and professional development meetings. We will also have optional trainings throughout the year for teachers to attend. Lastly, our TRTs will be available at all times to provide technology support to any staff who needs it.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of

data analysis.

The professional development will be monitored through summative/formative assessments and classroom observations.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

n/a

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Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Closing the Achievement Gap

Southern Middle School
Kevin Payne
400 Wilson Downing Rd
Lexington, Kentucky, 40517
United States of America

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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

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I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the Achievement Gap Group spreadsheet and attach it.

See attached.

ATTACHMENTS

Attachment Name

🗎 SMS PD Plan

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

The culture and climate of Southern Middle School continues to a positive one as well as continues to improve. During the 2019-20 school year, one strategy SMS has continued to implement related to our gap population in order to try and close the achievement gap is Novice Mentoring for students who have scored Novice in reading and/or math. This provides the students to have a point of contact person in the school who mentors them and builds an individual relationship with the students. We are also using some of our ESS funds this year to tutor students who fall in the same gap categories in reading and math on Tuesdays.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

At Southern Middle we were proud to see tremendous growth from our African American, ELL, and students with Special Needs. This is through hard work of teachers and the use of evidence based practices identified throughout our CSIP. As a school we are no longer identified as TSI.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Based the 2018-19 KPREP data school year we were not identified as a TSI school in any areas. This shows the growth and improvement all of our GAP groups have made. We are excited to see results from the programs and practices we have put into place. Overall, our students of 2 or more races and Hispanic performed exceptionally well versus the norm.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

SMS had no significant GAP with our ELL students. ELL students have a large percentages of Apprentice and Novice in both reading and math. They are also one of the gap groups which has the lowest percentage of Proficient/Distinguished

students. We are very pleased with the growth these students have made and now look forward to pushing them farther.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Staffing continues to be a hurdle that we keep facing. We will be looking at our fourth new ELL teacher in the last four years and that makes it difficult. We will move back up to 1.0 and that is best for students, and the district allowed us to be apart of the interview process which we hope will give us some stability the next several years.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

At SMS we have committees and departments that all decisions run through. For the GAP Goals we speak with our Curriculum Department which consists of our Department Chairs. They get information from teachers and parent members from their committees. We also consult with our SBDM and survey families through email. Also, we design professional development to meet the needs of our GAP groups. Lastly, throughout the year we have family night and invite input from all stakeholders.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Attached. Our plan addresses technology needed to assist our students in each GAP group, but more importantly includes SEL and implicit bias training. This has helped grow our staff's knowledge of other people/cultures which has transformed our building.

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III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Attached.

ATTACHMENTS

Attachment Name

📄 SMS PD Plan

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Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

Attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ SMS Gap Goals	Goals for our GAP populations.	• III
⊞ SMS Gap Group Populations	Lists the number of student we have in each gap group.	• I
📄 SMS PD Plan	Describes the professional development that SMS will have during the 2020-21 school year.	•

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.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- 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
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: Increase the Proficiency rating from 72.7 to 77.63 (2.46 annually) by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Increase Proficiency rating from 72.7 to 75.16 by 2021.	**KCWP 2 Design and Deliver Instruction** What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?	All math teachers will use Envisions curriculum with fidelity.	Increased percentages of proficiency on district required assessments throughout the year.		
			Math Teachers will attend District provided Envision Professional Developments throughout the 2018-19 school year.		FCPS
			Walkthrough Data from administrators and district math staff.		
	KCWP 2 Design and Deliver Instruction What strategies and programs are implemented in classrooms/schools and how do you measure their Effectiveness on student achievement?	All ELA teachers will embed a close reading passage from the Collections series a minimum of 2 times per unit.	Increased percentages of proficiency on the District required Collections Assessments.		
			Walkthrough Data from administrators and district ELA staff.		
Objective 2					

Goal 2: Increase the separate academic indicator rating from 64.5 to 69.6 (2.5 annually) by 2021.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective: Increase the combined percentage of students scoring Proficient/Distinguished in Science from 35.8 to 40.8 by 2021.	**KCWP 2: Design and Deliver Instruction:** What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement?	All Science teachers will use Amplify curriculum with fidelity.	An increase of student proficiency on Amplify District Assessment throughout the school year.		FCPS
			District Walkthrough Data and SMS Administration Walkthrough Data.		
Objective 2					

