



KDE Comprehensive School Improvement Plan

Whitley County Middle School
Whitley County

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TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 6

Notable Achievements and Areas of Improvement 7

Additional Information 9

2015-2016 Goals and Plans

Overview 11

Goals Summary 12

Goal 1: Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54% in 2015 to 72.4% in 2019 13

Goal 2: Increase the average combined reading and math K-PREP scores for middle school students from 58.5% to 74.3% in 2019 15

Goal 3: Increase the percentage of students who are college and career ready from 58.5% to 74.3% by 2019 16

Goal 4: Set a baseline for proficiency in World Language while maintaining or increasing the individual Program Review scores in Arts and Humanities, Writing, and Practical Living/Career Studies. 17

Goal 5: The percentage of students scoring novice in math will decrease by 50% by 2020 18

Goal 6: The percentage of students scoring novice in reading will decrease by 50% by 2020 20

Goal 7: Increase Tell Survey rating from 87.5% to 95% by 2016 on question, "Teachers feel comfortable raising issues and concerns that are important to them." 23

Activity Summary by Funding Source 24

Phase I - Needs Assessment

Introduction 31

Data Analysis 32

Areas of Strengths 34

Opportunities for Improvement 35

Conclusion 37

Phase II KDE Compliance and Accountability - Schools

Introduction 39

Planning and Accountability Requirements 40

Phase II KDE Assurances - School

Introduction 53

Assurances 54

Phase I - The Missing Piece

Introduction 60

Stakeholders 61

Relationship Building 62

Communications 63

Decision Making 65

Advocacy 67

Learning Opportunities 68

Community Partnerships 69

Reflection..... 70

Report Summary..... 71

Improvement Plan Stakeholder Involvement

Introduction..... 73

Improvement Planning Process..... 74

School Safety Report

Introduction..... 78

School Safety Requirements..... 79

Equitable Access Diagnostic

Introduction..... 82

Needs Assessment..... 83

Equitable Access Strategies..... 85

Questions..... 88

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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?

Whitley County Middle School, located in Williamsburg, Kentucky, currently serves 576 students, grades 7-8. Whitley County Schools are located in Eastern Kentucky. Whitley County incorporated an educational system in 1818. In the beginning of the organized system, there were four high schools located throughout the county. In an effort to best serve all students, Whitley County combined to form one centrally located high school. Later, construction of a second school on this campus was combined to make Whitley County Middle School.

Whitley County Middle School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. The county has a population of approximately 35,766 people. The demographic make up of our area has not changed noticeably over the past 3-5 years. It is 97.1% white, 0.8% black, 0.3% Indian, 0.4% Asian, 1% Hispanic/Latino, and 1.3% are identified as two races or more. The per capita income in the past 12 months is \$15,960 - well below the state average of \$23,462. Of the county's population, 26.0% is below the poverty level. This is much higher than the 18.8% state average. When reviewing the income levels of our county, a notable discrepancy can not be overlooked; the median household income for Whitley County is \$29,769 while the median household income for all Kentuckians is \$43,036. Our families are and the students we serve are held to the same standards and expectation as those across the state; however, they are earning \$13,267 less than other households across the state. Furthermore, Whitley's median value of owner-occupied housing units is \$71,500, while Kentucky's median value of owner occupied housing is \$120,400. Seventy-six percent of our students qualify for free or reduced lunch. Although we have a high poverty student population, we intend to do what we can to continue to be a high-performing school. Another important fact is that our county has 24.1% of its population is under 18 years of age. Since this is almost a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large.

Whitley County Middle School is located on central campus along with Whitley Central Primary and Whitley County High School. Our school is served by one principal, two assistant principals, one guidance counselor, one librarian, one speech pathologist, 42 certified classroom teachers, one school nurse, two comprehensive care counselors, six instructional assistants, one FRYSC coordinator, one FRYSC assistant, one office manager, one attendance clerk, two secretaries, five custodians, and seven cafeteria staff. Our campus has a walking track, numerous athletic fields, outdoor classroom, and nature/fitness trail.

Whitley County Middle School takes pride in offering a challenging curriculum and students have the opportunity to excel with a curriculum which includes honors classes. WCMS believes that all students can learn and achieve mastery of the academic expectations. In order to achieve mastery, our school is privileged to participate in the Gear Up Program which allows our students a hands-on approach to improve achievement and become college and career ready. Our vigorous curriculum, prepares our students with essential skills necessary for a successful future.

Even though we are a school system located in a high-poverty area, we continue to move toward proficiency and are a distinguished, progressing district. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). The concept of College and Career Readiness is new for the area and a shift in cultural ideal as well as the climate must embody the importance of being successful adults.

School's Purpose

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.

The vision of Whitley County Middle School is to provide our students with the opportunities and expectations to achieve academic excellence. Each student will become a life-long and independent learner. In addition, it is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in each of our classes. We offer our students numerous extracurricular opportunities including Gear Up Programs. Our curriculum is aligned with state standards and offers a variety of strategies to enhance student achievements, while developing them into 21st century learners. It is our goal for all students to be successful and reach their academic goals and full potential. Our mission statement is a culmination of an original vision statement from several years ago and has been reinvented to reflect College and Career Readiness for All. Our district's overall guiding message of "Making Great Things Happen" has become our school's motto for success.

We are excited to have the opportunity to enhance student learning with highly qualified teachers and programs. Through our Gear Up Program, we offer tutoring services and opportunities to visit colleges. As we provide educational opportunities, students will be able to learn regardless of learning style. Our goal is to reach all learners and prepare them for high school and their future endeavors.

CLUBS & ORGANIZATIONS: Academic Team and Future Problem Solvers Team, Art Club, Band, BETA Club, Christian Youth Club, VPA, 4-H Club, Gear Up (Enrichment, Tutoring Services, College & Career Opportunities)

ATHLETICS: Football, Basketball (Boys & Girls), Baseball, Softball, Cheerleading, Cross Country (Boys & Girls), Golf (Boys & Girls), Soccer (Boys & Girls), Wrestling, Volleyball, Tennis (Boys & Girls), Track & Field (Boys & Girls)

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.

Currently we have the status of a Distinguished Middle School for the 2014-2015 Unbridled Learning: College and Career Readiness for All. According to our district's administration data analysis: "Our strengths related to student learning at the middle school level are in the area of social studies, math, and reading. The percentage of students scoring in the Proficient/Distinguished category was above the state average in the achievement areas of social studies (+11.8%), reading (+14.5%), math (+6.8%). To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings and will continue to provide job-embedded professional learning and opportunities for continuous professional growth.

Whitley County Middle School has many accomplishments for the past three years. In the 2011-2012 school year, WCMS overall score was 54.7 and classified as a needs improvement school. After addressing several areas of concern, WCMS 2012-13 scores improved to 58.1 overall score with a classification of needs improvement/progressing meeting our Annual Measurable Objective. With these achievements in mind, we also continued to have several areas of needed improvement. On the 2012-2013 K-PREP assessment, our overall score did improve to 67.7. Our notable areas of improvement included writing on-demand and explore. Also, we focused on our math, social studies, reading, and science content areas.

In 2014-15, we made huge gains and improved our scores to an overall score of 70.4. We are classified as a Distinguished/High Performing School and ranked in the 90 percentile in Kentucky. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the state.

Whitley County Middle School will make necessary adaptations to improvement areas throughout the school year. In order to increase student achievement and ensure that all of our students acquire essential skills necessary to function as productive citizens, Whitley County Middle School will implement successful programs and use a variety of teaching strategies.

Teachers at WCMS assess their students within each content specific area using a common assessment and MAP, Measures of Academic Progress, thus providing a standard based analysis of student performance. The MAP results give a breakdown of student weaknesses to allow teachers to address those needs. This data will drive our instructional practice.

WCMS teachers meet bi-monthly within his/her specific teams to analyze assessment data, review student performance and progress, and address concerns or issues within the individual team's student body.

Students that have misconducts for missing assignments and other misbehaviors will receive after-school detention. All WCMS students that receive after-school detention will use this time to complete missing assignments and work on the Carnegie Math Program.

WCMS science teachers will be working alongside the districts 6th grade teachers and the high school teachers to align the science curriculum. This will enabled our students to get specific content that will be aligned throughout each grade level and better prepare them for SY 2015-2016

the ACT that will be taken at the high school level. Science teachers have also included several charts and graphs into their curriculum.

Our school uses data room/PLC meetings for teachers to review student progress data. Those students with concerns are placed on a Watch List. Students that are performing exceptionally well are placed on an Above and Beyond List. Each student from the area watch list is met with individually to discuss those concerns and address needs identified. Also, these students are additions to our Gear Up Program. The students placed on the Above and Beyond List are recognized by administration.

Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners.

WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to Pin Point remedial instruction. We have a math teacher in the math lab each morning at 7:05 to help students with the rigorous math curriculum.

All students at WCMS participate in research based reading instruction. Our reading programs include Corrective Reading, Reading Coach, and Jamestown Navigator. Also, WCMS, is using MAP (Measure Academic Achievement) results to target specific student needs.

