



# **KDE Comprehensive School Improvement Plan**

Whitley County Middle School

Whitley County

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Williamsburg, KY 40769

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## **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 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.

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 21st Century Colonels Care Program which allows our students a hands-on approach to improve achievement. Our vigorous curriculum, prepares our students with essential skills necessary for a successful future.

## **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. We offer our students numerous extracurricular opportunities including 21st Century Learning 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.

We are excited to have the opportunity to enhance student learning with highly qualified teachers and programs. Through our 21st Century Program, we offer Art Club, Cooking Club, Band, Book Club, Photography, Gardening, Drama, World Language, and Tutorial Services. 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

## **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.**

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 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 2013-14, we made huge gains and improved our scores to an overall score of 72.3. We are classified as a Distinguished/High Performing School and ranked in the 92 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 has adopted a Retention Prevention Program to ensure that students at the middle school are successful and not at risk of being retained. The program will be completed on a two-week cycle as part of 21st Century Learning which began in early September.

WCMS science teachers will be working alongside the districts 6th grade teachers and the high school teachers to align the science curriculum. This will enable our students to get specific content that will be aligned throughout each grade level and better prepare them for the ACT that will be taken at the high school level and the Explore Test that is taken in September of eighth grade. Science teachers have also included several charts and graphs into their curriculum.

WCMS is proud to provide students the opportunity to participate in after school enrichment activities which include: Art Club, Academic, World Language, Drama, Band, Photography, Gardening, and Show Choir.

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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 Retention Prevention 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 results to target specific student needs.

Our school has incorporated the CIITS programs by utilizing it for lesson plans and assessments. We have SMART response systems (clickers) for student assessments using CIITS. The data from the CIITS program will allow teachers to monitor students' progress. The response system allows teachers to monitor student mastery and teachers will use this to drive instruction.

## **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. Whitley County Middle School scored above state average in the areas of Reading, Math, Science, Social Studies and Writing On-Demand. Novice rates in each of those areas were well below state average as well.

# **2014-15 KDE Comprehensive School Improvement Plan**

## **Overview**

### **Plan Name**

2014-15 KDE Comprehensive School Improvement Plan

### **Plan Description**

Whitley County Middle School Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify all areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and developing highly effective teachers and principals.

## 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 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 6 Activities: 7	Organizational	\$0
2	Increase the average combined reading and math K-PREP scores for middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$75000
3	Increase the percentage of students who are college and career ready from 34% to 68% by 2015	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Increase the amount of distinguished programs in the areas of Arts and Humanities, PL/CS, and writing.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$1099
6	Not Applicable	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 33% in 2012 to 66.5% in 2017

### Measurable Objective 1:

demonstrate a proficiency in reading and math by 06/30/2015 as measured by student performance on K-PREP.

### 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, a retention prevention list will be made to ensure students that are struggling are offered tutoring services.

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	08/04/2014	06/30/2015	\$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	08/04/2014	05/07/2015	\$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

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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	08/04/2014	06/30/2015	\$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	08/04/2014	05/07/2015	\$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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$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	08/04/2014	05/07/2015	\$0	No Funding Required	Teachers, Principals, Counselor

**Goal 2: Increase the average combined reading and math K-PREP scores for middle school students from 44% to 72% in 2017.**

**Measurable Objective 1:**

demonstrate a proficiency so that the overall combined scores increase to 57.25% by 05/01/2015 as measured by student progress on 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	08/04/2014	06/30/2015	\$0	No Funding Required	PLC Team Leaders, Principals, Curriculum Coordinator

Activity - 21st Century Colonels Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing extra academic support will be referred to 21st Century Colonels afterschool tutoring programs. (ie) Tutoring, Retention Prevention, and various other enrichment opportunities.	Direct Instruction	08/04/2014	06/30/2015	\$75000	Other	21st Century Site Coordinator, Principals, Teachers

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### 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	08/04/2014	06/30/2015	\$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	08/04/2014	06/30/2015	\$0	No Funding Required	Teachers, Principals

### Strategy 3:

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

Category:

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	08/04/2014	05/07/2015	\$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 34% to 68% by 2015

### Measurable Objective 1:

demonstrate a proficiency in English, Reading, Math, and Science by 05/01/2015 as measured by student performance on EXPLORE Test.

