



Comprehensive School Improvement Plan

Northern Middle School
Pulaski County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		Equitable Access - School Equity

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The student to teacher ratio is 19.4:1 which is similar to other secondary schools in the district. Our number of assistants is only 9 which accounts for only 4.6% of the district's assistants, even though we account for 10.3% of the total student population in the district. The bulk of assistants in the district are at the elementary level, in keeping with KDE mandates.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Our district does and excellent job of managing resources, including human resources. The district has been very helpful in addressing the needs of NMS. The largest current need is for additional highly qualified intervention teachers in math and reading and an RTI coordinator/curriculum specialist. The RTI coordinator would coordinate MAP testing, analyze data and work more in the RTI realm. This request has been included in our district needs assessment. The barriers are the cost required to hire additional staff and then finding qualified personnel. The root cause for this barrier would be inadequate funding and/or the lack of qualified personnel.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Equitable Access - Goal Setting

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

2016-17 Gap Goal: Northern Middle School will collaborate to increase the percent of the non-duplicated gap group students scoring proficient or distinguished on the combined reading and math portions of KPREP from 52.2% in 2015-16 to 70.2% by June 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient or distinguished in reading in the non-duplicated gap group from 55% in 2015-16 to 60.6% by 06/30/2017 as measured by the reading portion of KPREP.

Strategy1:

Student Engagement - This strategy is implemented through KAGAN structures with the goal of engaging all students through a variety of activities.

Category: Continuous Improvement

Research Cited:

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Activity - KAGAN Structures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KAGAN will be utilized regularly in all classrooms to ensure student engagement.	Academic Support Program	08/09/2016	06/30/2017	\$10000 - CCR Grant	District and school administrators, curriculum specialist, KAGAN coaches, all teachers

Goal 2:

2016-17 Tier 1 Proficiency/CCR Goal: Increase the combined reading and math scores for all students from 56.7 in 2015-16 to 64.5 in 2016-17 as measured by the KPREP assessment.

Measurable Objective 1:

collaborate to increase the combined reading and math scores for all students from 56.7 in 2015-16 to 64.5 in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

Strategy1:

Student Engagement - NMS instructional staff will implement student engagement strategies in all classes.

Category: Continuous Improvement

Research Cited:

Activity - Hands-on Learning Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students using a variety of hands-on learning activities that are aligned to standards.	Academic Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	Administrators will monitor, teachers will select appropriate hands-on activities and use in instruction.

Activity - KAGAN Structures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained on the use of KAGAN engagement structures and are currently implementing those structures in the classroom. There is ongoing training to sustain the program through KAGAN coaching.	Academic Support Program	08/09/2016	05/31/2017	\$10000 - District Funding	Administrators will monitor the implementation progress of KAGAN, all teachers will use KAGAN structures during instruction as appropriate throughout the year, KAGAN coaches will observe teachers using KAGAN structures and provide feedback.

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide feedback to students via individual conferencing on constructed responses and formative assessments (short answer, extended response, on-demand writing etc...) in both writing and mathematics.	Academic Support Program	08/09/2016	05/31/2017	\$5000 - Other	Administrators will monitor, the curriculum specialist, writing teachers and math teachers will organize and conduct conferencing sessions with students.

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Goal 3:

2016-17 Tier 2 Gap Goal: Increase the combined reading and math scores for all students in the non-duplicated gap group from 48 in 2015-16 to 58.2 in 2016-17.

Measurable Objective 1:

collaborate to increase the combined reading and math scores for all students in the non-duplicated gap group from 48 in 2015-16 to 58.2 in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

Strategy1:

Growth Mindset - The purpose of this strategy is to foster a growth mindset in staff and students as opposed to a fixed mindset. A growth mindset is the belief that everyone can improve through diligence and effort, and there is no ceiling to success. This is in contrast to a fixed mindset which is the belief that one can only achieve a certain level of success and that they cannot achieve beyond a certain point regardless of the effort.

Category: Professional Learning & Support

Research Cited:

Activity - Mindset Monday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity focuses on developing a "growth mindset" for both staff and students. A growth mindset is the belief that everyone has the ability to improve through effort, persistence, and hard work. Teachers will sign up to provide a growth mindset video to staff that will also be shared with students.	Behavioral Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal and teachers.

