



KDE Comprehensive School Improvement Plan

Spencer County Middle School
Spencer County

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TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

Plan for KDE Comprehensive School Improvement Plan 2015-2016

Overview 9

Goals Summary 10

Goal 1: Spencer County Middle School will increase the average combined Proficient/ Distinguished Reading and Math K-PREP scores from 60.8% to 70% by 2017..... 11

Goal 2: Spencer County Middle School will increase the percentage of students who are College and/or Career-Ready from 55.5% (P&D for all areas tested above state average) to 59% by 2016..... 14

Goal 3: Spencer County Middle School will have a 10% novice reduction in Math (11.5% to 10%) and Reading (17.2% to 15.5%) for all GAP students and increase the percentage of gap students who are Proficient or Distinguished from 10.6% to 20% by 2017 in all areas..... 16

Goal 4: Spencer County Middle School will increase the average combined Proficient/Distinguished Writing Scores from 40.2% (above state avg.) to 50% (state average) by 2017, and 10% in each performance level..... 19

Activity Summary by Funding Source 21

KDE Needs Assessment

Introduction 27

Data Analysis..... 28

Areas of Strengths..... 29

Opportunities for Improvement..... 30

Conclusion..... 31

KDE Compliance and Accountability - Schools

Introduction..... 33

Planning and Accountability Requirements..... 34

KDE Assurances - School

Introduction..... 53

Assurances..... 54

The Missing Piece

Introduction..... 60

Stakeholders..... 61

Relationship Building..... 62

Communications..... 63

Decision Making..... 65

Advocacy..... 67

Learning Opportunities..... 68

Community Partnerships..... 69

Reflection..... 70

Report Summary..... 71

Improvement Plan Stakeholder Involvement

Introduction..... 73

Improvement Planning Process..... 74

School Safety Report

Introduction..... 76

School Safety Requirements..... 77

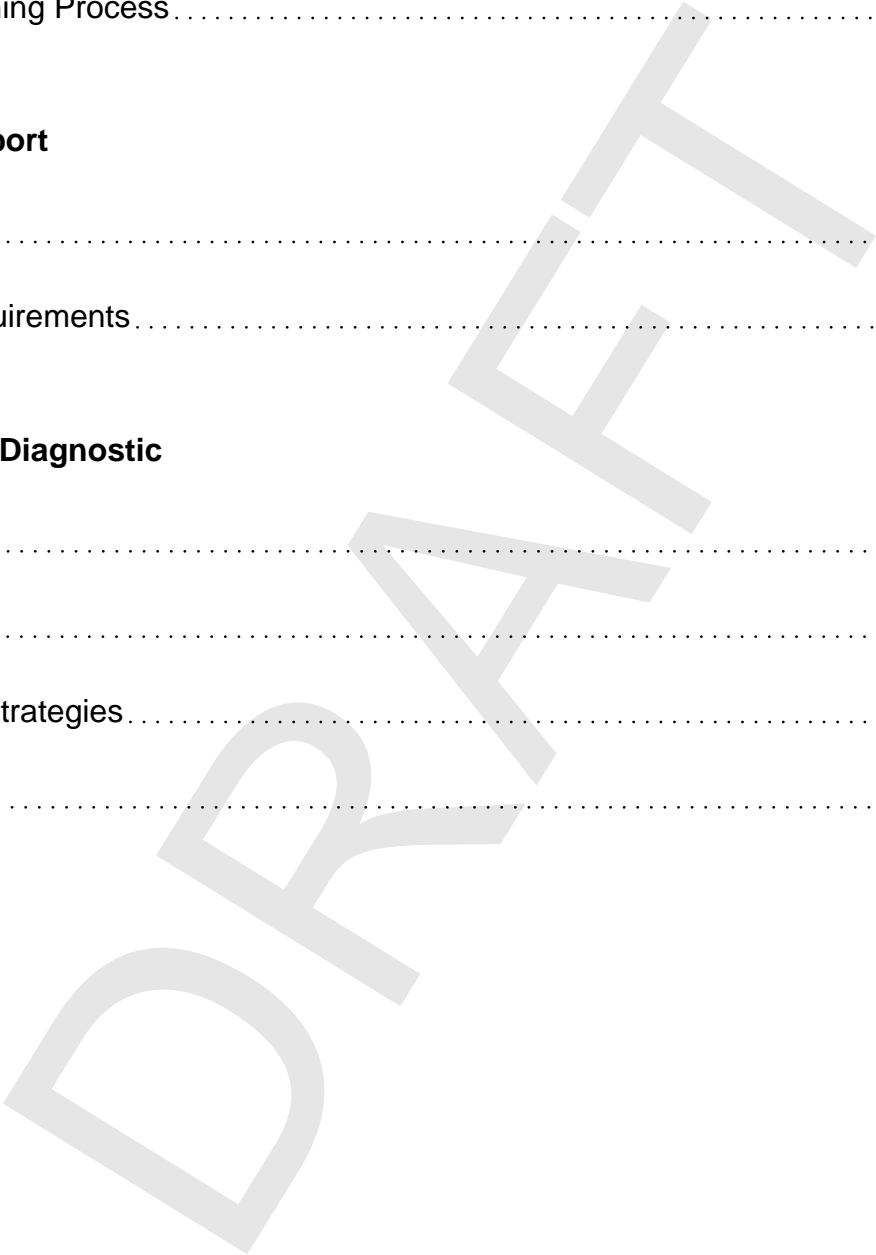
Equitable Access Diagnostic

Introduction..... 80

Needs Assessment..... 81

Equitable Access Strategies..... 82

Questions..... 84



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.

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Executive Summary

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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.

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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?

Spencer County Middle School is located 20 miles east of Louisville, in Spencer County. The school population consists of 677 students (8% minority and 40% free/reduced lunch). Over the past three years enrollment has increased steadily from approximately 620 students in 2011. SCMS currently has ten National Board Certified Teachers. Our school has an exceptional Arts Department (Drama, Art, Band, Choir, Tech. Ed), of which supports our Program Review. Our challenge is addressing the GAP population by means of Response to Intervention and Differentiated Instruction along with a deficiency in school-wide writing, being addressed by Professional Learning Communities and ongoing job-embedded Professional Development and "live scoring" across the content. We have recently improved overall state accountability scores, being named a Distinguished School in Ky; 90th percentile respectfully.

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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.

Mission Statement: Spencer County Schools will go the distance for all students!

Vision Statement: Spencer County Schools will ensure all students reach their full potential through high academic standards empowering them to become highly effective individuals.

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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.

Spencer County School's now ranks in the top 91st percentile among school districts in Kentucky. More specifically, Spencer Middle School improved four points, to Distinguished - High Performing status in 2015. We are currently implementing the 'Leader in Me' and focusing on school-wide writing in the content areas. Over 200 of our students participate in Honor's Band and Chorus, over 50 take AP Art, and over 100 students are in Drama, and Duke Tip. In 2014-2015, 224 students scored "Distinguished" in at least one area on the state assessment. Regarding College and Career Readiness, 166 students met benchmark in English, 87 students met benchmark in Math, 67 students met benchmark in Reading, and 85 students met benchmarks in Science on the EXPLORE Assessment.

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Additional Information

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

SCMS welcomes all stakeholders to join and participate in our Parent, Student, Teacher Organization. Customer Service and communication is a driving force behind our journey to becoming an elite Middle School in the state.

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Plan for KDE Comprehensive School Improvement Plan 2015-2016

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Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan 2015-2016

Plan Description

DRAFT

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	Spencer County Middle School will increase the average combined Proficient/ Distinguished Reading and Math K-PREP scores from 60.8% to 70% by 2017.	Objectives: 2 Strategies: 6 Activities: 13	Organizational	\$2000
2	Spencer County Middle School will increase the percentage of students who are College and/or Career-Ready from 55.5% (P&D for all areas tested above state average) to 59% by 2016.	Objectives: 3 Strategies: 4 Activities: 11	Organizational	\$10000
3	Spencer County Middle School will have a 10% novice reduction in Math (11.5% to 10%) and Reading (17.2% to 15.5%) for all GAP students and increase the percentage of gap students who are Proficient or Distinguished from 10.6% to 20% by 2017 in all areas.	Objectives: 2 Strategies: 3 Activities: 11	Organizational	\$12000
4	Spencer County Middle School will increase the average combined Proficient/Distinguished Writing Scores from 40.2% (above state avg.) to 50% (state average) by 2017, and 10% in each performance level.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0

Goal 1: Spencer County Middle School will increase the average combined Proficient/ Distinguished Reading and Math K-PREP scores from 60.8% to 70% by 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of Proficient and Distinguished students to 75% in Reading and 65% in Math by May 2017. by 05/31/2017 as measured by K-PREP scores.