### 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.

Category: Continuous Improvement

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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	08/04/2014	05/07/2015	\$0	No Funding Required	Teachers, Principals, and certified educators

### **Goal 4: Increase the amount of distinguished programs in the areas of Arts and Humanities, PL/CS, and writing.**

#### **Measurable Objective 1:**

demonstrate a proficiency in Arts and Humanities, PL/CS, and writing by 05/07/2015 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.

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	08/04/2014	05/07/2015	\$0	No Funding Required	Program Review Team, Principals

### **Goal 5: Increase the percentage of effective teachers from \_\_\_\_\_% in 2015 to \_\_\_\_\_% in 2020**

#### **Measurable Objective 1:**

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP)..

#### **Strategy 1:**

Professional Learning and Support - Teachers and Administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Research Cited: PGES

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Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	No Funding Required	District Office Staff, Principals and Peer Observers
Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in ears two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	Title II Part A	District Office and Administrators
Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers will attend district's New Teacher Academy	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals and New Teachers
Activity - Edviation/other Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edviation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	General Fund	District Office, Principals, and Teachers
Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	06/30/2015	\$0	No Funding Required	District office and Principals
Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals, and Teachers
Activity - Enduring Skills and Student Growth Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals, Teachers and SESC Coaches

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## Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/30/2015 as measured by the completion of observations/evaluations required by the teachers' cycles.

### Strategy 1:

Principal Responsibilities - Principal should be aware of the responsibilities regarding the CEP and PGES.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	District Office
Activity - Data Analysis-Teacher Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will analyze their evaluation data to determine the number of teachers in various levels and provide feedback (ineffective, Developing, Accomplished, and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principals and Peer Observers
Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Professional Learning	01/01/2015	06/30/2015	\$0	No Funding Required	District 50/50 Committee, Principals and Teachers

## Goal 6: Not Applicable

### Measurable Objective 1:

collaborate to Not Applicable by 12/20/2013 as measured by Not Applicable.

### Strategy 1:

Not Applicable - Not Applicable

Category:

Activity - Not Applicable	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Not Applicable	Other	12/20/2013	12/20/2013	\$0	No Funding Required	Not Applicable

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edivation/other Professional Learning Opportunities	Based on observation and/or evaluations of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	District Office, Principals, and Teachers
<b>Total</b>					\$1000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Colonels Tutoring	Students identified as needing extra academic support will be referred to 21st Century Colonels afterschool tutoring programs. (ie) Tutoring, Retention Prevention, and various other enrichment opportunities.	Direct Instruction	08/04/2014	06/30/2015	\$75000	21st Century Site Coordinator, Principals, Teachers
<b>Total</b>					\$75000	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observer Certification and Calibration	Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in ears two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	District Office and Administrators
<b>Total</b>					\$99	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Enduring Skills and Student Growth Professional Learning	Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals, Teachers and SESC Coaches

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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	08/04/2014	06/30/2015	\$0	Teachers, Principals
Enrichment	Offer students an enrichment opportunity based on individual needs in reading, math, science, and social studies.	Academic Support Program	08/04/2014	05/07/2015	\$0	Teachers, Principals, Counselor
Not Applicable	Not Applicable	Other	12/20/2013	12/20/2013	\$0	Not Applicable
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	08/04/2014	06/30/2015	\$0	Teachers and administrative staff
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Professional Learning	01/01/2015	06/30/2015	\$0	District 50/50 Committee, Principals and Teachers
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	08/04/2014	05/07/2015	\$0	Program Review Team, Principals
Common Assessments	Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program	08/04/2014	06/30/2015	\$0	Teachers, Principals
Scrimmage Testing	Students will participate in KPREP test review throughout the year and participate in several scrimmage test sessions.	Other	08/04/2014	05/07/2015	\$0	Faculty and staff, District team support, Principals, Counselor
New Teacher Mentoring	New teachers will attend district's New Teacher Academy	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals and New Teachers
Peer Observer Training	Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	District Office Staff, Principals and Peer Observers
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	08/04/2014	06/30/2015	\$0	Teachers, Principals