Our plans to improve the areas of need included scheduling an early release day in October and a professional development day in November. Each school used this time to disaggregate data and analyze the released KPREP data in their PLC's. Celebrations, areas of concern, and plans for improvement were identified and have been talking points in weekly PLC's. In addition, we offer other instructional including Study Island, Cognitive Tutor, Homework Help, Gear Up Tutoring.

Whitley County Middle School utilizes technology on a school-wide basis with six computer labs along with laptop and I-pad sets with wireless capabilities for student use. All of our classrooms have Smart boards with projectors and workstations with internet access. Document cameras are in each math room and special education classrooms. MAP testing is completed three times a school year to determine student growth and student needs for each student. Study Island is also used to reinforce learning and technology-enhanced item types to promote higher-order thinking and inquiry. It provides practice, review, and reinforcement of the Kentucky state standards.

Additional Information

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

Whitley County Middle School strives to provide the students of Whitley County with a distinguished educational environment to enhance student learning and growth. Our teachers, staff, and educational opportunities provide our students with the foundation needed to become successful 21st century learners.

Our school has a small group of teachers, across disciplines, who act as advisors to team teach our students. Our students are taught to solve and interpret, rather than memorize facts. We encourage our students to explore new areas and pursue interests.

Our Data Room Meetings have had a tremendous impact on the overall school climate and culture allowing teachers to focus on the individual needs of their students. The teachers also have an opportunity to discuss with team members best practices and share professional ideas with one another to help with instructional delivery. Weekly PLC meetings allow the teachers to have some of the same discussions with other department area teachers as well. Whitley County Middle School scored above state average in the areas of Reading, Math, Science, Social Studies and Writing On-Demand allowing us to receive bonus points on the school report card for many areas. Novice rates in each of those areas were well below state average as well. Our academic team has won district for two consecutive years. We had 100% participation by our faculty on the TELL Survey. Our school is part of the Gaining Early Awareness and Readiness for Undergraduate Programs, Gear Up which gives students several opportunities and focuses heavily on the Early Intervention and College Awareness Program. This program provides a guarantee of financial aid to low-income students. The program is used in middle school to show them the benefits of higher education by college and career awareness and college visits. Also, this program provides enrichment services and tutoring services during and after school.

2015-2016 Goals and Plans

Overview

Plan Name

2015-2016 Goals and Plans

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54% in 2015 to 72.4% in 2019	Objectives: 1 Strategies: 6 Activities: 7	Organizational	\$0
2	Increase the average combined reading and math K-PREP scores for middle school students from 58.5% to 74.3% in 2019.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$75000
3	Increase the percentage of students who are college and career ready from 58.5% to 74.3% by 2019	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
4	Set a baseline for proficiency in World Language while maintaining or increasing the individual Program Review scores in Arts and Humanities, Writing, and Practical Living/Career Studies.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$0
6	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 4 Activities: 10	Organizational	\$0
7	Increase Tell Survey rating from 87.5% to 95% by 2016 on question, "Teachers feel comfortable raising issues and concerns that are important to them."	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54% in 2015 to 72.4% in 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 54% to 55.8% by 06/30/2016 as measured by KPREP delivery targets..

Strategy 1:

Data Room - Teachers will meet bi-monthly in data rooms to discuss student performance on both formative and summative assessments. Teachers will then decide if students need to be placed on the watch list based on those discussions. Also, students on watch lists are encouraged for tutoring services offered through our Gear Up Program.

Category: Integrated Methods for Learning

Research Cited: Data-Driven Instruction

Activity - Collaboration among teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Room Meetings. Teachers meet in areas to discuss student improvement and needs. Students not reaching mastery are identified on watch lists and provided additional instruction and educational support.	Academic Support Program	08/17/2015	05/30/2016	\$0	No Funding Required	Teachers and administrative staff

Strategy 2:

Assessments - All teachers will use Multiple Choice and Constructed response questions as their primary mode of summative assessments. Each assessment will be created in a PLC setting and used consistently throughout grade levels. All students will take a MAP Assessment, Measures of Academic Progress, to find out each student's individual strengths and weaknesses. Then, instruction will be driven by these results.

Category: Integrated Methods for Learning

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each department works together to develop common assessments that require students to use content knowledge. Teachers will then meet to discuss student progress on these assessments and plans on how to improve student progress.	Academic Support Program	08/17/2015	05/30/2016	\$0	No Funding Required	Content area teachers

Strategy 3:

Integration of Digital Learning - Integrate digital content into curriculum

Category: Continuous Improvement

Research Cited: Best Practices

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and make needed adjustments. (ie) AIMSweb, Smart Response System, Encyclomedia, BrainPop, Study Island, Carnegie Math, Map Test.	Technology	08/17/2015	05/30/2016	\$0	No Funding Required	Teachers, Principals

Strategy 4:

Parent Involvement - Encourage cooperation among parents, teachers, and the community to maximize instructional resources.

Category: Stakeholder Engagement

Research Cited: Data Analysis

Activity - Spotlight on Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host Spotlight on Students once each semester to incorporate parent involvement in the learning process. Spotlight on Students encourages parents and students to become more involved in the educational process. The school attracts families and students using displays of student work and a variety of programs. The FRYSC offers parents door prizes through drawings. During the spring Spotlight on Students, the choir will perform.	Parent Involvement	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principals, FRYSC, Counselor

Strategy 5:

Interventions - Math and Reading reports will be analyzed to determine placement in instructional program. To improve the math and reading gap, teachers, principals, and intervention teachers will review students' test scores to determine initial placement in instructional programs. The selected students will take an intervention math or intervention reading class based on their individual needs in order to increase their performance.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention program uses in-school math based instruction in small groups to reduce class size and individualize instruction which will help the students grow as learners. The intervention services will address the needs of students in the middle school who are struggling with mathematics.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principals

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners. The intervention services will address the needs of students in the middle school who are struggling with reading.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principals

Strategy 6:

Best Practice - Students will be placed in enrichment classes based on individual needs.

Category: Learning Systems

Research Cited: Data Driven Instruction

Activity - Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer students an enrichment opportunity based on individual needs in reading, math, science, and social studies.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principals, Counselor

Goal 2: Increase the average combined reading and math K-PREP scores for middle school students from 58.5% to 74.3% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all middle school students from 58.5% to 58.8% by 06/30/2016 as measured by K-PREP delivery targets..

Strategy 1:

Targeted Interventions - Teachers will review assessment data to analyze gaps in curriculum and determine instructional decisions accordingly.

Category: Continuous Improvement

Research Cited: KPREP data, Data Driven Instruction

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Team Leaders and team members analyze KPREP assessment results to determine gaps in instructional programming for students.	Other	08/17/2015	05/10/2016	\$0	No Funding Required	PLC Team Leaders, Principals, Curriculum Coordinator

Activity - Gear Up Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing extra academic support will be referred to Gear Up Colonels afterschool tutoring programs. (ie) Tutoring and various other enrichment opportunities.	Direct Instruction	08/17/2015	05/10/2016	\$75000	Other	Gear Up Program Specialist, Principals, Teachers

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Strategy 2:

Curriculum Alignment - Work with the district teachers to align the curriculum.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Common Core Standards in lesson plans.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers and Principals

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principals

Strategy 3:

Test Preparation - Students will be exposed to testing conditions for KPREP throughout the year.

Category: Continuous Improvement

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in KPREP test review throughout the year and participate in several scrimmage test sessions.	Other	08/17/2015	05/10/2016	\$0	No Funding Required	Faculty and staff, District team support, Principals, Counselor

Goal 3: Increase the percentage of students who are college and career ready from 58.5% to 74.3% by 2019

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all middle school students from 58.5% to 74.3% by 06/30/2016 as measured by KPREP delivery targets..

Strategy 1:

Survey Analysis - Teachers, principals, and other certified educators in our school will analyze the survey summary report to support sound educational policies and practices based on the data.

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Category: Continuous Improvement

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principals, and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principals, and certified educators

Strategy 2:

ILP - Students complete ILP's in 7th and 8th grade

Category: Career Readiness Pathways

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete Interest Inventory and choose career pathways. Students complete schedules for the next school year using their ILP.	Career Preparation/Orientation	08/17/2015	05/10/2016	\$0	No Funding Required	College and Career Readiness Teacher

Strategy 3:

Gear Up Program - Through the Gear Up Program, students will be introduced to various colleges and careers.

Category: Career Readiness Pathways

Activity - Gear Up Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school is part of the Gaining Early Awareness and Readiness for Undergraduate Programs (Gear-Up) which gives students several opportunities and focuses heavily on the Early Intervention and College Awareness Program. The program is used in the middle school to show them the benefits of higher education by college and career awareness and college visits. Also, this program provides enrichment services and tutoring services during and after school.	Career Preparation/Orientation	08/17/2015	05/10/2016	\$0	Grant Funds	Academic Specialist, Teachers, Principals

Goal 4: Set a baseline for proficiency in World Language while maintaining or increasing the individual Program Review scores in Arts and Humanities, Writing, and Practical Living/Career Studies.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, PL/CS, and writing by 06/30/2016 as measured by program review scores.

Strategy 1:

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment. The Program Review Evidence Managers will report findings to the SBDM Council at regular intervals.