Strategy 1:

Reading Block - Students will receive instruction using research-based reading strategies for 30 minutes per day.

Category:

Activity - Reading Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in classes for the Reading Block based on their MAP scores and receive 30 minutes per day of instruction and guided practice time for reading.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in the use of research-based instructional strategies for Reading and Math (i.e. Thinking Strategies).	Professional Learning	08/10/2015	05/30/2017	\$2000	Other	Principal, Instructional Coach and Teachers

Strategy 2:

Instructional Strategies - Spencer County Middle School will use specific strategies and structures in all areas of literacy (Reading, Writing and Math) through intentional planning, implementation and monitoring.

Category:

Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use PLC and Team Meetings to plan the implementation of specific strategies and structures focused on all areas of literacy and math.	Academic Support Program	08/10/2015	05/29/2017	\$0	No Funding Required	Principals, Staff

Activity - Implementation of Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Spencer County Middle School

The following instructional strategies/programs will be implemented: School-Wide Reading Program (Ready Common Core), Dynamic Model (Math), Reading Block, Writing Seminar, Vocabulary Workshop, Focus on 'Inference Skills' (Math, Science and Social Studies) and Win Learning.	Academic Support Program	08/10/2015	05/29/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation of literacy strategies/structures will be monitored using the following: MAP, Learning Checks, Common Assessments, K-PREP and the Data Analysis Process (Data Teams and PLCs).	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Strategy 3:

Reading Curriculum - The staff of Spencer County Elementary will collaborate to monitor reading curricula initiatives through coaching, peer observation/modeling, data analysis and PLC discussions.

Category:

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will provide coaching to teachers on the use of effective instructional strategies used in the Reading Block.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal and Instructional Coach
Activity - Peer Observation/Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided opportunities to observe effective thinking strategies in other classrooms (non-evaluative) for personal growth and improvement.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Measurable Objective 2:

collaborate to provide for the individual academic needs of students by 05/30/2017 as measured by Impact and Implementation Checks conducted by the Principal and Instructional Coach..

Strategy 1:

Name and Claim - Spencer County Middle School will implement strategies/activities focused on setting individual student goals, monitoring academic progress and recognizing growth.

Category:

Activity - Monitoring Student Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Spencer County Middle School

Student goals will be monitored regularly throughout the year, using grades, MAP data, attendance information, Good Faith Checklists etc...	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
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Activity - Goal Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student successes will be recognized and celebrated on a regular basis and at an annual Academic Rally to provide motivation for continued growth.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Strategy 2:

Scheduling - Spencer County Middle School will use assessment data for scheduling students based on need.

Category:

Activity - Data-Based Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Department members will work collaboratively to schedule students using data from MAP, K-PREP, RTI, IEPs, along with anecdotal information (Gifted/Talented roster, behavior information, etc...).	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach, Department Chairpersons

Activity - Schedule Revisions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student schedules will be revised on an on-going basis, based on needs and intervention effectiveness in RTI.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal

Strategy 3:

Intervention Resources - Spencer County Middle School will use data analysis to support effective interventions with available resources.

Category:

Activity - Budget Priorities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spencer County will use data analysis to establish budget priorities for the allocation of resources developing a "Needs Assessment" annually.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	School Council, Principal, Instructional Coach and Teachers

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spencer County Middle School will use data analysis to support effective interventions with funding.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	School Council, Principal, Instructional Coach and Teachers

Goal 2: Spencer County Middle School will increase the percentage of students who are College and/or Career-Ready from 55.5% (P&D for all areas tested above state average) to 59% by 2016.

Measurable Objective 1:

collaborate to exceed the state average on all tested benchmarks by 05/30/2016 as measured by Novice Reduction Rates and KPREP P%D Percentages.

Strategy 1:

Goal Setting - Students will set specific academic goals for their performance on common assessments and ERQ/OD Writing.

Category: Continuous Improvement

Activity - Individual Student Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will set goals for the MAP, K-PREP, ERQ's and OD Common Assessments using the Daily Agenda/ILP format.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Measurable Objective 2:

collaborate to expose students to their ILP career clusters through The Deal by 05/30/2017 as measured by administrative records maintained by the principal..

Strategy 1:

The Deal - Collaboration through the GT department along with the teachers and Administration to expose students to speakers who graduated from SCPS explaining their careers and how they obtained their jobs.

Category:

Activity - Career Cluster Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Spencer County Middle School

Students will be able to hear from different speakers in their area of interests including college and career readiness options.	Academic Support Program	08/12/2015	05/20/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers and Gifted and Talented Staff
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Measurable Objective 3:

collaborate to increase student achievement through PDs, PLCs, and Vertical Discussions by 05/30/2017 as measured by end of year K-PREP scores.

Strategy 1:

Professional Development - Teachers will complete on-going professional developments to improve student achievement and become life long learners.

Category: Professional Learning & Support

Activity - New Teacher Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1st and 2nd year teachers who are new to the district will be provided on-going professional development, guidance, and support with a focus on research-based instructional strategies.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Teacher Academy Coordinator

Activity - Professional Learning for All Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCMS will provide on-going, job-embedded, research-based professional learning in the following areas: Professional Growth and Evaluation System, RIT Band Instruction, Literacy Strategies, Math Strategies, Thinking Strategies, Science, and Social Studies' Standards, and related arts.	Professional Learning	08/10/2015	05/30/2017	\$10000	Other	Principals, Instructional Coaches and Teachers

Activity - Vertical Curriculum Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vertical Discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment, and share information on individual students.	Academic Support Program	08/10/2015	05/30/2017	\$0	Other	Principal, Instructional Coach and Teachers

Strategy 2:

Professional Learning Community - Teachers will meet in weekly PLC's to discuss common assessments, data analysis, and Daily Learning Targets.

Category: Professional Learning & Support

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and teachers will do an in-depth data analysis of all test results to determine which students are not making adequate progress and inform instruction.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principals, Instructional Coach and Teachers

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Activity - Common Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLCs to review common unit assessments in order to improve academic achievement. They will collaborate to write the assessments, analyze the results, and determine next steps.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principals, Instructional Coach and Staff
Activity - Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily Flashbacks in the classes to ensure that previously taught content is reviewed/reinforced with students.	Academic Support Program	08/12/2015	05/24/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
Activity - Curriculum Maps/ Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Maps/Pacing Guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits.	Academic Support Program	08/10/2015	05/01/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
Activity - Curriculum Documents/Timelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize curriculum documents and timelines aligned with the Common Core Curriculum, as well as, collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	08/10/2015	05/28/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
Activity - Daily Learning Targets and Essential Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Learning Targets and Essential Questions will continue to be posted in each classroom and referred to throughout the lesson.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Goal 3: Spencer County Middle School will have a 10% novice reduction in Math (11.5% to 10%) and Reading (17.2% to 15.5%) for all GAP students and increase the percentage of gap students who are Proficient or Distinguished from 10.6% to 20% by 2017 in all areas.

Measurable Objective 1:

collaborate to increase the combined percentage of gap students scoring Proficient or Distinguished in Reading and Math to the state average by 05/30/2017 as measured by K-PREP scores.

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Strategy 1:

Response to Intervention - Students will receive specific interventions that match their academic needs in Reading, Math and other identified areas of need (i.e. Writing).

Category:

Activity - Reading RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive specific interventions for identified needs in reading. Interventions will include SRA and/or other research-based strategies.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive specific interventions in Math, including Moby Math, Algebra Readiness (SRA) and/or other research-based strategies.	Academic Support Program	08/10/2015	05/01/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment results (K-PREP, MAP, grades, etc...) will be reviewed for RTI students a minimum of 3 times per year, to determine progress, placement and appropriate interventions.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Measure of Academic Progress (MAP) will be used as the Universal Screener for the RTI Program. Assessment results and other information will be used to determine Tier assignment and interventions.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Strategy 2:

ECE Collaboration Plan - ECE Department will collaborate with regular classroom teachers to coordinate the delivery of services to address the IEPs of students.