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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	08/04/2014	06/30/2015	\$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	08/04/2014	05/07/2015	\$0	Teachers, Principals, and certified educators
Data Analysis	PLC Team Leaders and team members analyze KPREP assessment results to determine gaps in instructional programming for students.	Other	08/04/2014	06/30/2015	\$0	PLC Team Leaders, Principals, Curriculum Coordinator
Certified Evaluation Plan Orientation	All Staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	06/30/2015	\$0	District office and Principals
Student Voice Implementation	Teachers will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals, and Teachers
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	08/04/2014	05/07/2015	\$0	Teachers, Principals, FRYSC, Counselor
Lesson Plans	Utilize Common Core Standards in lesson plans.	Academic Support Program	08/04/2014	06/30/2015	\$0	Teachers and Principals
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	District Office
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	08/04/2014	05/07/2015	\$0	Content area teachers
Data Analysis-Teacher Evaluations	Principals will analyze their evaluation data to determine the number of teachers in various levels and provide feedback (ineffective, Developing, Accomplished, and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	Principals and Peer Observers
<b>Total</b>					<b>\$0</b>	

# **KDE 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 in order to answer the following questions: 1. Why did Males outperform Females in Reading and Math. 2. Why did Females outperform Males in the area of Writing On-Demand. 3. Why did our Non-Duplicated Gap Students score lower than those not in the Gap groups.

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 2013-2017. 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. We analyze state test scores and develop specific plans to target improvement areas. We focus on reading, writing, math, social studies, science, art, music, Computer Applications/College and career readiness to build the students' foundation for future success. We are working diligently to reduce achievement gaps that exist among various student groups. Our administration and PLC teams work to refine our curriculum, implement instructional practices and assessment strategies. Students are recognized for success in all areas.

The data does not address why the novice rates are higher among males than females in the areas of math and science, nor why the distinguished rates are higher among males than females in the areas of math and science. It also does not address why the proficient rate is higher among females than males in the areas of math and science. The data does not identify areas of need according to common core standards, and more specifically, the data does not identify the questions that students scored poorly on and we do not have access to the test or item analysis of the questions.

## **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 must give credit to our staff for our success. Our staff goes above and beyond each day. They hold their students and themselves to high standards, seeing students' work in their classes and programs as preparation for lifelong learning. Our staff has always embraced new instructional practices and support. Our PLC's, Professional Learning Communities contributes to teamwork and high student success. Each meeting is focused on student learning, collaboration, and data driven instruction.

Our staff has embraced the program reviews and is implementing arts and humanities, practical living/career studies, and writing throughout the content areas. Also, world language is being implemented in content areas during school and after school through our 21st Century Program for the current year. We have a veteran social studies' teacher going to trainings and leading our new component. We are expecting great success with this new component.

Whitley County Middle School has many accomplishments which include scoring Proficient in the three areas of the school's program review for the 2013-2014 school year. We offer our students data driven instruction in reading through programs including Corrective Reading, Reading Coach, and Jamestown Navigator. WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to Pin Point remedial instruction. WCMS is proud to provide students the opportunity to participate in after school enrichment activities which include: Art Club, Book Club, Academic, Band, Tutoring, Cooking Club, World Language, Gardening, Dance/Drama, and Show Choir.

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, Science, and Social Studies. Whitley County Middle School is working diligently to increase our percentage of students scoring Proficient/Distinguished in all areas. Our strengths related to student learning at the middle school level are in the areas of science, social studies, and the English portion of the EXPLORE assessment. The percentage of middle school students scoring in the Proficient/Distinguished category was above the state in all achievement areas of reading (+9.1%), math (+3%), science (+12.4%), and social studies (+12.6%). The percentage of non-duplicated gap middle school students scoring in the Proficient/Distinguished category was above the state in all areas: reading (+15.9%), math (+11.7%), science (20.3%), social studies (+20.6%), writing (+1.4%). The middle school status improved to a Distinguished/Progressing classification and increased from 72nd percentile to the 92nd percentile. Our middle school was also categorized as a high performing school. All three areas of program reviews scored in the proficient range. Our middle school met their delivery target for the combined reading and math proficiency.