Category: Continuous Improvement

Activity - Internal Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for rating. Members will identify and analyze gaps in program areas and determine steps for improvement.	Other	08/17/2015	06/30/2016	\$0	No Funding Required	Program Review Team, Principals

Activity - Implementation of lessons for Arts/Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers work with program managers to make sure all components are met. Each teacher will be responsible for specific lessons to meet the needs of the Program Review Components.	Academic Support Program	08/17/2015	05/30/2016	\$0	No Funding Required	Teachers & Principals

Goal 5: The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1:

Math Interventions - Students with low MAP scores will have two math classes. One will be fundamental math (PinPoint) and other will be grade level math. Also, students excelling in math will be in a Pre-Algebra class in 7th and an Algebra class in 8th in which they can earn high school credit.

Category: Continuous Improvement

Activity - PinPoint Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring lower on MAP are required to have two math classes. One of the classes is the grade level class and the other is Pinpoint Math. Pinpoint Math's complete intervention solution incorporates diagnostic assessment, targeted instruction, and progress monitoring - all necessary to improve mathematics performance among struggling students.	Academic Support Program	08/17/2015	05/10/2019	\$0	No Funding Required	Pin Point Math Teacher

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Carnegie Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core State Standards for Mathematics are designed to set a rigorous definition of college and career readiness. Carnegie Learning programs align to the Standards of Mathematical Practices, and encompasses a solution that accelerates students and teachers with a combination of Common Core-aligned worktexts, personalized software, and is a self paced computer program that reinforces math comprehension. Collaborative problem solving: Students work through problems together, planning and executing a solution strategy. Groups monitor and evaluate their progress and provide suggestions for changing course, if needed. Student-centered Classroom provides opportunities for students to present, justify, and defend their solutions and methods. Students exercise communication skills while exploring and analyzing the appropriateness of various strategies.	Academic Support Program	08/17/2015	05/10/2019	\$0	District Funding	Math Teachers
Activity - Gear Up Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear Up Program offers extra tutoring services in math four days a week in school and after school. Also, the program gives students several opportunities and focuses on the Early Intervention and College Awareness. The program is also used to show students the benefits of higher education by college and career awareness and college visits.	Academic Support Program	08/17/2015	05/10/2016	\$0	Grant Funds	Academic Specialist
Activity - PLC's and Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in weekly grade level PLCs. Teachers will document standards taught and identify gaps in instruction and work to implement new strategies to improve student growth in mathematics. Teachers will also discuss strategies that are working in their classroom to share and implement in other classrooms.	Academic Support Program, Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers, Principal, Curriculum Coordinator
Activity - MAP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers and Principals

Strategy 2:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines that are maintained by the state department.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration and SBDM Council
Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals
Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals
Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council and District Administrators

Goal 6: The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by School Report Card.

Strategy 1:

Reading Interventions - Students scoring low on MAP will have an extra reading class based on his/her individual needs.

Category: Continuous Improvement

Activity - Intervention Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Whitley County Middle School

SRA Corrective Reading Program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively. Students' skill development is designed to progress as they move from lower to higher levels. The development of skills in the comprehension component progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Reading Specialist
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Activity - MAP Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers and Principals

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in PLCs to analyze formative and summative reading assessment data, design, and plan best practice instructional activities and share progress.	Professional Learning	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers Principals Guidance Counselor Media specialist

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in KPREP practice test review throughout the school year and participate in several scrimmage test sessions.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers Principals Guidance Counselor Media Specialist District Support Team

Strategy 2:

Jamestown Reading - Jamestown Reading Series has created materials of reading to the learner at accessible readability levels. Their instructional techniques are research-based and the programs are flexible enough to allow for different learning styles and interests, while producing results in reading achievement. Students complete timed reading each day along with literature reading. Also, Word Journey books are used to increase vocabulary skills.

Category: Continuous Improvement

Activity - Jamestown Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Whitley County Middle School

Timed Readings are completed each day at the beginning of class to help students read faster and more fluently. Jamestown Literature books are used to help with student comprehension. Word Journey books are also used to help students with vocabulary skills.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Reading Teachers
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Strategy 3:

Study Island - Study Island provides practice, review, and reinforcement of the Kentucky State Standards. It provides instant feedback and built-in remediation to ensure differentiated support. Reading teachers will have students use this software once a week during lab time. Also, regular education teachers use it as reinforcement and review throughout the school year.

Category: Continuous Improvement

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is used in our classrooms to practice, review, and reinforce Kentucky Core Academic Standards. This program allows teachers to monitor student comprehension and provides teachers with insights on where to focus targeted instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	No Funding Required	Reading Teachers Regular Education Teachers Special Education Teachers

Strategy 4:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	12/16/2015	\$0	No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore and Principals
Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	12/16/2015	\$0	No Funding Required	Principals, SBDM Council and District Administrators

Goal 7: Increase Tell Survey rating from 87.5% to 95% by 2016 on question, "Teachers feel comfortable raising issues and concerns that are important to them."

Measurable Objective 1:

collaborate to ensure an 95% or above overall rating by by 05/10/2016 as measured by Tell Survey.

Strategy 1:

Survey Analysis - Teachers and administration in our school will analyze the survey summary report to and recommend sound educational policies and practices based on data.

Category: Stakeholder Engagement

Activity - Teacher and administration collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration in our school will meet to evaluate issues in the school that need to be changed and issues teachers are concerned about. Administration will address concerns and implement as needed.	Other	08/17/2015	05/10/2016	\$0	No Funding Required	Teachers and Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Carnegie Math	Common Core State Standards for Mathematics are designed to set a rigorous definition of college and career readiness. Carnegie Learning programs align to the Standards of Mathematical Practices, and encompasses a solution that accelerates students and teachers with a combination of Common Core-aligned worktexts, personalized software, and is a self paced computer program that reinforces math comprehension. Collaborative problem solving: Students work through problems together, planning and executing a solution strategy. Groups monitor and evaluate their progress and provide suggestions for changing course, if needed. Student-centered Classroom provides opportunities for students to present, justify, and defend their solutions and methods. Students exercise communication skills while exploring and analyzing the appropriateness of various strategies.	Academic Support Program	08/17/2015	05/10/2019	\$0	Math Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear Up Program	Students identified as needing extra academic support will be referred to Gear Up Colonels afterschool tutoring programs. (ie) Tutoring and various other enrichment opportunities.	Direct Instruction	08/17/2015	05/10/2016	\$75000	Gear Up Program Specialist, Principals, Teachers
Total					\$75000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Whitley County Middle School

Gear Up Program	The Gear Up Program offers extra tutoring services in math four days a week in school and after school. Also, the program gives students several opportunities and focuses on the Early Intervention and College Awareness. The program is also used to show students the benefits of higher education by college and career awareness and college visits.	Academic Support Program	08/17/2015	05/10/2016	\$0	Academic Specialist
Gear Up Program	Our school is part of the Gaining Early Awareness and Readiness for Undergraduate Programs (Gear-Up) which gives students several opportunities and focuses heavily on the Early Intervention and College Awareness Program. The program is used in the middle school to show them the benefits of higher education by college and career awareness and college visits. Also, this program provides enrichment services and tutoring services during and after school.	Career Preparation/Orientation	08/17/2015	05/10/2016	\$0	Academic Specialist, Teachers, Principals
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher and administration collaboration	Teachers and administration in our school will meet to evaluate issues in the school that need to be changed and issues teachers are concerned about. Administration will address concerns and implement as needed.	Other	08/17/2015	05/10/2016	\$0	Teachers and Administration
Use of Technology	Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and make needed adjustments. (ie) AIMSweb, Smart Response System, Encyclomedia, BrainPop, Study Island, Carnegie Math, Map Test.	Technology	08/17/2015	05/30/2016	\$0	Teachers, Principals
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals
Math	The intervention program uses in-school math based instruction in small groups to reduce class size and individualize instruction which will help the students grow as learners. The intervention services will address the needs of students in the middle school who are struggling with mathematics.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principals
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration and SBDM Council

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Implementation of lessons for Arts/Humanities	Teachers work with program managers to make sure all components are met. Each teacher will be responsible for specific lessons to meet the needs of the Program Review Components.	Academic Support Program	08/17/2015	05/30/2016	\$0	Teachers & Principals
Time Efficiency Study	Teachers, principals, and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/17/2015	05/10/2016	\$0	Teachers, Principals, and certified educators
PLC's and Team Meetings	All math teachers will participate in weekly grade level PLCs. Teachers will document standards taught and identify gaps in instruction and work to implement new strategies to improve student growth in mathematics. Teachers will also discuss strategies that are working in their classroom to share and implement in other classrooms.	Academic Support Program, Professional Learning	08/17/2015	05/10/2016	\$0	Teachers, Principal, Curriculum Coordinator
Data Driven Instruction	Each department works together to develop common assessments that require students to use content knowledge. Teachers will then meet to discuss student progress on these assessments and plans on how to improve student progress.	Academic Support Program	08/17/2015	05/30/2016	\$0	Content area teachers
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore and Principals
PinPoint Math	Students scoring lower on MAP are required to have two math classes. One of the classes is the grade level class and the other is Pinpoint Math. Pinpoint Math's complete intervention solution incorporates diagnostic assessment, targeted instruction, and progress monitoring - all necessary to improve mathematics performance among struggling students.	Academic Support Program	08/17/2015	05/10/2019	\$0	Pin Point Math Teacher
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration and SBDM Council
Scrimmage Testing	Students will participate in KPREP test review throughout the year and participate in several scrimmage test sessions.	Other	08/17/2015	05/10/2016	\$0	Faculty and staff, District team support, Principals, Counselor
Jamestown Reading	Timed Readings are completed each day at the beginning of class to help students read faster and more fluently. Jamestown Literature books are used to help with student comprehension. Word Journey books are also used to help students with vocabulary skills.	Academic Support Program	08/17/2015	05/10/2016	\$0	Reading Teachers