Category:

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Spencer County Middle School

ECE teachers will plan with regular classroom teachers to coordinate the delivery of services in addressing student IEPs.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	DoSE, Principal, Instruction Coach and Teachers
Activity - Collaborative Teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will incorporate collaboration strategies (e.g. Co-Teaching, Content Reinforcement, etc...) as outlined in the District ECE Program Goals.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	DoSE, Principal, Instructional Coach and Teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will conduct progress monitoring with their students on a regular basis. In addition, ECE teachers will discuss the effectiveness of instruction monthly during PLC Meetings.	Academic Support Program	08/10/2015	05/22/2017	\$0	No Funding Required	DoSE, Principal, Instructional Coach and Teachers
Activity - ECE Department Chair Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ECE department and ARC chairpersons will attend monthly meetings with the DoSE.	Academic Support Program	08/10/2015	05/23/2017	\$0	No Funding Required	DoSE and Principal
Activity - Content Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SCMS will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	08/10/2015	05/24/2017	\$2000	Other	DoSE, Principal, Instructional Coach and Teachers
Activity - Tier III Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Psychologists will be involved in the Tier III RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	DoSE, RTI Coordinator, Principals, Instructional Coach and School Psychologists

Measurable Objective 2:

increase student growth by increasing the amount of computer/electronic devices accessible to teachers and students by 100% before May of 2017. by 05/30/2017 as measured by number of cpu's .

Strategy 1:

Chromebooks for Kids Initiative - We will organize and establish the "Chromebooks for Kids" program at SCMS - all proceeds going towards adding seven class sets of 30 Chromebooks (one per team, total of 210 units) by May of 2017.

Category: Continuous Improvement

Activity - Chromebooks for Kids Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly correspondence and community visits will initiate support for student computers. Sponsorship of a single computer or 1/2 and full class sets are optional.	Community Engagement, Technology, Academic Support Program	08/10/2015	05/30/2017	\$10000	KETS	Admin, Teacher, Student, Community

Goal 4: Spencer County Middle School will increase the average combined Proficient/Distinguished Writing Scores from 40.2% (above state avg.) to 50% (state average) by 2017, and 10% in each performance level.

Measurable Objective 1:

collaborate to increase Writing Scores a minimum of 10% in each performance level (except Novice) by 05/30/2017 as measured by writing scores on formative assessments, summative assessments and K-PREP..

Strategy 1:

Job Embedded Writing PD - Provide specific instruction, feedback and guidance to students and teachers with job-embedded "live scoring" in class and PLC's.

Category: Professional Learning & Support

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive focused instruction and practice targeting their specific writing level, with the goal of moving them a minimum of one performance level.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Activity - Best Practice Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Spencer County Middle School

All Teachers will use 'Best Practice' writing instruction during the 5th period block as supported by the PLC process.	Academic Support Program	08/10/2015	05/01/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive embedded professional learning and interdisciplinary team collaboration opportunities related to the Writing process in regular classes and reading block. Teachers also provide feedback and help determine the activities that are most beneficial within school-wide reading, reading block, writing, live-scoring, RTI behavior and academics.	Professional Learning	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
Activity - Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive individual feedback focused on their current writing level with the goal of moving them up a minimum of one performance level.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
Activity - Learning Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Spencer County Middle School will conduct a K-PREP-like assessment (as a pre-assessment) of student performance in writing and other content areas.	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Reinforcement	SCMS will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	08/10/2015	05/24/2017	\$2000	DoSE, Principal, Instructional Coach and Teachers
Vertical Curriculum Discussions	Vertical Discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment, and share information on individual students.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Reading Strategies	Teachers will receive professional development in the use of research-based instructional strategies for Reading and Math (i.e. Thinking Strategies).	Professional Learning	08/10/2015	05/30/2017	\$2000	Principal, Instructional Coach and Teachers
Professional Learning for All Teachers	SCMS will provide on-going, job-embedded, research-based professional learning in the following areas: Professional Growth and Evaluation System, RIT Band Instruction, Literacy Strategies, Math Strategies, Thinking Strategies, Science, and Social Studies' Standards, and related arts.	Professional Learning	08/10/2015	05/30/2017	\$10000	Principals, Instructional Coaches and Teachers
Total					\$14000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Check	Spencer County Middle School will conduct a K-PREP-like assessment (as a pre-assessment) of student performance in writing and other content areas.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Curriculum Documents/Timelines	All teachers will utilize curriculum documents and timelines aligned with the Common Core Curriculum, as well as, collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	08/10/2015	05/28/2017	\$0	Principal, Instructional Coach and Teachers

KDE Comprehensive School Improvement Plan

Spencer County Middle School

MAP Testing	The Measure of Academic Progress (MAP) will be used as the Universal Screener for the RTI Program. Assessment results and other information will be used to determine Tier assignment and interventions.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Goal Celebration	Student successes will be recognized and celebrated on a regular basis and at an annual Academic Rally to provide motivation for continued growth.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Reading RTI	Students will receive specific interventions for identified needs in reading. Interventions will include SRA and/or other research-based strategies.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Math RTI	Students will receive specific interventions in Math, including Moby Math, Algebra Readiness (SRA) and/or other research-based strategies.	Academic Support Program	08/10/2015	05/01/2017	\$0	Principal, Instructional Coach and Teachers
Intervention Resources	Spencer County Middle School will use data analysis to support effective interventions with funding.	Academic Support Program	08/10/2015	05/30/2017	\$0	School Council, Principal, Instructional Coach and Teachers
Collaborative Planning	ECE teachers will plan with regular classroom teachers to coordinate the delivery of services in addressing student IEPs.	Academic Support Program	08/10/2015	05/30/2017	\$0	DoSE, Principal, Instruction Coach and Teachers
Progress Monitoring	Assessment results (K-PREP, MAP, grades, etc...) will be reviewed for RTI students a minimum of 3 times per year, to determine progress, placement and appropriate interventions.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Coaching	The instructional coach will provide coaching to teachers on the use of effective instructional strategies used in the Reading Block.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal and Instructional Coach
Curriculum Maps/ Pacing Guides	Curriculum Maps/Pacing Guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits.	Academic Support Program	08/10/2015	05/01/2017	\$0	Principal, Instructional Coach and Teachers
Writing Instruction	Students will receive focused instruction and practice targeting their specific writing level, with the goal of moving them a minimum of one performance level.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Monitoring Student Goals	Student goals will be monitored regularly throughout the year, using grades, MAP data, attendance information, Good Faith Checklists etc...	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Data Analysis	Principals and teachers will do an in-depth data analysis of all test results to determine which students are not making adequate progress and inform instruction.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principals, Instructional Coach and Teachers
Career Cluster Speakers	Students will be able to hear from different speakers in their area of interests including college and career readiness options.	Academic Support Program	08/12/2015	05/20/2017	\$0	Principal, Instructional Coach, Teachers and Gifted and Talented Staff
Budget Priorities	Spencer County will use data analysis to establish budget priorities for the allocation of resources developing a "Needs Assessment" annually.	Academic Support Program	08/10/2015	05/30/2017	\$0	School Council, Principal, Instructional Coach and Teachers
Schedule Revisions	Student schedules will be revised on an on-going basis, based on needs and intervention effectiveness in RTI.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal
Planning	Teachers will use PLC and Team Meetings to plan the implementation of specific strategies and structures focused on all areas of literacy and math.	Academic Support Program	08/10/2015	05/29/2017	\$0	Principals, Staff
Tier III Identification	School Psychologists will be involved in the Tier III RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	08/10/2015	05/30/2017	\$0	DoSE, RTI Coordinator, Principals, Instructional Coach and School Psychologists
Flashbacks	Teachers will provide daily Flashbacks in the classes to ensure that previously taught content is reviewed/reinforced with students.	Academic Support Program	08/12/2015	05/24/2017	\$0	Principal, Instructional Coach and Teachers
Collaborative Teaching Strategies	ECE teachers will incorporate collaboration strategies (e.g. Co-Teaching, Content Reinforcement, etc...) as outlined in the District ECE Program Goals.	Academic Support Program	08/10/2015	05/30/2017	\$0	DoSE, Principal, Instructional Coach and Teachers
Common Unit Assessments	Teachers will meet in PLCs to review common unit assessments in order to improve academic achievement. They will collaborate to write the assessments, analyze the results, and determine next steps.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principals, Instructional Coach and Staff
ECE Department Chair Meetings	All ECE department and ARC chairpersons will attend monthly meetings with the DoSE.	Academic Support Program	08/10/2015	05/23/2017	\$0	DoSE and Principal