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 School is available for students requiring a more structured environment with fewer students.

Our school has incorporated the CIITS programs by utilizing it for lesson plans and assessments. We have SMART response systems (clickers) for student formative assessments. The data from the Common Assessments will allow teachers to monitor students' progress. The response system allows teachers to monitor student mastery and teachers will use this to drive instruction.

To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We will continue to utilize our school resources and programs that are in place. Also, we will continue with our PLC's and content managers. Our faculty will continue putting our student's first and hold them to high academic standards. We will continue to embrace learning opportunities for continuous professional growth.

## **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. closing the achievement gap for boys and girls in on-demand writing
2. increasing the percentage of students scoring proficient/distinguished in all areas
3. increasing the percentage of students scoring proficient in on-demand writing
4. reducing percentage of students scoring novice in all areas

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 progress monitor 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.

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.

We have implemented math tutoring for all students that need it. The math curriculum is rigorous and we have a math teacher scheduled in the math lab at 7:05 each morning.

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 has adopted a Retention Prevention Program to ensure that students at the middle school are successful and not at risk of being retained. The program will be completed on a two-week cycle as part of 21st Century Learning and began the first week of September.

WCMS science teachers will be working with the district's 6th grade teachers and the high school teachers to align the science curriculum. This will enable our students to get specific content that will be aligned throughout each grade level and better prepare them for the ACT that will be taken at the high school level.

Academic, Tutoring, Cooking Club, World Language, Gardening, Dance/Drama, and Show Choir.

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.

Also, these students are added to our Retention Prevention Program. In this program, students have the opportunity to complete missing assignments and redo assignments that they struggled on.

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. Students that have Pin Point, also have a 2nd math class that focuses on the 7th or 8th grade content.

All students at WCMS participate in research based reading instruction. Our reading programs include Corrective Reading, Reading Coach, and Jamestown Navigator. When scheduling, we utilize Measures of Academic Progress (MAP) to measure student progress and determine which reading class that will meet the individual's student needs.

## **Conclusion**

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

In conclusion, at Whitley County Middle School, we will work together to continue our focus on student learning to ensure academic success. 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. Scrimmage results will be evaluated and necessary changes will be made to meet student needs. Lastly, during our early release days, test data will be disaggregated and necessary changes will be made to ensure a rigor curriculum.

# **The Missing Piece**

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

## Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

**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

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.14

	Statement or Question	Response	Rating
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.	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
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
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
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
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
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.14

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
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 results.	Proficient

	Statement or Question	Response	Rating
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
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
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

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.86

	Statement or Question	Response	Rating
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
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
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.	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
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
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.0

	Statement or Question	Response	Rating
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
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
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
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.	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
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.0

	Statement or Question	Response	Rating
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
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
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
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
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
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.