Activity - Developing Metacognition Skills for Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Metacognition is about "thinking about thinking", or "knowing about knowing" and higher order thinking skills. It comes from the root word "meta", meaning beyond. It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving.	Academic Support Program	09/01/2016	05/31/2017	\$2000 - District Funding	Principal will monitor, teachers will implement

Goal 4:

2016-17 Tier 3 Novice Reduction Goal: Decrease the number of novice scores in math and reading by 10% in 2016-17.

Measurable Objective 1:

collaborate to decrease the number of novice scores in math and reading by 10% in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

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Strategy1:

Novice Reduction - Students will be identified and targeted for novice reduction based on KPREP scores, MAP scores, and school assessment data.

Category: Continuous Improvement

Research Cited:

Activity - RTI Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of student assessment data will be analyzed to determine students who will benefit from RTI interventions. We have ALEKS and MOBY MAX for math interventions, and Reading PLUS, Lexia, and specialized class instruction for reading.	Academic Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	CCR Teachers and aids, ELA Teachers, Amy Whitaker

Activity - Differentiated Classroom Instruction and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction and assessment is a framework for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.	Academic Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	All core teachers will implement, administrators will monitor.

Goal 5:

2016-17 Stakeholder Collaboration Goal: Northern Middle School will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.

Measurable Objective 1:

collaborate to improve communications with stakeholders and increase community involvement and relations with Northern Middle School by 05/31/2017 as measured by survey data.

Strategy1:

Community Involvement - Northern Middle School will utilize community professionals and leaders to meet with students to discuss a variety of potential career paths, and speak to the importance of education in achieving career goals.

Category: Stakeholder Engagement

Research Cited:

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Activity - Reality Town	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of business people will set up at NMS to discuss career paths and the cost of living. Students will select a career with a given salary, and they are tasked with managing the money in Reality Town. They will learn costs of various things encountered in real life, such as car and house payments, child rearing, water and electric bills, etc...The goal is for students to manage their available money properly and make good choices so that they don't go bankrupt.	Community Engagement	08/09/2016	12/30/2016	\$500 - FRYSC	YSC Coordinator, 7th grade teachers and staff

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community leaders and professionals meet with students to discuss career options and education requirements for various careers.	Community Engagement	01/02/2017	03/31/2017	\$0 - No Funding Required	Curriculum specialist, administrators, guidance, teachers

Strategy2:

Stakeholder Communication - NSM will utilize a variety of communications platforms to inform stakeholders of important events and information regarding MNS.

Category: Stakeholder Engagement

Research Cited:

Activity - NMS Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NSM will utilize a variety of methods to communicate important information and events regarding NMS. We will utilize One Call, Remind, the local newspaper, and social media, as well as direct phone conversations when appropriate.	Parent Involvement	07/01/2016	06/30/2017	\$0 - No Funding Required	Administrators and certified staff

Goal 6:

2016-17 Program Review Goal - Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing, and Global Competency & World Languages.

Measurable Objective 1:

collaborate to build proficiency in all areas of the Program Review by 05/15/2017 as measured by KDE Program Review Rubrics.

Strategy1:

Continuous Improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Research Cited:

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Activity - District External Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Shelly Hargis, Wayne Craft, Lana Mayfield

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Shelly Hargis, Wayne Craft, Lana Mayfield

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Shelly Hargis, Principal and Parent

Wayne Craft, Principal and Parent

Keli Nelson, YSC Coordinator and Parent

Mona Eldridge, SBDM Teacher Member

Marty Taylor, SBDM Teacher Member

Jessica Wheeler, SBDM Teacher Member

Maria Martin, SBDM Parent Member

Daniel Hill, Asst. Principal in Guidance

Allison Gregg, Counselor

Relationship Building

Overall Rating: 2.57

	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.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	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.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

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

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

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

Advocacy

Overall Rating: 2.0

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	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 they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 1.83

	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	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.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 2.33