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Study Island	Study Island is used in our classrooms to practice, review, and reinforce Kentucky Core Academic Standards. This program allows teachers to monitor student comprehension and provides teachers with insights on where to focus targeted instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Reading Teachers Regular Education Teachers Special Education Teachers
MAP Reading	Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers and Principals
Reading Intervention	The intervention program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners. The intervention services will address the needs of students in the middle school who are struggling with reading.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principals
Enrichment	Offer students an enrichment opportunity based on individual needs in reading, math, science, and social studies.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principals, Counselor
ILP	Complete Interest Inventory and choose career pathways. Students complete schedules for the next school year using their ILP.	Career Preparation/Orientation	08/17/2015	05/10/2016	\$0	College and Career Readiness Teacher
Data Analysis	PLC Team Leaders and team members analyze KPREP assessment results to determine gaps in instructional programming for students.	Other	08/17/2015	05/10/2016	\$0	PLC Team Leaders, Principals, Curriculum Coordinator
Highly Qualified Report	Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
Intervention Reading	SRA Corrective Reading Program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively. Students' skill development is designed to progress as they move from lower to higher levels. The development of skills in the comprehension component progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.	Academic Support Program	08/17/2015	05/10/2016	\$0	Reading Specialist

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Lesson Plans	Utilize Common Core Standards in lesson plans.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers and Principals
Highly Qualified Report	Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	12/16/2015	\$0	Principals
Common Assessments	Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers, Principals
Internal Program Review	Program review team members meet periodically to identify appropriate evidence and calibrate evidence for rating. Members will identify and analyze gaps in program areas and determine steps for improvement.	Other	08/17/2015	06/30/2016	\$0	Program Review Team, Principals
MAP Math	Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers and Principals
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	12/16/2015	\$0	Principals, SBDM Council and District Administrators
Professional Learning Communities	Teachers will meet weekly in PLCs to analyze formative and summative reading assessment data, design, and plan best practice instructional activities and share progress.	Professional Learning	08/17/2015	05/10/2016	\$0	Teachers Principals Guidance Counselor Media specialist
Scrimmage Testing	Students will participate in KPREP practice test review throughout the school year and participate in several scrimmage test sessions.	Academic Support Program	08/17/2015	05/10/2016	\$0	Teachers Principals Guidance Counselor Media Specialist District Support Team
Spotlight on Students	The school will host Spotlight on Students once each semester to incorporate parent involvement in the learning process. Spotlight on Students encourages parents and students to become more involved in the educational process. The school attracts families and students using displays of student work and a variety of programs. The FRYSC offers parents door prizes through drawings. During the spring Spotlight on Students, the choir will perform.	Parent Involvement	08/17/2015	05/10/2016	\$0	Teachers, Principals, FRYSC, Counselor

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Principals, SBDM Council and District Administrators
Collaboration among teachers	Data Room Meetings. Teachers meet in areas to discuss student improvement and needs. Students not reaching mastery are identified on watch lists and provided additional instruction and educational support.	Academic Support Program	08/17/2015	05/30/2016	\$0	Teachers and administrative staff
Total					\$0	

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

The data disaggregation process was completed by PLC team leaders and team members in conjunction with the SBDM Council. The disaggregation included data by grade, by teacher, and by individual student. Our teams analyzed assessment data to help identify overall school trends and big areas of need that relate to standards or objectives. Our goals were determined by percentages of students in the proficient/distinguished category, growth and gap percentages, and delivery targets from 2014-2019. Recent assessment results and the school report card were the main sources of data. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports in order to identify objectives, strategies, and activities.

The questions we want to answer from the data:

1. Are there trends in certain areas?
2. Are there gaps in the curriculum and/or sub-groups?
3. Is student achievement being sustained between grade levels?
4. What are the areas of strengths and weaknesses?

Review of Assessment Data:

The data obtained by the Kentucky Performance Rating for Educational Progress assessment shows that Whitley County Middle School ranked at the 90th percentile and is classified as a Distinguished school. Growth points for Math were above the district by .4% and growth points for Reading were below the district by 2.2%. Also, we were above the state growth average in Math by 6.8% and above the state growth average in Reading by 14.5%. In Social Studies, growth points were above the district by 2% and above the state by 11.8%. Writing percentage points were 4.9 percentage points below the district and the state average.

Student Performance Levels:

68.3% scored P/D in Reading with 11.3% Novice

49.6% scored P/D in Math with 8.1% Novice

70.4 scored P/D in Social Studies with 4% Novice

34.3% scored P/D in Writing with 8.8% Novice

Disaggregated performance data reveals:

In Reading our schools were close by grade levels. Seventh grade scored 67.4% P/D with 10.7% Novice and eighth grade scored 69% P/D with 11.8% Novice. However in math, eighth grade had 21.1 more students score P/D with 2.9% less scoring Novice.

Review of Non-Academic Indicators:

At 93.6%, Whitley Middle's overall student attendance is comparable to the district, but .9% below the state average of 94.5%. Our retention rate, at .5%, is 1.3% below the state average and 3.4% below the district level. Our free and reduced lunch average of 78.7% is .7% above the district and 24.3% above the state's average of 54.4%. Based on the school's comprehensive improvement plan we met the goal of developing procedures to minimize routine, non-instructional duties for teachers to support the educational process and setting. Based on the 2015 TELL KY Survey, 85.7% of teachers agree the amount of paperwork has been minimized compared to 2013-2014. Efforts have been made to redistribute the responsibilities for paperwork requirements as a result of Program Review documentation and RTI evidence.

Specific teachers share the duties as program review managers for three of the five programs, then they meet with all teachers throughout the school year to obtain specific lesson plans to meet the standards of each component. Each teacher shares responsibility of implementing the content and lesson. An area of concern on the TELL KY Survey was that 84% of the teachers felt that parents/guardians supported them in a way that contributes to the success of the students. Based on the program review data we met the goal of 100% of students increasing their knowledge of Arts & Humanities, Writing, and Practical Living/Career Studies. WCMS earned the maximum score of 23 points.

Questions left unanswered by the data:

Because the results do not break down individual subjects into domains, the data does not reveal areas of need in relation to Common Core Standards. The results do not identify the types of questions on which students performed poorly. Item analysis of the assessment is not available. Therefore, we cannot determine specific domains of strength or weakness; nor can we evaluate whether poorly written questions or confusing assessment characteristics impacted assessment results. Also, because test data is reported by grade level rather than grouping students in homerooms, gaps in curriculum and instruction are more difficult to ascertain.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Whitley County Middle School has had many accomplishments for the past three years including scoring Proficient in the three areas of the school's program review for the 2014-2015 school year. We offer our students data driven instruction in reading through programs including Corrective Reading, Reading Coach, Study Island, Reading Works, and Jamestown Series. WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to PinPoint remedial instruction. WCMS is proud to provide students the opportunity to participate in after-school enrichment activities which include Gear Up that is focused on getting our students college and career ready.

Our most obvious area of strength is in Reading at both 7th and 8th grade levels. In Reading, our score is 68.3% which is 14.5% above state average. Our reading teachers have consistently high expectations for their students. They have developed activities and lessons to scaffold learning for students who need more structure, and they have created formative and summative assessments to identify instructional needs. These methods and strategies will continue throughout the school year.

According to the most recent school report card, Whitley County Middle School is above the state average in the percent of students scoring Proficient/Distinguished in the areas of Reading, Math, and Social Studies. Whitley County Middle School is working diligently to increase our percentage of students scoring Proficient/Distinguished in all areas. Our strengths are shown in Social Studies with our school being 11.8% above state average. Another strength is in Reading, with our school scoring 14.5% above state average.

Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners. Teachers at WCMS assess their students within each content specific area using a common assessment, thus providing a standard based analysis of student performances. For the 2013-14 school year, the board of education has implemented MAP (Measures of Academic Progress) The data will be analyzed and will drive our instructional practice.

Also, an alternative setting is available for students requiring a more structured environment with fewer students.

We have a thriving after-school program consisting of athletics, academic team, and Gear Up that have shown great success.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

Our improvement goals will focus on the following areas:

1. increasing the percentage of students scoring proficient/distinguished in on-demand writing
2. increasing the percentage of students scoring proficient/distinguished in math
3. increasing the percentage of students scoring proficient/distinguished in reading

Our first objective is for our school to improve our baseline gap. Our school's 2014-15 gap baseline is 55.6 and the 2015-16 delivery target is 60. Our goal is to demonstrate proficiency in on-demand writing by increasing students scoring proficient/distinguished from 41.1 to 47.6 by 9/30/16 as measured by KPREP data. We are implementing new writing strategies and working with writing specialist from the high school and board of education. Also, we have implemented a school wide writing plan across the curriculum. In PLC meetings, writing teachers are providing work samples to all content teachers.