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Best Practice Instruction	All Teachers will use 'Best Practice' writing instruction during the 5th period block as supported by the PLC process.	Academic Support Program	08/10/2015	05/01/2017	\$0	Principal, Instructional Coach and Teachers
Peer Observation/Modeling	Teachers will be provided opportunities to observe effective thinking strategies in other classrooms (non-evaluative) for personal growth and improvement.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Reading Time	Students will be placed in classes for the Reading Block based on their MAP scores and receive 30 minutes per day of instruction and guided practice time for reading.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
New Teacher Cadre	1st and 2nd year teachers who are new to the district will be provided on-going professional development, guidance, and support with a focus on research-based instructional strategies.	Academic Support Program	08/10/2015	05/30/2017	\$0	Teacher Academy Coordinator
Progress Monitoring	ECE teachers will conduct progress monitoring with their students on a regular basis. In addition, ECE teachers will discuss the effectiveness of instruction monthly during PLC Meetings.	Academic Support Program	08/10/2015	05/22/2017	\$0	DoSE, Principal, Instructional Coach and Teachers
Individual Student Goals	Students will set goals for the MAP, K-PREP, ERQ's and OD Common Assessments using the Daily Agenda/ILP format.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Conferencing	Students will receive individual feedback focused on their current writing level with the goal of moving them up a minimum of one performance level.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Professional Learning	Teachers will receive embedded professional learning and interdisciplinary team collaboration opportunities related to the Writing process in regular classes and reading block. Teachers also provide feedback and help determine the activities that are most beneficial within school-wide reading, reading block, writing, live-scoring, RTI behavior and academics.	Professional Learning	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Daily Learning Targets and Essential Questions	Daily Learning Targets and Essential Questions will continue to be posted in each classroom and referred to throughout the lesson.	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Implementation of Strategies	The following instructional strategies/programs will be implemented: School-Wide Reading Program (Ready Common Core), Dynamic Model (Math), Reading Block, Writing Seminar, Vocabulary Workshop, Focus on 'Inference Skills' (Math, Science and Social Studies) and Win Learning.	Academic Support Program	08/10/2015	05/29/2017	\$0	Principal, Instructional Coach and Teachers

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Data-Based Scheduling	Department members will work collaboratively to schedule students using data from MAP, K-PREP, RTI, IEPs, along with anecdotal information (Gifted/Talented roster, behavior information, etc...).	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach, Department Chairpersons
Monitoring Strategies	The implementation of literacy strategies/structures will be monitored using the following: MAP, Learning Checks, Common Assessments, K-PREP and the Data Analysis Process (Data Teams and PLCs).	Academic Support Program	08/10/2015	05/30/2017	\$0	Principal, Instructional Coach and Teachers
Total					\$0	

KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Chromebooks for Kids Initiative	Weekly correspondence and community visits will initiate support for student computers. Sponsorship of a single computer or 1/2 and full class sets are optional.	Community Engagement, Technology, Academic Support Program	08/10/2015	05/30/2017	\$10000	Admin, Teacher, Student, Community
Total					\$10000	

KDE Needs Assessment

Introduction

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

DRAFT

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?

According to 2015 TELL Survey data, average scores were in the 80% to 90% strongly agree in the affirmative except in two areas; Professional Development differentiated to individual teacher needs was only 55.2% positive and teachers having sufficient access to technology showed only 53.3% being positive. Spring 2015 KPREP scores showed improvement in most every area: Achievement data improved from 66.8 to 75.9, GAP scores increased from 36.1 to 47.3, Growth scores improved 11.1 points, but College Career declined seven tenths of a point. Scores in every subject area improved substantially from 2014 to 2015. MAP Assessment which is administered three times per year consistently shows SCMS above national averages in nine of ten areas tested, with 6th grade math being an outlier.

DRAFT

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?

KPREP Reading overall improved from 58.8 to 67.5 (state average is 53.8). 6th Grade Reading improved six points, 7th grade reading improved five points, and 8th grade reading improved sixteen points respectively. KPREP Math overall improved four points and remains twelve points above the state average. 7th grade math improved seven points and 8th grade math improved ten points. Language Mechanics improved thirteen points overall (thirteen points above the state avg.). Social Studies remains thirteen points above the state average.

DRAFT

Opportunities for Improvement

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

Writing is a statewide epidemic, and GAP Closure in Writing continues to be our #1 priority need at SCMS. Our master schedule now has a writing class built in daily, taught by all teachers. Last year, 38 GAP students scored novice in writing and 129 scored apprentice (73% of students tested). 46 GAP students are still scoring novice in Language Mechanics with 27 scoring apprentice (62% of students tested). 6th grade Math continues to be an area of school wide focus after dropping seven points from 2014 to 2015. Tell results showed that 53.3% our staff did not have access to instructional technology. We have targeted this area of growth with the SCMS "Chromebooks for Kids" initiative that has raised over \$20,000 to date.

DRAFT

Conclusion

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

We just received the highest test scores in school history, classifying us as Distinguished - High Performing in Kentucky, ranking us 72 of 334 Middle Schools in the state. Various assessments show that we are above the state and national average in most every area except 6th Grade Math and Writing. We will continue to strive towards elite status in Kentucky.

DRAFT

KDE Compliance and Accountability - Schools

DRAFT

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.

DRAFT

Planning and Accountability Requirements

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

Goal 1:

Spencer County Middle School will have a 10% novice reduction in Math (11.5% to 10%) and Reading (17.2% to 15.5%) for all GAP students and increase the percentage of gap students who are Proficient or Distinguished from 10.6% to 20% by 2017 in all areas.

Measurable Objective 1:

increase student growth by increasing the amount of computer/electronic devices accessible to teachers and students by 100% before May of 2017. by 05/30/2017 as measured by number of cpu's .

Strategy1:

Chromebooks for Kids Initiative - We will organize and establish the "Chromebooks for Kids" program at SCMS - all proceeds going towards adding seven class sets of 30 Chromebooks (one per team, total of 210 units) by May of 2017.

Category: Continuous Improvement

Research Cited:

Activity - Chromebooks for Kids Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly correspondence and community visits will initiate support for student computers. Sponsorship of a single computer or 1/2 and full class sets are optional.	Community Engagement Academic Support Program Technology	08/10/2015	05/30/2017	\$10000 - KETS	Admin, Teacher, Student, Community

Goal 2:

Spencer County Middle School will increase the average combined Proficient/Distinguished Writing Scores from 40.2% (above state avg.) to 50% (state average) by 2017.

Measurable Objective 1:

collaborate to increase Writing Scores a minimum of 10% in each performance level (except Novice) by 05/30/2017 as measured by writing scores on formative assessments, summative assessments and K-PREP..

Strategy1:

Job Embedded Writing PD - Provide specific instruction, feedback and guidance to students and teachers with job-embedded "live scoring" in class and PLC's.

Category: Professional Learning & Support

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Research Cited:

Activity - Best Practice Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Teachers will use 'Best Practice' writing instruction during the 5th period block as supported by the PLC process.	Academic Support Program	08/10/2015	05/01/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Goal 3:

Spencer County Middle School will collaborate to ensure that all teachers and administrators are effectively trained and provided on-going professional development in the implementation of the Teacher Professional Growth and Effectiveness System in 2016.

Measurable Objective 1:

collaborate to ensure that 100% of teachers and administrators are proficient in the use of the Teacher Professional Growth and Effectiveness System (TPGES) by 05/30/2015 as measured by administrative records maintained by the principal.

Strategy1:

Teacher Awareness - Provide professional development to all teachers in the Teacher Professional Growth and Effectiveness System (TPGES).

Category:

Research Cited:

Activity - On-Going Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided on-going professional development during staff meetings (monthly) on the components of the Teacher Professional Growth and Effectiveness System (TPGES).	Professional Learning	08/07/2013	05/01/2016	\$0 - No Funding Required	Principal

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

Goal 1:

Spencer County Middle School will increase the averaged combined Proficient/ Distinguished Reading and Math K-PREP scores from 60.8% to 70% by 2017.

Measurable Objective 1:

collaborate to provide for the individual academic needs of students by 05/30/2017 as measured by Impact and Implementation Checks conducted by the Principal and Instructional Coach..

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Strategy1:

Name and Claim - Spencer County Middle School will implement strategies/activities focused on setting individual student goals, monitoring academic progress and recognizing growth.

Category:

Research Cited:

Activity - Monitoring Student Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student goals will be monitored regularly throughout the year, using grades, MAP data, attendance information, Good Faith Checklists etc...	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Goal Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student successes will be recognized and celebrated on a regular basis and at an annual Academic Rally to provide motivation for continued growth.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Strategy2:

Intervention Resources - Spencer County Middle School will use data analysis to support effective interventions with available resources.