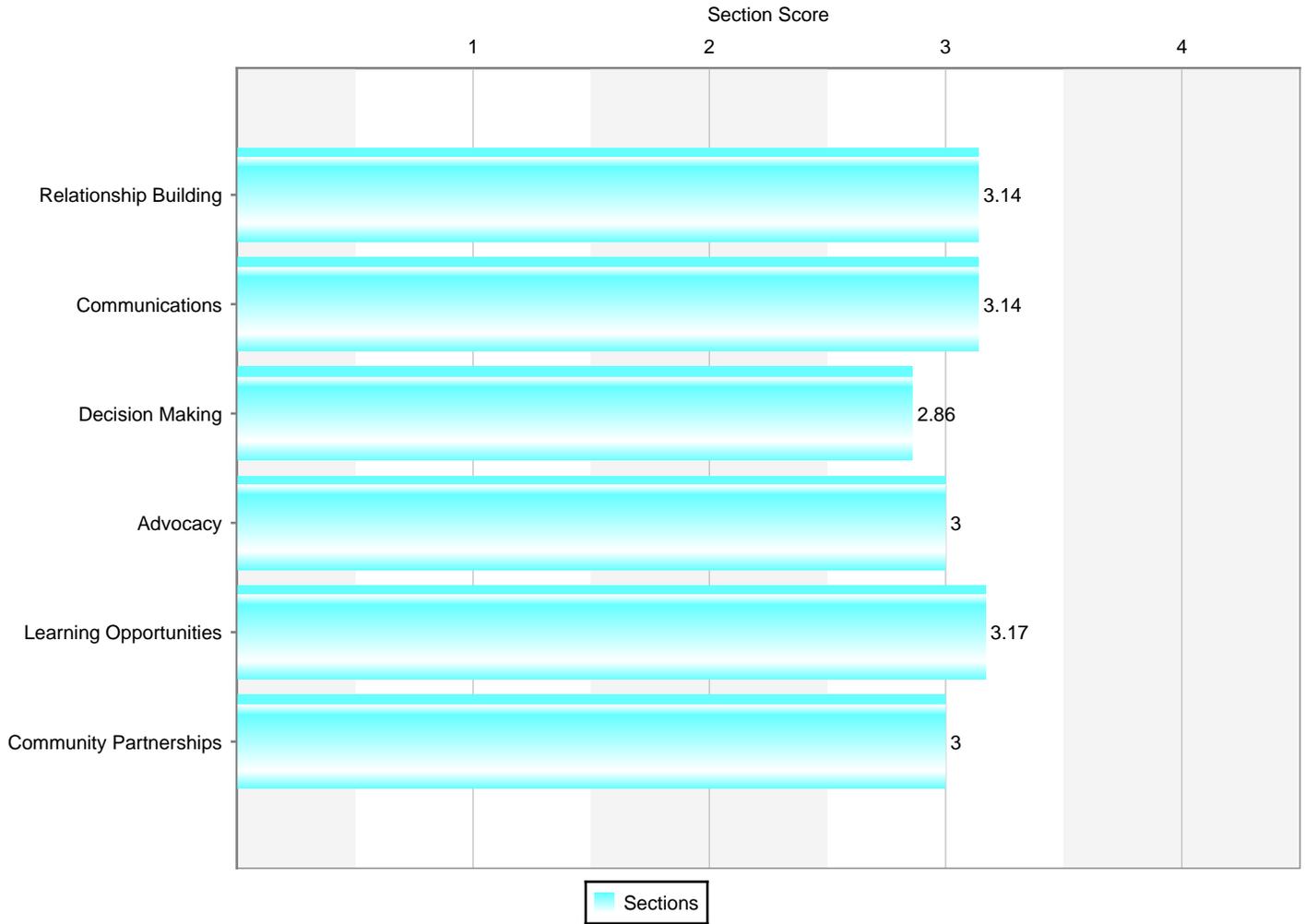
### **Reflect upon your responses to each of the Missing Piece objectives.**

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 secret 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

- 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.**

The final CSIP report is presented to the stakeholders at SBDM meeting and is also presented at an 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.

## **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 on Early Release Day, October 8, 2014 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.	No	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 (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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

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.	

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 and ongoing monitoring of CSIP	

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

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.	

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 21st Century 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	21st Century Guest speakers Assemblies Mobile Science Lab	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Spotlight on Students Choir Concerts Special Programs Enrichment Classes 21st Century	

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

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	

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 Cumberland's Spotlight School of the Month) Math Scavenger Hunt	

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	Records of Professional Development can be found on ePD.	

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 on 10/8/14, implementation of comprehensive improvement plan and student achievement	

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

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 and linked to our district 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.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist 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 paraeducators 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 paraeducators 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 paraeducators 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.	

**KDE Comprehensive School Improvement Plan**

Whitley County Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.	

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

# **Compliance and Accountability - Middle 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 TELL KY Survey results.

**Goal 1:**

Increase the average combined reading and math proficiency ratings fall students in non-duplicated gap group from 33% in 2012 to 66.5% in 2017

**Measurable Objective 1:**

demonstrate a proficiency in reading and math by 06/30/2015 as measured by student performance on K-PREP.