PLC Teams meet weekly to discuss curriculum, instruction, and assessment. Team members work together to make changes to curriculum and contact parents as needed. The School Curriculum Coordinator meets weekly with Core Content Team Leaders to ensure the latest information is being shared with all team members.

PLC Teams meet to develop common assessments that are used on a bi-monthly basis. Common exams are administered in all core content classes.

Our special needs department will work together to monitor progress on a weekly basis using AimsWeb. They will work to increase the test scores among our special needs population. We will also staff a special needs teacher in the after-school program several days a week to cover tutoring services.

We will demonstrate proficiency in math of students scoring proficient/distinguished from 47.2 to 53.0 by 9/30/16 as measured by KPREP data. All math classes are taught using the Carnegie curriculum. Sixty percent of instructional time consists of introduction, modeling, and practicing content within the classroom setting. The remaining forty percent of instructional time is spent on Mathia: math teachers use the Mathia lab time as small group intervention for student mastery of math concepts and skills. Study Island is a completely web-based program built using state standards for all content areas. This program is utilized in several content areas. This school year, we have implemented math tutoring for all students that need it. The math curriculum is rigorous and we have math teachers here at 7:05 each morning to help any student that is struggling. WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to Pin Point remedial instruction.

WCMS teachers meet bi-monthly within their specific teams to analyze common assessment data, review student performance and progress, and address concerns or issues within the individual teams' student body.

Students that have misconducts for missing assignments and other misbehaviors will receive after-school detention. All WCMS students that receive after-school detention will use this time to complete missing assignments and work on the Carnegie Math Program. WCMS is fortunate to be able to have Gear Up in our school. Through Gear Up, we have hired a Language Arts teacher to work with our students four
SY 2015-2016

days a week. She offers tutoring services during the school day in math and writing.

Our school uses data room/PLC meetings for teachers to review student progress data. Those students with identified concerns are placed on Watch Lists. Each student from the area watch list is met with individually to discuss those concerns and address identified needs.

As identified by the K-PREP assessment, one area in need of improvement is writing. Our score was 34.3% which is 4.9% below the state and district average. During our flex time and team meetings, our primary focus has been writing. Each teacher has been implementing more writing and Language Arts teachers have been working with their team. Teachers will work with peer mentors and teacher leaders to evaluate and improve teaching efficacy in the area of writing. Teachers will also use Study Island to supplement their students' practice of skills in writing fluency. Students who do not improve in writing, will be working with our Gear Up Program, which will give them individualized instruction during and after the school day.

We will demonstrate proficiency in reading of students scoring proficient/distinguished from 60.0 to 64.5 by 9/30/16 as measured by KPREP data. All students at WCMS participate in research based reading instruction. Our reading programs include Corrective Reading, Reading Coach, and Jamestown Reading Series. Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners. Students are leveled in reading classes based on MAP scores. Each student is placed in class based on individual needs. During library time mini lessons on reading strategies have been added to enhance learning and practice skills.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

The process of evaluating our completed CSIP will involve continual review and refinement by PLC team leaders, the entire faculty, the school administration, SBDM Council, and other stakeholders. Implementation of the improvement goals included in our CSIP is expected to meet all school improvement goals including state and federal grant requirements. The plan is expected to serve as the primary focus for accessing resources to meet the needs of the entire school community and ultimately transform our school so that we maximize student achievement. Because the school staff and faculty, through the school's standing committees, were instrumental in designing the plan, ownership is ensured. Teachers and Instructional Staff Members, School and District Administrators, the School Technology Coordinator, the Youth Service Center Director, Employers, Community Members, Parents, Students, and all SBDM Council Members were involved in the development of and evaluation of the CSIP. Whitley County Middle School will be taking many steps in the future to address areas of concern. We will be providing more after-school tutoring opportunities for students who are struggling or at-risk. We will also be providing early morning tutoring for students who are not able to stay after school. Our PLC meetings will be refocused to cover the core content. On-Demand Writing opportunities will be provided for all students and will allow them to practice their skills. This will help the students gain the knowledge they need to increase the proficiency rate. We will also conduct test scrimmages to help students become prepared in all areas of the K-PREP exam.

To conclude, our next steps will involve every faculty member implementing the strategies and activities included in our plan and providing assistance for them to address, within their classrooms, the goals that we have set to accomplish. We want to reach those subgroups of students with disabilities and the subgroups where gender seems to play a role to close the achievement gaps and successfully reach our delivery targets for proficiency. We will use the list provided in the Opportunities for Improvement section of this Needs Assessment as a guide to school improvement.

Phase II KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase Tell Survey rating on question, "Teachers feel comfortable raising issues and concerns that are important to them."

Measurable Objective 1:

collaborate to ensure an 90% or above overall rating by 05/10/2016 as measured by Tell Survey.

Strategy1:

Survey Analysis - Teachers and administration in our school will analyze the survey summary report to and recommend sound educational policies and practices based on data.

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher and administration collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration in our school will meet to evaluate issues in the school that need to be changed and issues teachers are concerned about. Administration will address concerns and implement as needed.	Other	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers and Administration

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54% in 2015 to 72.4% in 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 54% to 55.8% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

Data Room - Teachers will meet bi-monthly in data rooms to discuss student performance on both formative and summative assessments.

Teachers will then decide if students need to be placed on the watch list based on those discussions. Also, students on watch lists are

KDE Comprehensive School Improvement Plan

Whitley County Middle School

encouraged for tutoring services offered through our Gear Up Program.

Category: Integrated Methods for Learning

Research Cited: Data-Driven Instruction

Activity - Collaboration among teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Room Meetings. Teachers meet in areas to discuss student improvement and needs. Students not reaching mastery are identified on watch lists and provided additional instruction and educational support.	Academic Support Program	08/17/2015	05/30/2016	\$0 - No Funding Required	Teachers and administrative staff

Strategy2:

Integration of Digital Learning - Integrate digital content into curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and make needed adjustments. (ie) AIMSweb, Smart Response System, Encyclomedia, BrainPop, Study Island, Carnegie Math, Map Test.	Technology	08/17/2015	05/30/2016	\$0 - No Funding Required	Teachers, Principals

Strategy3:

Parent Involvement - Encourage cooperation among parents, teachers, and the community to maximize instructional resources.

Category: Stakeholder Engagement

Research Cited: Data Analysis

Activity - Spotlight on Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host Spotlight on Students once each semester to incorporate parent involvement in the learning process. Spotlight on Students encourages parents and students to become more involved in the educational process. The school attracts families and students using displays of student work and a variety of programs. The FRYSC offers parents door prizes through drawings. During the spring Spotlight on Students, the choir will perform.	Parent Involvement	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals, FRYSC, Counselor

Strategy4:

Assessments - All teachers will use Multiple Choice and Constructed response questions as their primary mode of summative assessments. Each assessment will be created in a PLC setting and used consistently throughout grade levels. All students will take a MAP Assessment, Measures of Academic Progress, to find out each student's individual strengths and weaknesses. Then, instruction will be driven by these results.

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Category: Integrated Methods for Learning

Research Cited:

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department works together to develop common assessments that require students to use content knowledge. Teachers will then meet to discuss student progress on these assessments and plans on how to improve student progress.	Academic Support Program	08/17/2015	05/30/2016	\$0 - No Funding Required	Content area teachers

Strategy5:

Interventions - Math and Reading reports will be analyzed to determine placement in instructional program. To improve the math and reading gap, teachers, principals, and intervention teachers will review students' test scores to determine initial placement in instructional programs. The selected students will take an intervention math or intervention reading class based on their individual needs in order to increase their performance.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention program uses in-school math based instruction in small groups to reduce class size and individualize instruction which will help the students grow as learners. The intervention services will address the needs of students in the middle school who are struggling with mathematics.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners. The intervention services will address the needs of students in the middle school who are struggling with reading.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals

Strategy6:

Best Practice - Students will be placed in enrichment classes based on individual needs.

Category: Learning Systems

Research Cited: Data Driven Instruction

Activity - Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer students an enrichment opportunity based on individual needs in reading, math, science, and social studies.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals, Counselor

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Goal 2:

Increase the average combined reading and math K-PREP scores for middle school students from 58.5% to 74.3% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all middle school students from 58.5% to 58.8% by 06/30/2016 as measured by K-PREP delivery targets..

Strategy1:

Curriculum Alignment - Work with the district teachers to align the curriculum.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Common Core Standards in lesson plans.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers and Principals

Strategy2:

Targeted Interventions - Teachers will review assessment data to analyze gaps in curriculum and determine instructional decisions accordingly.