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

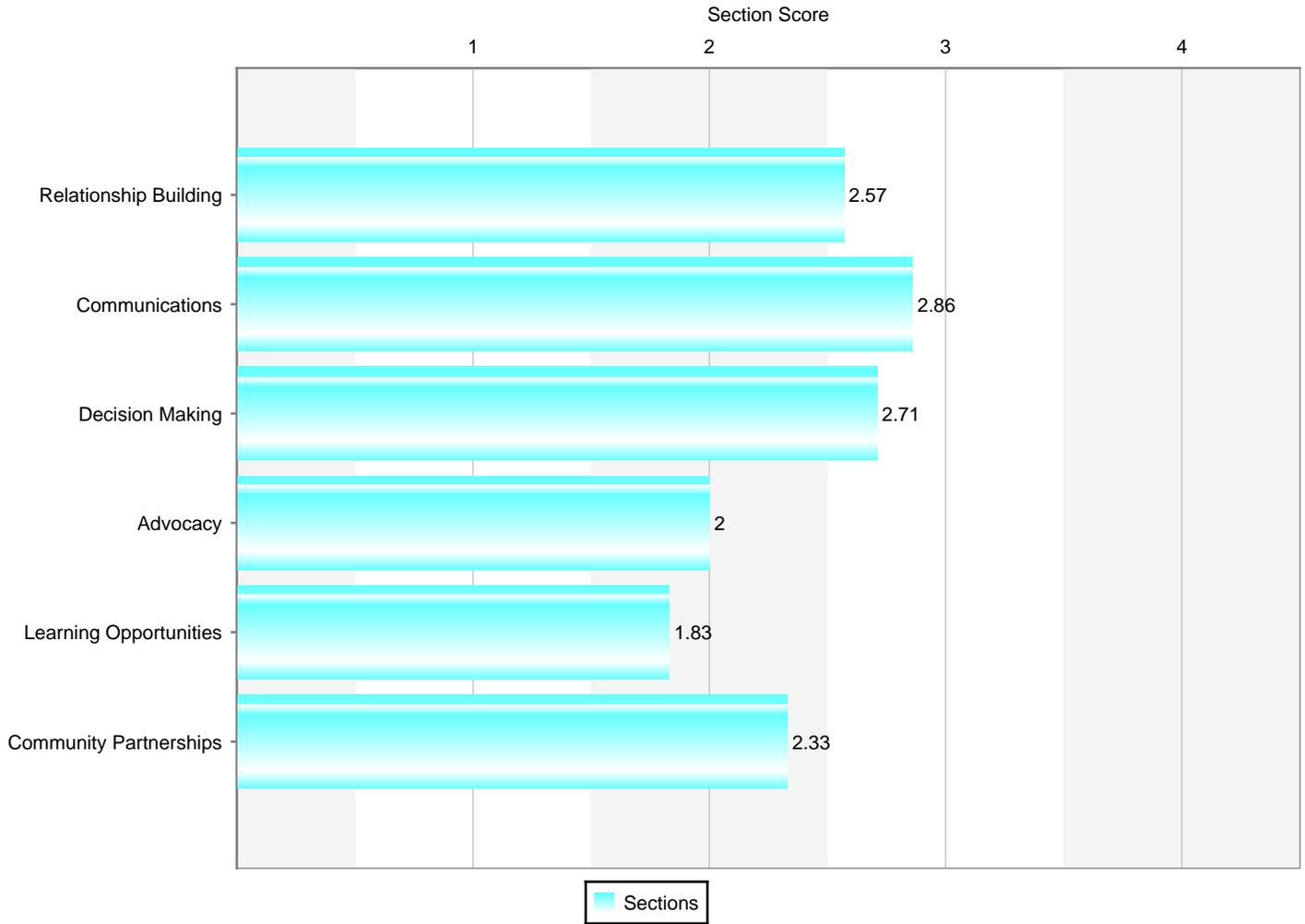
Reflection

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

Our learning community is very focused on student achievement. We make many efforts to involve parents and stakeholders in our school's success. We will continue with our existing systems and research ideas for greater parent participation and community involvement. We will continue to look for ways to educate our families about our programs and their child's progress and to work with community agencies to provide support services for our students and remove barriers to learning. Some improvement ideas are: 1. We are exploring student-led conferences and may introduce a pilot project next year. 2. We have expanded our communication efforts to include a mailed-home newsletter each grading term 3. We will implement a distribution list for electronic communications

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our improvement planning process included forming a needs assessment committee which consisted of department chairs, our youth services center coordinator, a student representative, CSIP facilitator, and administrator, and a parent representative. The department chairs were selected because of their knowledge of content at all grade levels, and students were asked to participate on three CSIP committees, and the one who was available attended the needs assessment committee. We also formed a planning committee which consisted of all departments (all teachers) to plan and approve activities for the CSIP. This committee also had a student and parent member. Finally the review committee reviewed and approved the goals. This committee consisted of team leaders, the principal, SBDM members (which includes parents), and a student representative. Meetings were scheduled on a Growth Day, afterschool, and during regularly scheduled SBDM meetings and there were no scheduling issues.