Category:

Research Cited:

Activity - Budget Priorities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spencer County will use data analysis to establish budget priorities for the allocation of resources developing a "Needs Assessment" annually.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	School Council, Principal, Instructional Coach and Teachers

Activity - Intervention Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spencer County Middle School will use data analysis to support effective interventions with funding.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	School Council, Principal, Instructional Coach and Teachers

Strategy3:

Scheduling - Spencer County Middle School will use assessment data for scheduling students based on need.

Category:

Research Cited:

Activity - Schedule Revisions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student schedules will be revised on an on-going basis, based on needs and intervention effectiveness in RTI.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Activity - Data-Based Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Department members will work collaboratively to schedule students using data from MAP, K-PREP, RTI, IEPs, along with anecdotal information (Gifted/Talented roster, behavior information, etc...).	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach, Department Chairpersons

Measurable Objective 2:

demonstrate a proficiency by increasing the percentage of Proficient and Distinguished students to 75% in Reading and 65% in Math by May 2017. by 05/31/2017 as measured by K-PREP scores.

Strategy1:

Reading Block - Students will receive instruction using research-based reading strategies for 30 minutes per day.

Category:

Research Cited:

Activity - Reading Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in classes for the Reading Block based on their MAP scores and receive 30 minutes per day of instruction and guided practice time for reading.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development in the use of research-based instructional strategies for Reading and Math (i.e. Thinking Strategies).	Professional Learning	08/10/2015	05/30/2017	\$2000 - Other	Principal, Instructional Coach and Teachers

Strategy2:

Reading Curriculum - The staff of Spencer County Elementary will collaborate to monitor reading curricula initiatives through coaching, peer observation/modeling, data analysis and PLC discussions.

Category:

Research Cited:

Activity - Peer Observation/Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided opportunities to observe effective thinking strategies in other classrooms (non-evaluative) for personal growth and improvement.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional coach will provide coaching to teachers on the use of effective instructional strategies used in the Reading Block.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal and Instructional Coach

Strategy3:

Instructional Strategies - Spencer County Middle School will use specific strategies and structures in all areas of literacy (Reading, Writing and Math) through intentional planning, implementation and monitoring.

Category:

Research Cited:

Activity - Monitoring Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation of literacy strategies/structures will be monitored using the following: MAP, Learning Checks, Common Assessments, K-PREP and the Data Analysis Process (Data Teams and PLCs).	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use PLC and Team Meetings to plan the implementation of specific strategies and structures focused on all areas of literacy and math.	Academic Support Program	08/10/2015	05/29/2017	\$0 - No Funding Required	Principals, Staff

Activity - Implementation of Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The following instructional strategies/programs will be implemented: School-Wide Reading Program (Ready Common Core), Dynamic Model (Math), Reading Block, Writing Seminar, Vocabulary Workshop, Focus on 'Inference Skills' (Math, Science and Social Studies) and Win Learning.	Academic Support Program	08/10/2015	05/29/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Goal 2:

Spencer County Middle School will have a 10% novice reduction in Math (11.5% to 10%) and Reading (17.2% to 15.5%) for all GAP students and increase the percentage of gap students who are Proficient or Distinguished from 10.6% to 20% by 2017 in all areas.

Measurable Objective 1:

increase student growth by increasing the amount of computer/electronic devices accessible to teachers and students by 100% before May of 2017. by 05/30/2017 as measured by number of cpu's .

Strategy1:

Chromebooks for Kids Initiative - We will organize and establish the "Chromebooks for Kids" program at SCMS - all proceeds going towards adding seven class sets of 30 Chromebooks (one per team, total of 210 units) by May of 2017.

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Category: Continuous Improvement

Research Cited:

Activity - Chromebooks for Kids Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly correspondence and community visits will initiate support for student computers. Sponsorship of a single computer or 1/2 and full class sets are optional.	Community Engagement Academic Support Program Technology	08/10/2015	05/30/2017	\$10000 - KETS	Admin, Teacher, Student, Community

Measurable Objective 2:

collaborate to increase the combined percentage of gap students scoring Proficient or Distinguished in Reading and Math to the state average by 05/30/2017 as measured by K-PREP scores.

Strategy1:

Response to Intervention - Students will receive specific interventions that match their academic needs in Reading, Math and other identified areas of need (i.e. Writing).

Category:

Research Cited:

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Measure of Academic Progress (MAP) will be used as the Universal Screener for the RTI Program. Assessment results and other information will be used to determine Tier assignment and interventions.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive specific interventions in Math, including Moby Math, Algebra Readiness (SRA) and/or other research-based strategies.	Academic Support Program	08/10/2015	05/01/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment results (K-PREP, MAP, grades, etc...) will be reviewed for RTI students a minimum of 3 times per year, to determine progress, placement and appropriate interventions.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Activity - Reading RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive specific interventions for identified needs in reading. Interventions will include SRA and/or other research-based strategies.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Strategy2:

ECE Collaboration Plan - ECE Department will collaborate with regular classroom teachers to coordinate the delivery of services to address the IEPs of students.

Category:

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will conduct progress monitoring with their students on a regular basis. In addition, ECE teachers will discuss the effectiveness of instruction monthly during PLC Meetings.	Academic Support Program	08/10/2015	05/22/2017	\$0 - No Funding Required	DoSE, Principal, Instructional Coach and Teachers

Activity - Tier III Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Psychologists will be involved in the Tier III RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	DoSE, RTI Coordinator, Principals, Instructional Coach and School Psychologists

Activity - Collaborative Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will incorporate collaboration strategies (e.g. Co-Teaching, Content Reinforcement, etc...) as outlined in the District ECE Program Goals.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	DoSE, Principal, Instructional Coach and Teachers

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will plan with regular classroom teachers to coordinate the delivery of services in addressing student IEPs.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	DoSE, Principal, Instructional Coach and Teachers

Activity - Content Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SCMS will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	08/10/2015	05/24/2017	\$2000 - Other	DoSE, Principal, Instructional Coach and Teachers

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Activity - ECE Department Chair Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ECE department and ARC chairpersons will attend monthly meetings with the DoSE.	Academic Support Program	08/10/2015	05/23/2017	\$0 - No Funding Required	DoSE and Principal

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Spencer County Middle School will have a 10% novice reduction in Math (11.5% to 10%) and Reading (17.2% to 15.5%) for all GAP students and increase the percentage of gap students who are Proficient or Distinguished from 10.6% to 20% by 2017 in all areas.

Measurable Objective 1:

increase student growth by increasing the amount of computer/electronic devices accessible to teachers and students by 100% before May of 2017. by 05/30/2017 as measured by number of cpu's .

Strategy1:

Chromebooks for Kids Initiative - We will organize and establish the "Chromebooks for Kids" program at SCMS - all proceeds going towards adding seven class sets of 30 Chromebooks (one per team, total of 210 units) by May of 2017.

Category: Continuous Improvement

Research Cited:

Activity - Chromebooks for Kids Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly correspondence and community visits will initiate support for student computers. Sponsorship of a single computer or 1/2 and full class sets are optional.	Academic Support Program Technology Community Engagement	08/10/2015	05/30/2017	\$10000 - KETS	Admin, Teacher, Student, Community

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Measurable Objective 2:

collaborate to increase the combined percentage of gap students scoring Proficient or Distinguished in Reading and Math to the state average by 05/30/2017 as measured by K-PREP scores.

Strategy1:

Response to Intervention - Students will receive specific interventions that match their academic needs in Reading, Math and other identified areas of need (i.e. Writing).