Category: Continuous Improvement

Research Cited: KPREP data, Data Driven Instruction

Activity - Gear Up Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing extra academic support will be referred to Gear Up Colonels afterschool tutoring programs. (ie) Tutoring and various other enrichment opportunities.	Direct Instruction	08/17/2015	05/10/2016	\$75000 - Other	Gear Up Program Specialist, Principals, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Team Leaders and team members analyze KPREP assessment results to determine gaps in instructional programming for students.	Other	08/17/2015	05/10/2016	\$0 - No Funding Required	PLC Team Leaders, Principals, Curriculum Coordinator

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Strategy3:

Test Preparation - Students will be exposed to testing conditions for KPREP throughout the year.

Category: Continuous Improvement

Research Cited:

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in KPREP test review throughout the year and participate in several scrimmage test sessions.	Other	08/17/2015	05/10/2016	\$0 - No Funding Required	Faculty and staff, District team support, Principals, Counselor

Goal 3:

The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

Strategy1:

Math Interventions - Students with low MAP scores will have two math classes. One will be fundamental math (PinPoint) and other will be grade level math. Also, students excelling in math will be in a Pre-Algebra class in 7th and an Algebra class in 8th in which they can earn high school credit.

Category: Continuous Improvement

Research Cited:

Activity - PinPoint Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring lower on MAP are required to have two math classes. One of the classes is the grade level class and the other is Pinpoint Math. Pinpoint Math's complete intervention solution incorporates diagnostic assessment, targeted instruction, and progress monitoring - all necessary to improve mathematics performance among struggling students.	Academic Support Program	08/17/2015	05/10/2019	\$0 - No Funding Required	Pin Point Math Teacher

Goal 4:

The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by School Report Card.

Strategy1:

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Study Island - Study Island provides practice, review, and reinforcement of the Kentucky State Standards. It provides instant feedback and built-in remediation to ensure differentiated support. Reading teachers will have students use this software once a week during lab time.

Also, regular education teachers use it as reinforcement and review throughout the school year.

Category: Continuous Improvement

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island is used in our classrooms to practice, review, and reinforce Kentucky Core Academic Standards. This program allows teachers to monitor student comprehension and provides teachers with insights on where to focus targeted instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Reading Teachers Regular Education Teachers Special Education Teachers

Strategy2:

Jamestown Reading - Jamestown Reading Series has created materials of reading to the learner at accessible readability levels. Their instructional techniques are research-based and the programs are flexible enough to allow for different learning styles and interests, while producing results in reading achievement. Students complete timed reading each day along with literature reading. Also, Word Journey books are used to increase vocabulary skills.

Category: Continuous Improvement

Research Cited:

Activity - Jamestown Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Timed Readings are completed each day at the beginning of class to help students read faster and more fluently. Jamestown Literature books are used to help with student comprehension. Word Journey books are also used to help students with vocabulary skills.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Reading Teachers

Strategy3:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines

Category: Continuous Improvement

Research Cited:

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	12/16/2015	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	12/16/2015	\$0 - No Funding Required	Principals

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0 - No Funding Required	Principals, District Administration and SBDM Council

Strategy4:

Reading Interventions - Students scoring low on MAP will have an extra reading class based on his/her individual needs.

Category: Continuous Improvement

Research Cited:

Activity - Intervention Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SRA Corrective Reading Program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively. Students' skill development is designed to progress as they move from lower to higher levels. The development of skills in the comprehension component progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Reading Specialist

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in PLCs to analyze formative and summative reading assessment data, design, and plan best practice instructional activities and share progress.	Professional Learning	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers Principals Guidance Counselor Media specialist

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers and Principals

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in KPREP practice test review throughout the school year and participate in several scrimmage test sessions.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers Principals Guidance Counselor Media Specialist District Support Team

All children were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54% in 2015 to 72.4% in 2019

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 54% to 55.8% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

Assessments - All teachers will use Multiple Choice and Constructed response questions as their primary mode of summative assessments.

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Each assessment will be created in a PLC setting and used consistently throughout grade levels. All students will take a MAP Assessment, Measures of Academic Progress, to find out each student's individual strengths and weaknesses. Then, instruction will be driven by these results.

Category: Integrated Methods for Learning

Research Cited:

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department works together to develop common assessments that require students to use content knowledge. Teachers will then meet to discuss student progress on these assessments and plans on how to improve student progress.	Academic Support Program	08/17/2015	05/30/2016	\$0 - No Funding Required	Content area teachers

Strategy2:

Parent Involvement - Encourage cooperation among parents, teachers, and the community to maximize instructional resources.

Category: Stakeholder Engagement

Research Cited: Data Analysis

Activity - Spotlight on Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host Spotlight on Students once each semester to incorporate parent involvement in the learning process. Spotlight on Students encourages parents and students to become more involved in the educational process. The school attracts families and students using displays of student work and a variety of programs. The FRYSC offers parents door prizes through drawings. During the spring Spotlight on Students, the choir will perform.	Parent Involvement	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals, FRYSC, Counselor

Strategy3:

Data Room - Teachers will meet bi-monthly in data rooms to discuss student performance on both formative and summative assessments.

Teachers will then decide if students need to be placed on the watch list based on those discussions. Also, students on watch lists are encouraged for tutoring services offered through our Gear Up Program.

Category: Integrated Methods for Learning

Research Cited: Data-Driven Instruction

Activity - Collaboration among teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Room Meetings. Teachers meet in areas to discuss student improvement and needs. Students not reaching mastery are identified on watch lists and provided additional instruction and educational support.	Academic Support Program	08/17/2015	05/30/2016	\$0 - No Funding Required	Teachers and administrative staff

Strategy4:

Integration of Digital Learning - Integrate digital content into curriculum

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and make needed adjustments. (ie) AIMSweb, Smart Response System, Encyclomedia, BrainPop, Study Island, Carnegie Math, Map Test.	Technology	08/17/2015	05/30/2016	\$0 - No Funding Required	Teachers, Principals

Strategy5:

Interventions - Math and Reading reports will be analyzed to determine placement in instructional program. To improve the math and reading gap, teachers, principals, and intervention teachers will review students' test scores to determine initial placement in instructional programs. The selected students will take an intervention math or intervention reading class based on their individual needs in order to increase their performance.

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention program uses in-school math based instruction in small groups to reduce class size and individualize instruction which will help the students grow as learners. The intervention services will address the needs of students in the middle school who are struggling with mathematics.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners. The intervention services will address the needs of students in the middle school who are struggling with reading.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals

Strategy6:

Best Practice - Students will be placed in enrichment classes based on individual needs.

Category: Learning Systems

Research Cited: Data Driven Instruction

Activity - Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer students an enrichment opportunity based on individual needs in reading, math, science, and social studies.	Academic Support Program	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals, Counselor

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Increase the percentage of students who are college and career ready from 58.5% to 74.3% by 2019

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all middle school students from 58.5% to 74.3% by 06/30/2016 as measured by KPREP delivery targets..

Strategy1:

Survey Analysis - Teachers, principals, and other certified educators in our school will analyze the survey summary report to support sound educational policies and practices based on the data.

Category: Continuous Improvement

Research Cited:

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principals, and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/17/2015	05/10/2016	\$0 - No Funding Required	Teachers, Principals, and certified educators

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Set a baseline for proficiency in World Language while maintaining or increasing the individual Program Review scores in Arts and Humanities, Writing, and Practical Living/Career Studies.

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, PL/CS, and writing by 06/30/2016 as measured by program review scores.

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Strategy1:

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment. The Program Review Evidence Managers will report findings to the SBDM Council at regular intervals.

Category: Continuous Improvement

Research Cited:

Activity - Internal Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for rating. Members will identify and analyze gaps in program areas and determine steps for improvement.	Other	08/17/2015	06/30/2016	\$0 - No Funding Required	Program Review Team, Principals

Phase II KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The comprehensive needs assessment are reviewed in our data meetings which are bi-weekly. Also, the academic achievement data is evaluated in October by our faculty and administration.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	MAP, Measure of Academic Progress, Differentiated Instruction	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A	Not applicable because preschool transition occurs in early elementary education.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Intervention Reading Jamestown Reading Pinpoint Math Carnegie Curriculum Maps Core Content (Daily Routine)	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Applicants apply at the Board of Education, then applicants are sent to the middle school where they are reviewed thoroughly. Then, interviews are conducted per site-based policy.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	All money spent on allowable expenditures.	

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parents are notified of events by: All Call System E-mailed Weekly "Messages from the Middle" Radio announcements District and school web-site Open House Parent/Teacher conferences Teams send parent e-mails to communicate weekly Infinite Campus to obtain student's grades	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	WCMS does include ten components and provide opportunities for all children to meet Kentucky's proficient and distinguished levels of student performance.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Seclusion/Restraint Inclusion of Special Population Administration Code Training Bloodborne Pathogen Confidentiality FERPA Emergency Management Plan Code of Ethics Suicide Prevention Program Review CIITS Differentiated Instruction PLC MAPS TPGES	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Implementation and Impact check, plus ongoing monitoring of CSIP	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	MAPS Testing is completed three times a year. The results are reviewed at the beginning of the school year to determine individual student needs. Also, scores are re-evaluated in December after the 2nd round of map testing. The results will determine their needs and classes will be changed to meet them.	