**Strategy1:**

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

Research Cited:

Activity - Data Driven Instruction	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Content area teachers

**Strategy2:**

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	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

### Strategy3:

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 - Reading Intervention	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

Activity - Math	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

### Strategy4:

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, a retention prevention list will be made to ensure students that are struggling are offered tutoring services.

Category: Integrated Methods for Learning

Research Cited: Data-Driven Instruction

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Collaboration among teachers	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers and administrative staff

## Strategy5:

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	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principals, Counselor

## Strategy6:

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	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principals, FRYSC, Counselor

## Goal 2:

Increase the average combined reading and math K-PREP scores for middle school students from 44% to 72% in 2017.

### Measurable Objective 1:

demonstrate a proficiency so that the overall combined scores increase to 57.25% by 05/01/2015 as measured by student progress on delivery targets.

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

## Strategy1:

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

Category:

Research Cited:

Activity - Scrimmage Testing	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Faculty and staff, District team support, Principals, Counselor

## 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 - Data Analysis	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	PLC Team Leaders, Principals, Curriculum Coordinator

Activity - 21st Century Colonels Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing extra academic support will be referred to 21st Century Colonels afterschool tutoring programs. (ie) Tutoring, Retention Prevention, and various other enrichment opportunities.	Direct Instruction			08/04/2014	06/30/2015	\$75000 - Other	21st Century Site Coordinator, Principals, Teachers

## Strategy3:

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

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Common Core Standards in lesson plans.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers and Principals

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

### Goal 3:

Increase the percentage of students who are college and career ready from 34% to 68% by 2015

### Measurable Objective 1:

demonstrate a proficiency in English, Reading, Math, and Science by 05/01/2015 as measured by student performance on EXPLORE Test.

### 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	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principals, and certified educators

### Goal 4:

Increase the amount of distinguished programs in the areas of Arts and Humanities, PL/CS, and writing.

### Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, PL/CS, and writing by 05/07/2015 as measured by program review scores.

### Strategy1:

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Internal Program Review	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Program Review Team, Principals

## Goal 5:

Increase the percentage of effective teachers from \_\_\_\_% in 2015 to \_\_\_\_% in 2020

## Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/07/2015 as measured by seven teachers who are engaged in PGES Professional Learning.

## Strategy1:

Professional Growth and Effectiveness - Administrators in our building have completed several hours observing classroom videos and scoring them to develop an in-depth understanding of the Framework for Teaching. Then, administrators took an assessment to measure observers' proficiency in using the Framework to conduct classroom observations in which each passed. Principal selected seven teachers to participate in the PGES pilot program and he meets with these teachers once a month to discuss lessons and answer questions. Also, these teachers have had training and completed an assessment.

Category: Continuous Improvement

Research Cited:

Activity - KY Framework for Teaching and Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching reflections will include discussions of all five domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities, and Student Voice.	Professional Learning			08/01/2014	05/07/2015	\$0 - No Funding Required	Principal

Activity - Peer Observer Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observer Training consists of three online modules that teachers must complete before observation.	Professional Learning			09/01/2014	11/21/2014	\$0 - No Funding Required	Principal

Activity - Student Growth and Professional Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Growth and Professional Goals will include discussion of SMART goals and development of professional growth plan.	Professional Learning			08/01/2014	05/07/2015	\$0 - No Funding Required	Principal

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

## Narrative:

Reading strategies are being addressed using MAP testing to restructure reading class based on student needs.

**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 fall students in non-duplicated gap group from 33% in 2012 to 66.5% in 2017

## Measurable Objective 1:

demonstrate a proficiency in reading and math by 06/30/2015 as measured by student performance on K-PREP.

## Strategy1:

Integration of Digital Learning - Integrate digital content into curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Use of Technology	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

## Strategy2:

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

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Data Driven Instruction	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Content area teachers

### 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	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principals, FRYSC, Counselor

### Strategy4:

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, a retention prevention list will be made to ensure students that are struggling are offered tutoring services.