Category:

Research Cited:

Activity - Reading RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive specific interventions for identified needs in reading. Interventions will include SRA and/or other research-based strategies.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Measure of Academic Progress (MAP) will be used as the Universal Screener for the RTI Program. Assessment results and other information will be used to determine Tier assignment and interventions.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive specific interventions in Math, including Moby Math, Algebra Readiness (SRA) and/or other research-based strategies.	Academic Support Program	08/10/2015	05/01/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment results (K-PREP, MAP, grades, etc...) will be reviewed for RTI students a minimum of 3 times per year, to determine progress, placement and appropriate interventions.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Strategy2:

ECE Collaboration Plan - ECE Department will collaborate with regular classroom teachers to coordinate the delivery of services to address the IEPs of students.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Activity - Content Reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SCMS will implement/monitor a schedule that allows students an opportunity for mastery learning through content reinforcement activities.	Academic Support Program	08/10/2015	05/24/2017	\$2000 - Other	DoSE, Principal, Instructional Coach and Teachers

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will plan with regular classroom teachers to coordinate the delivery of services in addressing student IEPs.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	DoSE, Principal, Instructional Coach and Teachers

Activity - Tier III Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Psychologists will be involved in the Tier III RTI meetings. They will provide information on appropriate Tier III interventions, progress monitoring and the ECE referral process.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	DoSE, RTI Coordinator, Principals, Instructional Coach and School Psychologists

Activity - Collaborative Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will incorporate collaboration strategies (e.g. Co-Teaching, Content Reinforcement, etc...) as outlined in the District ECE Program Goals.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	DoSE, Principal, Instructional Coach and Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will conduct progress monitoring with their students on a regular basis. In addition, ECE teachers will discuss the effectiveness of instruction monthly during PLC Meetings.	Academic Support Program	08/10/2015	05/22/2017	\$0 - No Funding Required	DoSE, Principal, Instructional Coach and Teachers

Activity - ECE Department Chair Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ECE department and ARC chairpersons will attend monthly meetings with the DoSE.	Academic Support Program	08/10/2015	05/23/2017	\$0 - No Funding Required	DoSE and Principal

Goal 2:

Spencer County Middle School will increase the average combined Proficient/Distinguished Writing Scores from 40.2% (above state avg.) to 50% (state average) by 2017.

Measurable Objective 1:

collaborate to increase Writing Scores a minimum of 10% in each performance level (except Novice) by 05/30/2017 as measured by writing scores on formative assessments, summative assessments and K-PREP..

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Strategy1:

Job Embedded Writing PD - Provide specific instruction, feedback and guidance to students and teachers with job-embedded "live scoring" in class and PLC's.

Category: Professional Learning & Support

Research Cited:

Activity - Best Practice Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Teachers will use 'Best Practice' writing instruction during the 5th period block as supported by the PLC process.	Academic Support Program	08/10/2015	05/01/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Learning Check	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Spencer County Middle School will conduct a K-PREP-like assessment (as a pre-assessment) of student performance in writing and other content areas.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individual feedback focused on their current writing level with the goal of moving them up a minimum of one performance level.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive embedded professional learning and interdisciplinary team collaboration opportunities related to the Writing process in regular classes and reading block.	Professional Learning	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive focused instruction and practice targeting their specific writing level, with the goal of moving them a minimum of one performance level.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

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

N/A (this question does not apply)

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

Goal 1:

Spencer County Middle School will increase the percentage of students who are College and/or Career-Ready from 55.5% (P&D for all areas tested above state average) to 59% by 2016.

Measurable Objective 1:

collaborate to expose students to their ILP career clusters through The Deal by 05/30/2017 as measured by administrative records maintained by the principal..

Strategy1:

The Deal - Collaboration through the GT department along with the teachers and Administration to expose students to speakers who graduated from SCPS explaining their careers and how they obtained their jobs.

Category:

Research Cited:

Activity - Career Cluster Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to hear from different speakers in their area of interests including college and career readiness options.	Academic Support Program	08/12/2015	05/20/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers and Gifted and Talented Staff

Measurable Objective 2:

collaborate to exceed the state average on all tested benchmarks by 05/30/2016 as measured by Novice Reduction Rates and KPREP P%&D Percentages.

Strategy1:

Goal Setting - Students will set specific academic goals for their performance on common assessments and ERQ/OD Writing.

Category: Continuous Improvement

Research Cited:

Activity - Individual Student Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will set goals for the MAP, K-PREP, ERQ's and OD Common Assessments using the Daily Agenda/ILP format.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Measurable Objective 3:

collaborate to increase student achievement through PDs, PLCs, and Vertical Discussions by 05/30/2017 as measured by end of year K-PREP scores.

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Strategy1:

Professional Learning Community - Teachers will meet in weekly PLC's to discuss common assessments, data analysis, and Daily Learning Targets.

Category: Professional Learning & Support

Research Cited:

Activity - Common Unit Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLCs to review common unit assessments in order to improve academic achievement. They will collaborate to write the assessments, analyze the results, and determine next steps.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principals, Instructional Coach and Staff

Activity - Flashbacks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide daily Flashbacks in the classes to ensure that previously taught content is reviewed/reinforced with students.	Academic Support Program	08/12/2015	05/24/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Curriculum Maps/ Pacing Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Maps/Pacing Guides will be maintained in each teacher's lesson plan binder and monitored during Learning Walks and classroom visits.	Academic Support Program	08/10/2015	05/01/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and teachers will do an in-depth data analysis of all test results to determine which students are not making adequate progress and inform instruction.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principals, Instructional Coach and Teachers

Activity - Curriculum Documents/Timelines	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize curriculum documents and timelines aligned with the Common Core Curriculum, as well as, collaborate regularly in order to continuously refine and improve instruction.	Academic Support Program	08/10/2015	05/28/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Daily Learning Targets and Essential Questions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily Learning Targets and Essential Questions will continue to be posted in each classroom and referred to throughout the lesson.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Strategy2:

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Professional Development - Teachers will complete on-going professional developments to improve student achievement and become life long learners.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning for All Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SCMS will provide on-going, job-embedded, research-based professional learning in the following areas: Professional Growth and Evaluation System, RIT Band Instruction, Literacy Strategies, Math Strategies, Thinking Strategies, Science, and Social Studies' Standards, and related arts.	Professional Learning	08/10/2015	05/30/2017	\$10000 - Other	Principals, Instructional Coaches and Teachers

Activity - New Teacher Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st and 2nd year teachers who are new to the district will be provided on-going professional development, guidance, and support with a focus on research-based instructional strategies.	Academic Support Program	08/10/2015	05/30/2017	\$0 - No Funding Required	Teacher Academy Coordinator

Activity - Vertical Curriculum Discussions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vertical Discussions will be held with teachers to eliminate gaps and overlaps in the curriculum, refine instruction and assessment, and share information on individual students.	Academic Support Program	08/10/2015	05/30/2017	\$0 - Other	Principal, Instructional Coach and Teachers

Goal 2:

Spencer County Middle School will collaborate to ensure that all teachers and administrators are effectively trained and provided on-going professional development in the implementation of the Teacher Professional Growth and Effectiveness System in 2016.

Measurable Objective 1:

collaborate to ensure that 100% of teachers and administrators are proficient in the use of the Teacher Professional Growth and Effectiveness System (TPGES) by 05/30/2015 as measured by administrative records maintained by the principal.

Strategy1:

TPGES Training - The district will provide training to all administrators in the Teacher Professional Growth and Effectiveness System.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Activity - TeachScope Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administrators will successfully complete the TeachScope on-line training for TPGES.	Professional Learning	08/07/2013	05/01/2016	\$0 - No Funding Required	Principal

Activity - Study Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A study group will meet bi-monthly (minimum) to review and practice the scoring of components from the on-line training seminar provided by TeachScope.	Professional Learning	08/07/2013	05/01/2016	\$0 - No Funding Required	Principal and Title II Coordinator

Strategy2:

Teacher Awareness - Provide professional development to all teachers in the Teacher Professional Growth and Effectiveness System (TPGES).

Category:

Research Cited:

Activity - On-Going Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided on-going professional development during staff meetings (monthly) on the components of the Teacher Professional Growth and Effectiveness System (TPGES).	Professional Learning	08/07/2013	05/01/2016	\$0 - No Funding Required	Principal

Activity - Learning Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Teacher Professional Growth and Effectiveness System (TPGES) will be used as the basis for a Learning Walk (non-evaluative) during the 2nd semester of 2013-2014. The information will be used to provide feedback to the staff and to plan on-going professional development.	Academic Support Program	01/07/2014	05/01/2016	\$0 - No Funding Required	Principal

Activity - Introduction to the Teacher Professional Growth and Effectiveness System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A overview of the Teacher Professional Growth and Effectiveness System will be provided to all certified staff members at the beginning of the year (3 hours).	Professional Learning	08/01/2015	08/01/2016	\$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:

Spencer County Middle School will have a 10% novice reduction in Math (11.5% to 10%) and Reading (17.2% to 15.5%) for all GAP students

KDE Comprehensive School Improvement Plan

Spencer County Middle School

and increase the percentage of gap students who are Proficient or Distinguished from 10.6% to 20% by 2017 in all areas.

Measurable Objective 1:

increase student growth by increasing the amount of computer/electronic devices accessible to teachers and students by 100% before May of 2017. by 05/30/2017 as measured by number of cpu's .

Strategy1:

Chromebooks for Kids Initiative - We will organize and establish the "Chromebooks for Kids" program at SCMS - all proceeds going towards adding seven class sets of 30 Chromebooks (one per team, total of 210 units) by May of 2017.