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

We wanted all stakeholders to be represented in the CSIP process. The department chairs were selected for the needs assessment committee because of their extensive knowledge of the curriculum, since the needs assessment drives the whole process. We felt that it was important to include the youth services center coordinator because of their involvement with a number of community groups and outside agencies. The parents and students were chosen to give voice to those groups. The planning committee consisted of all core departments. Each department is responsible for reporting progress toward goals, objectives and activities. This groups also had student and parent members. The review committee consisted of the principal, SBDM, and team leaders. The SBDM must review and approve the CSIP according to policy. We also included team leaders and a student in this process.

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

The final plan was communicated to teachers during a scheduled meeting. It is made available to the public via the school website. It is also reviewed and approved by the SBDM council which includes parent members. A One Call is made to parents to inform them that the CSIP is available on the school website.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

During data analysis we tried to assess our strengths and growth areas based on the available data. In this analysis we considered instructional approaches that yielded positive results and looked for ways to apply them to areas where growth is needed. The data tells us about student performance on a specific assessment. We found it to be somewhat consistent with our MAP monitoring data that we collected throughout the year, but was not quite as high overall as what the MAP indicated it should be. The data does not tell the cause of these discrepancies.

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?

We noted several areas of strength.

Our math scores were strong across the board but particularly in 6th and 8th grades, with only 10.3% novice for the entire school. The percent novice in math was lower than both the district and state average. Also, in math we had 39.5% of students at proficient which is higher than the state average, and 14.9% distinguished which is higher than both the district and state percentage.

Likewise, in reading, our students scored well having a lower percent of novice (19.1%) than the state average, while NMS students scored a higher percentage of proficient (40.4%) and distinguished (18.1%) than the state average.

Our 8th grade on-demand writing scores were terrific with only 6.1% novice compared to the state average of 16.1%. We had 46.3% proficient scores compared to the state average of 31%, and 14.9% distinguished scores compared to 9.7% for the state.

Our social studies scores continue to be very good with only 3.7% novice compared to 9.7% for the state and higher proficient (47.6%) and distinguished (19.9%) numbers than the state (43.1% and 16.6%, respectively).

Our school is doing several things to sustain our areas of strength. We have implemented a system of interventions and an RTI process for both reading and mathematics. We currently use ALEKS and Moby Max programs for math interventions and Reading Plus, Lexia and Moby Max for reading interventions. Students are identified for these programs through MAP testing. We also have a special class that uses a variety of reading strategies for our students scoring below the 10th percentile on MAP testing. Teachers use remediation packets for common assessments where students do not demonstrate mastery. This is an individualized approach that allows students to master individual standards that they missed during instruction. We implemented individual conferencing for on-demand writing pieces in 8th grade last year which contributed to our outstanding scores. As we move into this school year, we are utilizing the same approach in 6th grade which we believe will yield similar results.

As a PBIS school we constantly look for ways to celebrate and recognize the success of our students. All of the above accomplishments are cause for celebration.

Opportunities for Improvement

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

Language mechanics in 6th grade continues to be a concern, as is on-demand writing in 6th grade. We will address both issues through conferencing. Despite this, our percent proficient and distinguished remained above the state average in language mechanics and on-demand writing.

In 7th grade mathematics our percent distinguished lagged behind the state average (9.8% to 13%), but our combined proficient and distinguished was higher than the state (47.7% to 45.4%).

In 7th grade reading NMS's percent distinguished was below the state average (14.6% to 18.8%), as well as combine proficient and distinguished (54.4% to 56.6%)

Conclusion

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

In general, our students performed very well on the KPREP test. We have many programs in place to sustain this success. We have already began student conferencing for 6th grade on-demand writing that we believe will yield similar results to what we had in 8th grade the past year. We continue to implement KAGAN engagement structures which should help in many deficient areas as we become more proficient. We have an effective RTI monitoring and intervention system in place as a safety net for struggling students. Our teachers continue to grow professionally and learn new teaching strategies and ideas for concept development. All teachers and certified staff are required to attend 24 hours of relevant PD but many go way beyond this requirement.