Goal 3: Decrease the number of subgroups identified as a significant gap from 1 to 0 by 2021.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Raise the gap rating for Special Education Students from 30.6 to 37.0 by 2021.	**KCWP 2: Design and Deliver Instruction:** What systems of collaboration are in place in order to meet the Tier I educational needs of all students?	Participate in district recommended co-teaching initiative to support special education teachers and Co-Teaching implementation.	Observation data from External Coach, Internal Coach and administration walkthroughs. Increase in growth and proficiency of students with disabilities served in co-teaching classrooms as measured by MAP and the statewide summative assessment		FCPS
	KCWP 5: Design, Align and Deliver Support: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Evidence based strategies will be used in small group pull outs for students in co-teaching classes with IEP's an average 1 time a week.	Decrease in Novice Scores on Fall and Spring Learning Checks and District assessments. Walkthrough data by administration, Special Education Department Chair and ACC.		
	KCWP 5: Design, Align and Deliver Support: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Resource Math will use Success Maker with identified students according to MAP and progress monitoring data	Increased percentage of students meeting Growth on the Winter and Spring MAP, district and classroom assessments		ESS Funding paid for SuccessMaker Licences
	KCWP 5: Design, Align and Deliver Support:	Resource ELA teachers will use FLEX with identified students	Increased percentage of students meeting Growth on the Winter		FCPS

Goal 3: Decrease the number of subgroups identified as a significant gap from 1 to 0 by 2021.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	according to MAP and progress monitoring data	and Spring MAP, district and classroom assessments.		

Goal 4: Increase school's growth rating from 53.9 to 60.0 (3.05 annually) by 2021.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Increase school's growth rating from 53.9 to 56.9 by 2021.	**KCWP 5: Design, Align, and Deliver Support:** What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	ESS money will be used to identify and tutor at risk students a minimum of once a week to address GAPS in math.	Increased scores on MAP, district and classroom assessments		ESS Funding
	KCWP 5: Design, Align, and Deliver Support: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Students performing in the bottom 25th percentile in reading intervention and ELL classes on multiple measures will use Reading Plus a minimum of two times a week.	Progress Monitoring data will show evidence of student progress/closing skill gaps.		FCPS Paid for ELL Reading Plus Licenses

SMS paid for RTI Reading Plus Licenses |
| | **KCWP 5: Design, Align, and Deliver Support:** What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? | Students performing in the bottom 25th percentile in math intervention classes on multiple measures will use Success Maker a minimum of two times a week. | Progress Monitoring data will show evidence of student progress/closing skill gaps. | | ESS Funding paid for SuccessMaker Licences |
| | **KCWP 5: Design, Align, and Deliver Support:** What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? | Tier 1 Math and Reading Teachers will work on specific gap skills according to MAP and classroom assessment data during Academic Leadership a minimum of 3 times a week. | Targeted students will go up two points growth on Winter MAP and targeted students will meet year's growth on the Spring MAP test. | | |

Goal 4: Increase school's growth rating from 53.9 to 60.0 (3.05 annually) by 2021.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
			SuccesMaker data will be monitored by PGE Admin and analyzed with math teachers.		ESS Funding paid for SuccessMaker Licences
	KCWP 6: Establishing Learning Culture and Environment: What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students?	Ensure ongoing professional development on Culturally Responsive Teaching & Learning (CRTL) through school and district supported training.	Walkthrough Data from FCPS Google walkthrough form.		
			Completion of Professional Development Activities		
			A decrease in the amount of time out of class (SAFE hours and Suspension Days) as compared to the 2018-2019 school year.		
	KCWP 6 Establishing Learning Culture and Environment: What processes are in place to communicate with students in order to address barriers to learning?	All students who performed Novice in both Reading and Math on KPREP will have a Novice mentor.	Novice Students will meet year's growth on the Spring MAP test.		
			Novice Students will increase a proficiency level on the 2018-19 state assessment.		
Objective 2					