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Carnegie Math Corrective Reading	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Enrichment classes including Pinpoint, intervention reading, and Gear Up After School Programs	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	WCMS offers seven classes a day. Each student has an enrichment class that focuses on individual needs whether it be reading or math. The students that have an intervention class also have the regular core content class during the school day.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Gear Up Program Guest speakers Assemblies Mobile Science Lab	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Data Rooms, PLC's, AIMS Web, RTI Monitoring, MAP (Measure Academic Progress)	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Munis Reports	

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent Teacher Conference Strategies for Parental Involvement Spotlight on Students Family Math Night (University of the Cumberlands' Spotlight School of the Month) Math Scavenger Hunt World Language Festival	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Record of Professional Development can be found on ePD and a hard copy in a binder at our school.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	Annual Evaluations, implementation of comprehensive improvement plan and student achievement	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	Current school year CSIP stakeholders examine school website linked to the Whitley District Website.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	All teachers are highly qualified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	School provides PD for staff based on a comprehensive needs assessment, which included a review of academic achievement data and teacher input.	

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	Title I Ranking Report does not have any of these positions listed.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	School ensures all para-educators with instructional duties that involve targeted students are under direct supervision of a highly qualified class teacher.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes	School ensures all para-educators with instructional duties that involve targeted students are under direct supervision of a highly qualified class teacher.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	School ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes	The school scheduled non-instructional duties for para-educators working with targeted student demonstrating that the duties are on a limited basis only.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	The school met its cap size requirements without using Title I funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Stuart Conlin, Principal

Melissa Brown, Assistant Principal

Lans Lay, Assistant Principal

Amy Lunsford, Guidance Counselor

Judy Petrey, Family Resource Center

PLC Leaders:

Stefanie Keene

Jill Leach

Anthony Osborne

David Atwood

Darlene Prewitt

Gerald Mullins

Mary Wilson

Site-Based Decision Making Committee:

Stuart Conlin, Principal

Angela Wilson, Teacher

Anthony Osborne, Teacher

Randy Love, Teacher

Jane Whitaker, Parent Representative

David Halcomb, Parent Representative

Whitley County Middle School Teachers

Whitley County Board of Education Employees

Curriculum Team

Parents/Guardians

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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Whitley County Middle School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Whitley County Middle School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

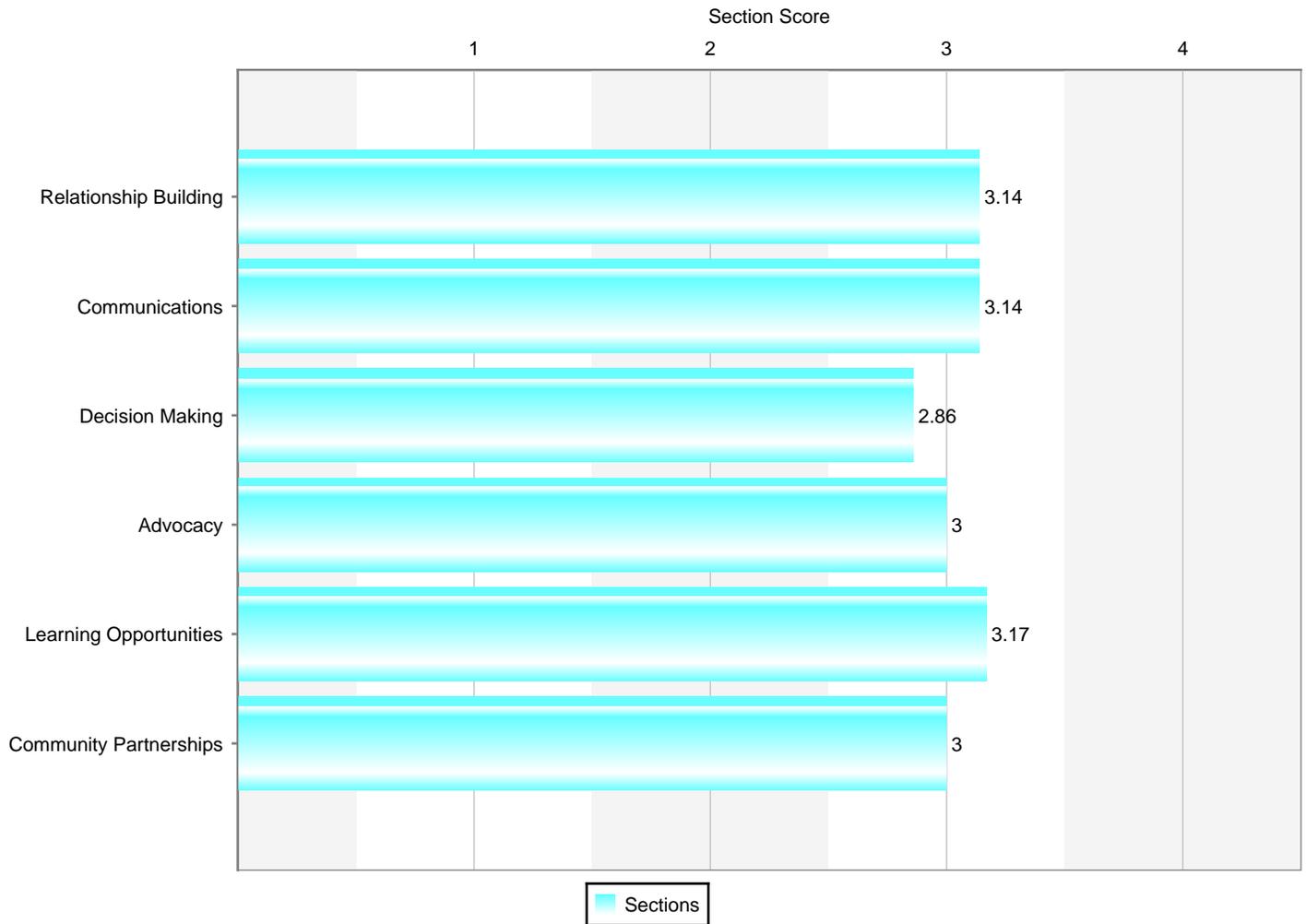
Reflect upon your responses to each of the Missing Piece objectives.

Whitley County Middle School has several strengths that have been noted. Our school staff implements systematic steps to keep parents informed throughout the school year. The ways in which we maintain two-way communication is through personal calls or letters, home visits, open house, spotlight on students, parent portal, weekly e-mails to parents, and one-calls to all parents regularly along with weekly messages from the principal via e-mail. Our staff implements efforts to inform parents about academic goals, class work, and grades through weekly parent contacts, student assignment books, online grade books, classroom web sites, and team e-mails. Our school staff offers varied ways that parents can share information with teachers about their children's learning needs by offering parent conferences during planning or after school, e-mails, and phone calls. School staff offers professional learning opportunities and workshops to prepare each member of the site-based decision making committee. Most parents participate actively in two-way communication about meeting their child's individual learning needs. Parents are always invited to meetings involving their child such as ARCs and 504s where specific learning needs are addressed. School staff makes use of written communications through websites, bulletin boards, one calls, e-mails, and district education newspapers. School leadership develops partnerships with businesses, organizations, and agencies to support learning by actively involving our school resource center, local college, and mentors. We will sustain these areas of strength by being consistently involved and supportive of our teachers and staff. Also, we will keep the implementation of our successful programs and remain actively involved with our students and parents.

Areas in which we plan to improve on is the percentage of parents that participate in our surveys to find out student and parent needs. Also, our school would like to utilize the data to plan school improvement efforts. Next, each year we want to encourage more parents to vote in SBDM parent elections. At the middle school level, parental involvement with Site-Based Decision Making, SBDM declines and our goal is to get more parents involved. We have planned to improve in these areas by sending our surveys out at the beginning of the school year when our emergency forms must be filled out. Also, WCMS will use our one call system to remind parents of the importance of completing the surveys. To improve attendance at site based elections for parents, we will set a convenient meeting time and send e-mails along with flyers inviting our parents to attend.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education. We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. We designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly news/calendar of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, etc.

The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council." The President of the PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO facilitate the meeting. Parent members are selected by ballot. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTO count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Whitley County Middle School. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th.

As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute either directly or indirectly to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs

KDE Comprehensive School Improvement Plan

Whitley County Middle School

- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members. Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be germane to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. SBDM council meets on the last Monday of each month at 4:00 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Council meetings are limited to one hour. Each regular and special council meeting shall operate by an agenda. An agenda item under public comment is open for those interested in addressing the council.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The SBDM council parent members David Halcomb and Jane Whitaker were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. David Halcomb is the Media Specialist at Whitley County High School. Jane Whitaker is an employee at the University of the Cumberland. Both parent members have completed the required SBDM council training. The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs
- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

*Monthly SBDM meetings followed by PTO meetings as necessary

*Weekly PLC Team Leader meetings

KDE Comprehensive School Improvement Plan

Whitley County Middle School

- *School-wide PLC team meetings bi-monthly
- *Annual Board Presentation held in December
- *Monthly FRYSC Advisory Council meetings
- *Once per semester Parent/Teacher Night Conferences
- *Monthly faculty meetings with the entire faculty
- *Program Review Evidence Manager meetings as needed
- *Core Content Team Manager meetings as needed
- *District Support Personnel as needed
- *Access of the plan is available on the district webpage
- *Open door policy for all stakeholders to meet with and discuss areas of concern with administration
- *Items discussed are documented in our meeting agendas and notes

The final CSIP report is presented to the stakeholders at SBDM meeting and is also presented annually to the Whitley County Board of Education. The progress and implementation of the CSIP is reported twice yearly to the SBDM Council through the implementation and impact checks. In addition, our school leadership has an open-door policy for all parents to voice their concerns, opinions, ideas or strategies for school improvement.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 7, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 7, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 6, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 14, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Whitley County Middle School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 15, 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	September 25, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	According to the review of the data, there are little to no opportunities for teachers in our district to engage in effective job embedded training for teaching students of poverty.	