Category: Continuous Improvement

Research Cited:

Activity - Chromebooks for Kids Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly correspondence and community visits will initiate support for student computers. Sponsorship of a single computer or 1/2 and full class sets are optional.	Technology Academic Support Program Community Engagement	08/10/2015	05/30/2017	\$10000 - KETS	Admin, Teacher, Student, Community

Goal 2:

Spencer County Middle School will increase the percentage of students who are College and/or Career-Ready from 55.5% (P&D for all areas tested above state average) to 59% by 2016.

Measurable Objective 1:

collaborate to expose students to their ILP career clusters through The Deal by 05/30/2017 as measured by administrative records maintained by the principal..

Strategy1:

The Deal - Collaboration through the GT department along with the teachers and Administration to expose students to speakers who graduated from SCPS explaining their careers and how they obtained their jobs.

Category:

Research Cited:

Activity - Career Cluster Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to hear from different speakers in their area of interests including college and career readiness options.	Academic Support Program	08/12/2015	05/20/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers and Gifted and Talented Staff

Measurable Objective 2:

KDE Comprehensive School Improvement Plan

Spencer County Middle School

collaborate to increase student achievement through PDs, PLCs, and Vertical Discussions by 05/30/2017 as measured by end of year K-PREP scores.

Strategy1:

Professional Development - Teachers will complete on-going professional developments to improve student achievement and become life long learners.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning for All Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SCMS will provide on-going, job-embedded, research-based professional learning in the following areas: Professional Growth and Evaluation System, RIT Band Instruction, Literacy Strategies, Math Strategies, Thinking Strategies, Science, and Social Studies' Standards, and related arts.	Professional Learning	08/10/2015	05/30/2017	\$10000 - Other	Principals, Instructional Coaches and Teachers

Goal 3:

Increase the Average Freshman Graduation Rate from 80.2% to 83.8% by 2016.

Measurable Objective 1:

demonstrate a proficiency by ensuring students are prepared for EXPLORE testing at the beginning of their 8th grade year by 05/30/2015 as measured by EXPLORE results..

Strategy1:

PLC Meetings - Teachers will meet in weekly PLC meetings to ensure that common assessments are based on common core standards, and that data analysis reflects a positive growth in all content areas.

Category:

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLC's to develop common assessments aligned to state standards, in order to prepare students for EXPLORE testing in the 8th grade.	Academic Support Program	08/08/2012	12/01/2015	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Measurable Objective 2:

collaborate to ensure all students develop and fully utilize their ILP's to guide them in a college and career pathways by 05/30/2015 as measured by administration monitor of use and completion.

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Strategy1:

Individual Learning Plans - 6th grade teachers will introduce ILP to students and complete and review each year throughout middle school and high school.

Category:

Research Cited:

Activity - Review ILP's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will review their ILP's yearly in the 6th, 7th, and 8th grade year.	Academic Support Program	01/08/2013	12/01/2015	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Introduction to ILPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th grade teachers will introduce ILP's in the beginning of student's 6th grade year.	Academic Support Program	01/08/2013	12/01/2015	\$0 - No Funding Required	Principal, Instructional Coach and 6th grade teachers

Goal 4:

Spencer County Middle School will increase the average combined Proficient/Distinguished Writing Scores from 40.2% (above state avg.) to 50% (state average) by 2017.

Measurable Objective 1:

collaborate to increase Writing Scores a minimum of 10% in each performance level (except Novice) by 05/30/2017 as measured by writing scores on formative assessments, summative assessments and K-PREP..

Strategy1:

Job Embedded Writing PD - Provide specific instruction, feedback and guidance to students and teachers with job-embedded "live scoring" in class and PLC's.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive embedded professional learning and interdisciplinary team collaboration opportunities related to the Writing process in regular classes and reading block.	Professional Learning	08/10/2015	05/30/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

KDE Assurances - School

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Introduction

KDE Assurances - School

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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		

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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

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		

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria 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 will be serving students.	Yes		

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		

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		

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

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		

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		

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

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		

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		

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		

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		

KDE Comprehensive School Improvement Plan

Spencer County Middle School

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

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

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		

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		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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		

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		

KDE Comprehensive School Improvement Plan

Spencer County Middle School

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

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

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

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

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The Missing Piece

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Introduction

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

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Stakeholders

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

Parent, Teacher, & Student survey

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Relationship Building

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

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

KDE Comprehensive School Improvement Plan

Spencer County Middle School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

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Decision Making

Overall Rating: 3.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in SBDM parent election.	Distinguished

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

KDE Comprehensive School Improvement Plan

Spencer County Middle School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

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Advocacy

Overall Rating: 4.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 4.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 4.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

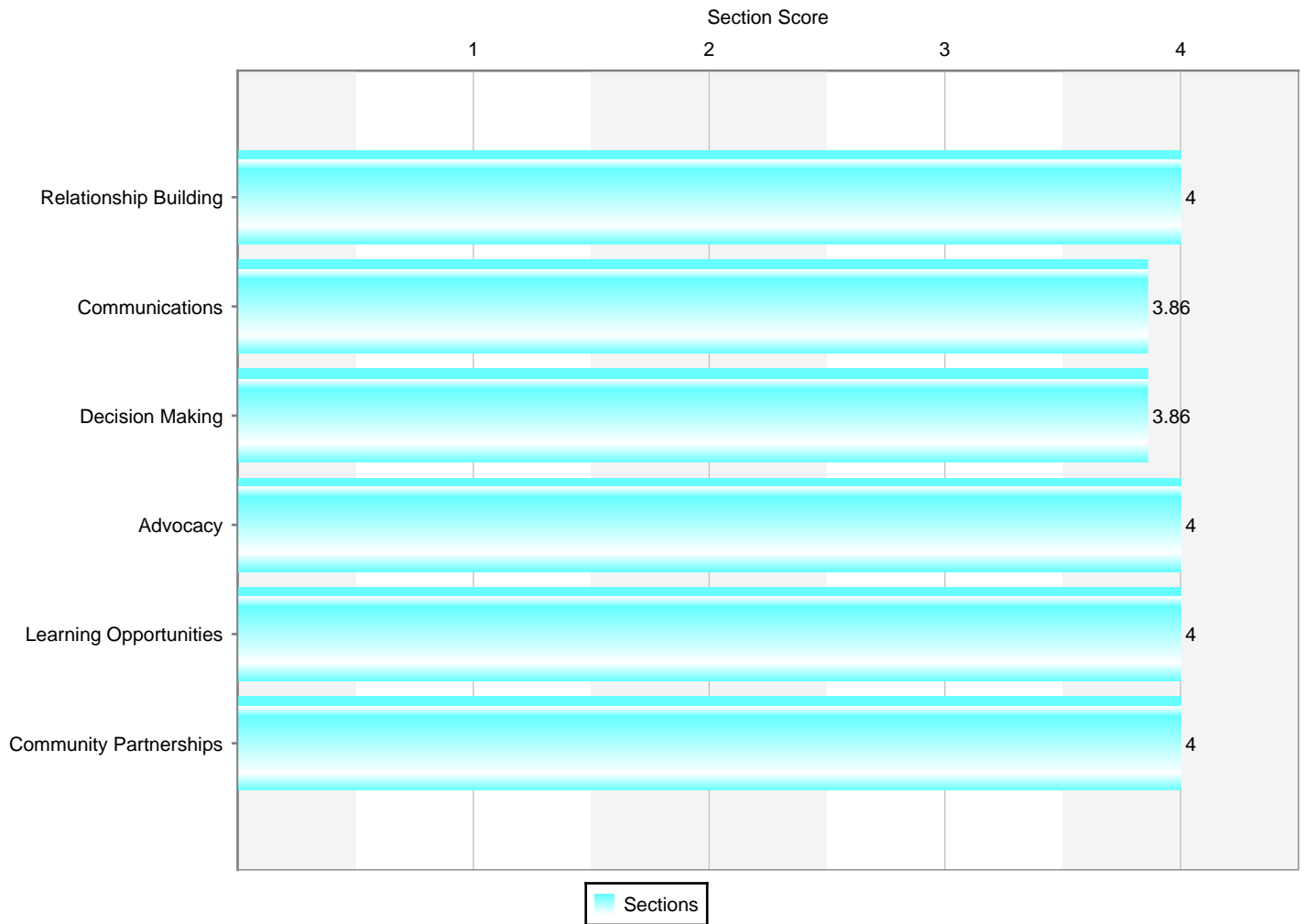
Reflect upon your responses to each of the Missing Piece objectives.