NMS Revised CSIP 2016-17

Overview

Plan Name

NMS Revised CSIP 2016-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2016-17 Tier 1 Proficiency/CCR Goal: Increase the combined reading and math scores for all students from 56.7 in 2015-16 to 64.5 in 2016-17 as measured by the KPREP assessment.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$15000
2	2016-17 Tier 2 Gap Goal: Increase the combined reading and math scores for all students in the non-duplicated gap group from 48 in 2015-16 to 58.2 in 2016-17.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$2000
3	2016-17 Tier 3 Novice Reduction Goal: Decrease the number of novice scores in math and reading by 10% in 2016-17.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	2016-17 Stakeholder Collaboration Goal: Northern Middle School will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$500
5	2016-17 Program Review Goal - Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing, and Global Competency & World Languages.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: 2016-17 Tier 1 Proficiency/CCR Goal: Increase the combined reading and math scores for all students from 56.7 in 2015-16 to 64.5 in 2016-17 as measured by the KPREP assessment.

Measurable Objective 1:

collaborate to increase the combined reading and math scores for all students from 56.7 in 2015-16 to 64.5 in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

Strategy 1:

Student Engagement - NMS instructional staff will implement student engagement strategies in all classes.

Category: Continuous Improvement

Activity - KAGAN Structures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained on the use of KAGAN engagement structures and are currently implementing those structures in the classroom. There is ongoing training to sustain the program through KAGAN coaching.	Academic Support Program	08/09/2016	05/31/2017	\$10000	District Funding	Administrators will monitor the implementation progress of KAGAN, all teachers will use KAGAN structures during instruction as appropriate throughout the year, KAGAN coaches will observe teachers using KAGAN structures and provide feedback.

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Activity - Student Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide feedback to students via individual conferencing on constructed responses and formative assessments (short answer, extended response, on-demand writing etc...) in both writing and mathematics.	Academic Support Program	08/09/2016	05/31/2017	\$5000	Other	Administrators will monitor, the curriculum specialist, writing teachers and math teachers will organize and conduct conferencing sessions with students.

Activity - Hands-on Learning Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students using a variety of hands-on learning activities that are aligned to standards.	Academic Support Program	08/09/2016	05/31/2017	\$0	No Funding Required	Administrators will monitor, teachers will select appropriate hands-on activities and use in instruction.

Goal 2: 2016-17 Tier 2 Gap Goal: Increase the combined reading and math scores for all students in the non-duplicated gap group from 48 in 2015-16 to 58.2 in 2016-17.

Measurable Objective 1:

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collaborate to increase the combined reading and math scores for all students in the non-duplicated gap group from 48 in 2015-16 to 58.2 in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

Strategy 1:

Growth Mindset - The purpose of this strategy is to foster a growth mindset in staff and students as opposed to a fixed mindset. A growth mindset is the belief that everyone can improve through diligence and effort, and there is no ceiling to success. This is in contrast to a fixed mindset which is the belief that one can only achieve a certain level of success and that they cannot achieve beyond a certain point regardless of the effort.

Category: Professional Learning & Support

Activity - Mindset Monday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This activity focuses on developing a "growth mindset" for both staff and students. A growth mindset is the belief that everyone has the ability to improve through effort, persistence, and hard work. Teachers will sign up to provide a growth mindset video to staff that will also be shared with students.	Behavioral Support Program	09/01/2016	05/31/2017	\$0	No Funding Required	Principal and teachers.

Activity - Developing Metacognition Skills for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Metacognition is about "thinking about thinking", or "knowing about knowing" and higher order thinking skills. It comes from the root word "meta", meaning beyond. It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving.	Academic Support Program	09/01/2016	05/31/2017	\$2000	District Funding	Principal will monitor, teachers will implement

Goal 3: 2016-17 Tier 3 Novice Reduction Goal: Decrease the number of novice scores in math and reading by 10% in 2016-17.

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Measurable Objective 1:

collaborate to decrease the number of novice scores in math and reading by 10% in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

Strategy 1:

Novice Reduction - Students will be identified and targeted for novice reduction based on KPREP scores, MAP scores, and school assessment data.