Category: Integrated Methods for Learning

Research Cited: Data-Driven Instruction

Activity - Collaboration among teachers	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers and administrative staff

### Strategy5:

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

Category: Learning Systems

Research Cited: Data Driven Instruction

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Enrichment	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principals, Counselor

## Strategy6:

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 - Reading Intervention	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

Activity - Math	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

## Goal 2:

Increase the average combined reading and math K-PREP scores for middle school students from 44% to 72% in 2017.

## Measurable Objective 1:

demonstrate a proficiency so that the overall combined scores increase to 57.25% by 05/01/2015 as measured by student progress on delivery targets.

## Strategy1:

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

**KDE Comprehensive School Improvement Plan**

Whitley County Middle School

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Common Core Standards in lesson plans.	Academic Support Program			08/04/2014	06/30/2015	\$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 - Data Analysis	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	PLC Team Leaders, Principals, Curriculum Coordinator

Activity - 21st Century Colonels Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing extra academic support will be referred to 21st Century Colonels afterschool tutoring programs. (ie) Tutoring, Retention Prevention, and various other enrichment opportunities.	Direct Instruction			08/04/2014	06/30/2015	\$75000 - Other	21st Century Site Coordinator, Principals, Teachers

**Strategy3:**

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

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Scrimmage Testing	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Faculty and staff, District team support, Principals, Counselor

### Goal 3:

Increase the percentage of effective teachers from \_\_\_\_% in 2015 to \_\_\_\_% in 2020

### Measurable Objective 1:

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/07/2015 as measured by seven teachers who are engaged in PGES Professional Learning.

### Strategy1:

Professional Growth and Effectiveness - Administrators in our building have completed several hours observing classroom videos and scoring them to develop an in-depth understanding of the Framework for Teaching. Then, administrators took an assessment to measure observers' proficiency in using the Framework to conduct classroom observations in which each passed. Principal selected seven teachers to participate in the PGES pilot program and he meets with these teachers once a month to discuss lessons and answer questions. Also, these teachers have had training and completed an assessment.

Category: Continuous Improvement

Research Cited:

Activity - Peer Observer Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observer Training consists of three online modules that teachers must complete before observation.	Professional Learning			09/01/2014	11/21/2014	\$0 - No Funding Required	Principal

Activity - Student Growth and Professional Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Growth and Professional Goals will include discussion of SMART goals and development of professional growth plan.	Professional Learning			08/01/2014	05/07/2015	\$0 - No Funding Required	Principal

Activity - KY Framework for Teaching and Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching reflections will include discussions of all five domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities, and Student Voice.	Professional Learning			08/01/2014	05/07/2015	\$0 - No Funding Required	Principal

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Increase the average combined reading and math proficiency ratings fall students in non-duplicated gap group from 33% in 2012 to 66.5% in 2017

**Measurable Objective 1:**

demonstrate a proficiency in reading and math by 06/30/2015 as measured by student performance on K-PREP.

**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, a retention prevention list will be made to ensure students that are struggling are offered tutoring services.

Category: Integrated Methods for Learning

Research Cited: Data-Driven Instruction

Activity - Collaboration among teachers	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers and administrative staff

**Strategy2:**

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 - Reading Intervention	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Math	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

### Strategy3:

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	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principals, Counselor

### Strategy4:

Integration of Digital Learning - Integrate digital content into curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Use of Technology	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

### Strategy5:

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

Category: Stakeholder Engagement

Research Cited: Data Analysis

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Spotlight on Students	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principals, FRYSC, Counselor

## Strategy6:

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

Research Cited:

Activity - Data Driven Instruction	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Content area teachers

## Goal 2:

Increase the average combined reading and math K-PREP scores for middle school students from 44% to 72% in 2017.

### Measurable Objective 1:

demonstrate a proficiency so that the overall combined scores increase to 57.25% by 05/01/2015 as measured by student progress on delivery targets.