What are the barriers identified?

high rate of poverty
 lack of effective, focused training/professional learning that addresses the needs of students of low socio-economic status
 low percentage of National Board Certified Teachers
 decreased funding for professional development

What sources of data were used to determine the barriers?

District/School Report Card
 District Professional Development Plan
 Professional Development Survey
 PGES data
 TELL Survey

What are the root causes of those identified barriers?

professional learning is not aligned to educator need (learning for students of high poverty)
 inconsistent induction and mentoring opportunities
 teachers not prepared to meet the diverse needs of low income students
 district is not effectively providing on-going professional support to improve teaching and learning of students of high poverty

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

PGES data indicates that 100% of our teachers and leaders are classified as exemplary or accomplished as compared to 93% of the state. The data also indicates that 100% of our teachers and leaders received a high or expected student growth rating. Working conditions constructs most closely connected to teacher retention and student achievement averages 93.9%. In the 2014-2015 school year, our district had a low percentage (4.4%) of new and Kentucky Teacher Internship Program (KTIP) teachers. Current data indicates that the percentage is even lower this year at 2.0%. Furthermore, data indicates that our district has 11.5% teacher turnover rate. The analysis of this data indicates that our district is providing all students access to effective teachers. Training and professional learning focused on teaching

students in poverty will improve our student achievement.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Site-Based Decision Making (SBDM) Councils' policies address assignment of students to classes and programs within the schools. (02.4241 School Council Policies).

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Data is used to place students in reading and math intervention classes (services at the elementary and middle school level) and college and career readiness classes in reading and math (high school level). Furthermore, students may also receive enrichment services in math, English/language arts, science, and social studies at the middle school and high school levels. Data is also used to refer and encourage students to attend Gear Up Programs that focuses on academic intervention and enrichment activities along with youth development activities. Our middle school facilitates a Gear Up Grant Program through Berea College which focuses on college and career readiness and provides tutoring, counseling, and guidance to students in 7th and 8th grade. We are fortunate to have this program in our schools because it offers tutoring services four days a week during and after school. It also gives students an opportunity to visit colleges and Gear Up grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. Gear Up funds are also used to provide college scholarships to low-income students.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

The District Leadership Team analyzes district, school, and student level data to collaborate and support all schools in addressing their improvement areas in regards to student achievement and growth. The District Leadership Team works closely with low performing schools to collaboratively develop watch lists to identify students who are not progressing or are at-risk. Data walls and student learning plans are also used to identify individual student's needs.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The district strictly adheres to board policy (03.11.AP.1) in recruiting effective teachers through: placement bureaus of college and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following selection factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring SY 2015-2016

follows the statutory guidelines and provisions of SBDM policy (02.4244) and the Superintendent completes the hiring process.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

According to the 2015 TELL Kentucky Survey, 98% of teachers indicate that their school is a good place to work and learn. Over an average of 91.8% of teachers reported that they have sufficient access to and support with facilities and resources and that they are recognized, trusted, and encouraged to be effective teachers and teacher leaders. 98% of teachers reported that they are recognized for their accomplishments, and 100% of teachers feel that they are assigned classes to maximize student success.

Incentives include:

- *Tenure
- *Transfer of tenure
- *Highly Qualified status
- *Salary supplement for National Board Certified Teachers
- *Change in rank or experience (salary increase)
- *Teacher leadership opportunities

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

District supports for first year, inexperienced, and out-of-field teachers include:

- *Kentucky Teacher Internship Program (KTIP)
- *New Teacher Academy
- *Mentoring
- *Coaching (Reading, Math, Science, Writing)

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Professional learning needs of a teacher with an effectiveness rating below accomplished will be addressed through various avenues:

- *District coaching support
- *Individualized professional learning plan - in addition to the Professional Growth Plan
- *Co-teaching
- *Release time for observing effective teachers
- *Mentoring from experienced, effective teachers

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL Kentucky Survey results are analyzed using the district summary results to identify areas for improvement. Strategies and activities for improvement will be developed and addressed in the Comprehensive District Improvement Plan (CDIP). Data will be drilled down to school level to identify areas to be addressed in each school's Comprehensive School Improvement Plan and district support will be provided.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 59% in 2015 to 76.9% in 2019.

Strategy 1:

Progress Monitoring - review student performance data relative to state, district, and school assessment systems.

Strategy 2:

Best Practice - Students who score below grade level in math and reading on the universal screener will receive intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Strategy 3:

Curriculum Assessment & Alignment - Student progress will be benchmarked 3 times yearly in reading and in math using MAP assessments.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 59% to 63% by 06/30/2016 as measured by KPREP delivery targets.

Activity - Analyze Data Activity

Activity - Intervention Activity

Strategy 1:

Curriculum Assessment & Alignment - Grade level team members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Strategy 3:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Activity

Grade level members will review student performance data to monitor progress and address instructional gaps by aligning the curriculum to the Common Core Standards.

Activity: Teachers have implemented best practice strategies, such as chunking, differentiation, modeling, cooperative groups, etc. to assist struggling learners in mastering new academic skills. Teachers have utilized PLC time to analyze the reading and math standards in depth.

Activity: Ensure that students are being taught at the optimal instructional level, one that challenges them but provides enough success to keep students confident and interested in learning. Provide modifications to students, as necessary, to help them master a new task or keep
SY 2015-2016

KDE Comprehensive School Improvement Plan

Whitley County Middle School

up with more advanced learners. (Reducing the number of problems assigned, permitting the student to use technological aids, or using cooperative learning groups to complete assignments.) Break operations such as multi-step academic operations into simple steps. Teach students to use steps. Model and demonstrate explicit strategies to students for learning material. Trains students to use these strategies with the help of the teacher until students can correctly use them independently. Provide lots of opportunities to drill and practice when students have become more proficient and can work independently.

Goal 3: The percentage of students scoring novice in reading will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1:

Reading Instructional Initiatives - The following activities will address reducing the percentage of novice students in reading. Category: Continuous Improvement

Activity - MAP Reading Activity

Activity - RTI Activity

STAR Reading Activity

Goal 2: Increase the average combined reading and math K-PREP scores for all students from 63.3% in 2015 to 79.4% in 2019.

Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all students from 63.3% to 67% by 06/30/2016 as measured by KPREP

Strategy 1:

Curriculum Assessment & Alignment - Grade level team members will analyze curriculum to identify gaps and make necessary adjustments to curriculum.

Activity - Grade Level Team Meetings

Strategy 3:

Best Practice - Teachers will meet weekly in Professional Learning Committees to plan instruction, reflect on lessons, and analyze student performance in reading and math to improve student performance as reflected on KPREP scores.

Activity - PLC Meetings

Goal 4: The percentage of students scoring novice in math will decrease by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1:

Aligned and Rigorous Mathematics Curriculum taught with fidelity - Students will be actively engaged in an aligned and rigorous mathematics curriculum. Their progress will be monitored by both formative and summative assessments as well as the MAP Mathematics Assessment. Teachers will meet in weekly PLCs to learn new teaching strategies, to analyze student data and to plan engaging instructional lessons. Teachers will use the progress monitoring data to differentiate instruction to meet students' needs

Activity - Aligned and Rigorous Mathematics Curriculum taught with fidelity

Activity - Supplementary Mathematics Curriculum

Activity - Differentiated Mathematics Instruction

Activity - Professional Learning Communities

Activity - Math Progress Monitoring

Activity - Special Education Mathematics Curriculum

Goal 5: The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Measurable Objective 1:

collaborate to analyze the results of the TELL Survey by 06/30/2016 as measured by PLC Team recommendations from data review.

Strategy 1:

TELL Survey Utilization - Faculty will work collaboratively with school administrators to ensure the TELL Survey results are analyzed.

Activity - Utilize TELL Survey Responses

Goal 6: Set a baseline for proficiency in World Language and Global Competencies Pilot Program Review while maintaining or increasing the individual program review scores in Arts & Humanities, Writing, K-3, and PL/CS

Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, k-3, PL/CS, and Writing and set a baseline of proficiency in World Language and Global Competencies Pilot Program by 06/01/2016 as measured by data recorded in the ASSIST tool.

Strategy 1:

Program Review - Evidence Managers will conduct internal program reviews (beginning of year, mid-year, and end of year) according to rubrics and ensure that contributions from content areas teachers are being archived properly. The Evidence Managers will report findings to the SBDM Council at regular intervals.

Activity - Program Review Submissions

Activity - Internal Program Review