Parents are partners at SCMS. We have an ECE Proctor mentoring program throughout the year to ease the transition into testing. Several volunteers contribute daily during and after school. Weekly correspondence from the Principal to all stakeholders occurs. Parents are recruited to participate and serve on school committee's and events.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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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.

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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.

School parents, students, and personnel were administered a District perceptive survey to gain feedback from all stakeholders. Team leaders and department leaders participated in activities that disseminate data and chart trends. Students were identified as below, at or above grade level.

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

Parent, Teacher and Student gave stakeholder specific feedback in areas including but not limited to: safety, technology, extra-curricular, communication, and academics.

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

Approved by SBDM, placed on school and district website and emailed to stakeholders.

School Safety Report

DRAFT

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.

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School Safety Requirements

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

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

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	District EMP.	

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	Brett Beaverson - District Safe Schools Coordinator	

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	Sept. 17 reviewed and accepted by SBDM. District schedules first responders and school maps.	

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 10, 2015.	

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

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

KDE Comprehensive School Improvement Plan

Spencer County Middle School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Brett Beaverson - District Safe Schools Coordinator	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Sept. 18, 2015	

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

Equitable Access Diagnostic

DRAFT

Introduction

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

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Differentiated Technology individualized for teachers, the need for a whole-school writing program and 6th grade math interventions.

What sources of data were used to determine the barriers?

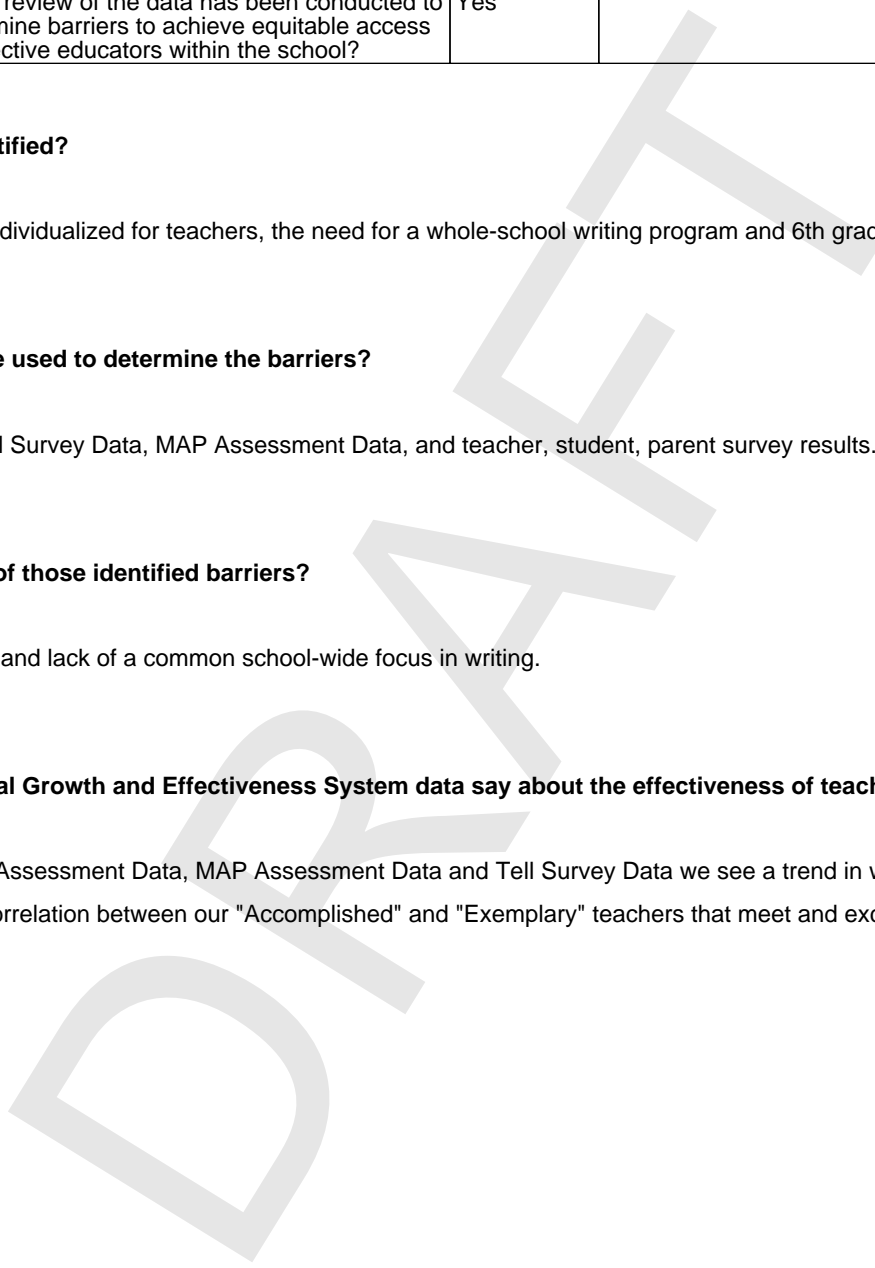
State Assessment Data, Tell Survey Data, MAP Assessment Data, and teacher, student, parent survey results.

What are the root causes of those identified barriers?

Prior funding for technology and lack of a common school-wide focus in writing.

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

In triangulating our KPREP Assessment Data, MAP Assessment Data and Tell Survey Data we see a trend in what TPGES teacher data has told us. There is a strong correlation between our "Accomplished" and "Exemplary" teachers that meet and exceed expectations and student performance.



Equitable Access Strategies

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

We have a 100% Highly Qualified Staff according to KDE. Our scheduling allows each of our near 700 students to take Math, Science, Social Studies, and ELA at each grade level by a Highly Qualified Teacher. We also offer Edgenuity, ECE, RTI, and ESS services for students with specific needs that extend from the regular classroom. A 21st Century Grant allows for after school homework help each day for all students. We also offer dozens of extra-curricular activities that allows students to sign-up for possible future career pathways.

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

MAP Assessment is administered three times per year throughout the district. Students more than two grade levels behind are targeted for RTI interventions for Math and Reading. Students in Social Studies and Science class that perform poorly may be referred to Extended School Services and Edgenuity based on student samples and teacher recommendations. Exceptional children have individualized learning plans and receive both regular education and content reinforcement based off screenings done by the ECE Dept. and school psychologist.

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

The district participates in several teacher recruitment fairs throughout the year. The Spencer County Teacher Academy has two levels (one for new and another for non-tenured). This program trains educators on best practices in teaching and Spencer County Schools expectations in the classroom. Three times per year, the district participates in a Learning Walk for each building visiting every classroom in the district. Immediate feedback is given to all involved.

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

The district participates in several teacher recruitment fairs throughout the year. The Spencer County Teacher Academy has two levels (one for new and another for non-tenured). This program trains educators on best practices in teaching and Spencer County Schools expectations in the classroom. Three times per year, the district participates in a Learning Walk for each building visiting every classroom in the district. Immediate feedback is given to all involved.

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

The district participates in several teacher recruitment fairs throughout the year. The Spencer County Teacher Academy has two levels (one for new and another for non-tenured). This program trains educators on best practices in teaching and Spencer County Schools expectations in the classroom. Three times per year, the district participates in a Learning Walk for each building visiting every classroom in the district. Immediate feedback is given to all involved.

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

Our Professional Learning Communities are structured as teams at each grade level. PLC's meet daily with a predetermined agenda. At the center of our PLC process is our collaborative scoring. All teachers participate in designing, administering, analyzing results and providing feedback to students. Job-embedded professional development in the seven Thinking Strategies is also led by staff members that have attended the four day training.

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

Thinking strategies corresponds to TPGES domains in many areas. Each staff member was purchased a copy of "Mosaic of Thought" by Keene and Zimmerman. Team leaders were given "Questioning for Classroom Discussion" by Walsh and Sattes. Staff also video themselves addressing strategies as exemplars are viewed and discussed at monthly PLC's as well.

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

53.3% of staff suggested they were without adequate technology. We addressed this with the "Chromebooks for Kids" initiative that has raised over \$20,000 at this time. The goal is to provide classroom sets of Chromebooks to teams of teach's as we move towards a 1:1 ratio.

Questions

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

Developed the "SCMS Parent and Student Academic Success Policy" that assures success, progression and promotion for all SCMS students. ECE Department collaborated to analyze school and ECE student test scores. Individualized Learning Plans were discussed and possible other alternatives for student placement.

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