### Strategy1:

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

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Scrimmage Testing	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Faculty and staff, District team support, Principals, Counselor

## 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 - Data Analysis	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	PLC Team Leaders, Principals, Curriculum Coordinator

Activity - 21st Century Colonels Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students indentified as needing extra academic support will be referred to 21st Century Colonels afterschool tutoring programs. (ie) Tutoring, Retention Prevention, and various other enrichment opportunities.	Direct Instruction			08/04/2014	06/30/2015	\$75000 - Other	21st Century Site Coordinator, Principals, Teachers

## Strategy3:

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

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Lesson Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Common Core Standards in lesson plans.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers and Principals

Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

## Goal 3:

Increase the percentage of students who are college and career ready from 34% to 68% by 2015

**Measurable Objective 1:**

demonstrate a proficiency in English, Reading, Math, and Science by 05/01/2015 as measured by student performance on EXPLORE Test.

**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	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principals, and certified educators

**Goal 4:**

Increase the percentage of effective teachers from \_\_\_\_% in 2015 to \_\_\_\_% in 2020

**Measurable Objective 1:**

collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES by 05/07/2015 as measured by seven teachers who are engaged in PGES Professional Learning.

**Strategy1:**

Professional Growth and Effectiveness - Administrators in our building have completed several hours observing classroom videos and scoring them to develop an in-depth understanding of the Framework for Teaching. Then, administrators took an assessment to measure observers' proficiency in using the Framework to conduct classroom observations in which each passed. Principal selected seven teachers to participate in the PGES pilot program and he meets with these teachers once a month to discuss lessons and answer questions. Also, these teachers have had training and completed an assessment.

Category: Continuous Improvement

Research Cited:

Activity - Student Growth and Professional Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student Growth and Professional Goals will include discussion of SMART goals and development of professional growth plan.	Professional Learning			08/01/2014	05/07/2015	\$0 - No Funding Required	Principal

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Peer Observer Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer Observer Training consists of three online modules that teachers must complete before observation.	Professional Learning			09/01/2014	11/21/2014	\$0 - No Funding Required	Principal

Activity - KY Framework for Teaching and Self-Reflection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teaching reflections will include discussions of all five domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities, and Student Voice.	Professional Learning			08/01/2014	05/07/2015	\$0 - No Funding Required	Principal

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

**Goal 1:**

Increase the average combined reading and math proficiency ratings fall students in non-duplicated gap group from 33% in 2012 to 66.5% in 2017

**Measurable Objective 1:**

demonstrate a proficiency in reading and math by 06/30/2015 as measured by student performance on K-PREP.

**Strategy1:**

Integration of Digital Learning - Integrate digital content into curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Use of Technology	Activity Type	Tier	Phase	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			08/04/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principals

**Strategy2:**

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

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	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Teachers, Principals, Counselor

## Goal 2:

Increase the average combined reading and math K-PREP scores for middle school students from 44% to 72% in 2017.

### Measurable Objective 1:

demonstrate a proficiency so that the overall combined scores increase to 57.25% by 05/01/2015 as measured by student progress on delivery targets.

### Strategy1:

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 - 21st Century Colonels Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as needing extra academic support will be referred to 21st Century Colonels afterschool tutoring programs. (ie) Tutoring, Retention Prevention, and various other enrichment opportunities.	Direct Instruction			08/04/2014	06/30/2015	\$75000 - Other	21st Century Site Coordinator, Principals, Teachers

## Goal 3:

Increase the amount of distinguished programs in the areas of Arts and Humanities, PL/CS, and writing.

### Measurable Objective 1:

demonstrate a proficiency in Arts and Humanities, PL/CS, and writing by 05/07/2015 as measured by program review scores.

### Strategy1:

Program Review - Conduct an internal program review according to the rubrics. Consider the existing sources and evidence to inform the overall program assessment.

# KDE Comprehensive School Improvement Plan

Whitley County Middle School

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Category: Continuous Improvement

Research Cited:

Activity - Internal Program Review	Activity Type	Tier	Phase	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			08/04/2014	05/07/2015	\$0 - No Funding Required	Program Review Team, Principals

# **School Safety Diagnostic**

## **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	JULY 2014	

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 1 , 2014	

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
9.	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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	JULY 2014	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
11.	Have practices been developed for students to follow during an earthquake?	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
12.	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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

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