Category: Continuous Improvement

Activity - RTI Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of student assessment data will be analyzed to determine students who will benefit from RTI interventions. We have ALEKS and MOBY MAX for math interventions, and Reading PLUS, Lexia, and specialized class instruction for reading.	Academic Support Program	08/09/2016	05/31/2017	\$0	No Funding Required	CCR Teachers and aids, ELA Teachers, Amy Whitaker

Activity - Differentiated Classroom Instruction and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction and assessment is a framework for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.	Academic Support Program	08/09/2016	05/31/2017	\$0	No Funding Required	All core teachers will implement, administrators will monitor.

Goal 4: 2016-17 Stakeholder Collaboration Goal: Northern Middle School will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.

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Measurable Objective 1:

collaborate to improve communications with stakeholders and increase community involvement and relations with Northern Middle School by 05/31/2017 as measured by survey data.

Strategy 1:

Community Involvement - Northern Middle School will utilize community professionals and leaders to meet with students to discuss a variety of potential career paths, and speak to the importance of education in achieving career goals.

Category: Stakeholder Engagement

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community leaders and professionals meet with students to discuss career options and education requirements for various careers.	Community Engagement	01/02/2017	03/31/2017	\$0	No Funding Required	Curriculum specialist, administrators, guidance, teachers

Activity - Reality Town	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A variety of business people will set up at NMS to discuss career paths and the cost of living. Students will select a career with a given salary, and they are tasked with managing the money in Reality Town. They will learn costs of various things encountered in real life, such as car and house payments, child rearing, water and electric bills, etc...The goal is for students to manage their available money properly and make good choices so that they don't go bankrupt.	Community Engagement	08/09/2016	12/30/2016	\$500	FRYSC	YSC Coordinator, 7th grade teachers and staff

Strategy 2:

Stakeholder Communication - NSM will utilize a variety of communications platforms to inform stakeholders of important events and information regarding MNS.

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

Northern Middle School

Activity - NMS Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NSM will utilize a variety of methods to communicate important information and events regarding NMS. We will utilize One Call, Remind, the local newspaper, and social media, as well as direct phone conversations when appropriate.	Parent Involvement	07/01/2016	06/30/2017	\$0	No Funding Required	Administrators and certified staff

Goal 5: 2016-17 Program Review Goal - Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing, and Global Competency & World Languages.

Measurable Objective 1:

collaborate to build proficiency in all areas of the Program Review by 05/15/2017 as measured by KDE Program Review Rubrics.

Strategy 1:

Continuous Improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Shelly Hargis, Wayne Craft, Lana Mayfield

Activity - District External Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Academic Support Program, Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Shelly Hargis, Wayne Craft, Lana Mayfield
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NMS Communications	NSM will utilize a variety of methods to communicate important information and events regarding NMS. We will utilize One Call, Remind, the local newspaper, and social media, as well as direct phone conversations when appropriate.	Parent Involvement	07/01/2016	06/30/2017	\$0	Administrators and certified staff
Mindset Monday	This activity focuses on developing a "growth mindset" for both staff and students. A growth mindset is the belief that everyone has the ability to improve through effort, persistence, and hard work. Teachers will sign up to provide a growth mindset video to staff that will also be shared with students.	Behavioral Support Program	09/01/2016	05/31/2017	\$0	Principal and teachers.
Hands-on Learning Activities	Teachers will engage students using a variety of hands-on learning activities that are aligned to standards.	Academic Support Program	08/09/2016	05/31/2017	\$0	Administrators will monitor, teachers will select appropriate hands-on activities and use in instruction.
District External Review	The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Academic Support Program, Policy and Process	01/01/2017	12/31/2017	\$0	Shelly Hargis, Wayne Craft, Lana Mayfield
RTI Targeted Interventions	A variety of student assessment data will be analyzed to determine students who will benefit from RTI interventions. We have ALEKS and MOBY MAX for math interventions, and Reading PLUS, Lexia, and specialized class instruction for reading.	Academic Support Program	08/09/2016	05/31/2017	\$0	CCR Teachers and aids, ELA Teachers, Amy Whitaker

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PR Cycle I & II Reports	The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program	01/01/2017	12/31/2017	\$0	Shelly Hargis, Wayne Craft, Lana Mayfield
Operation Preparation	Community leaders and professionals meet with students to discuss career options and education requirements for various careers.	Community Engagement	01/02/2017	03/31/2017	\$0	Curriculum specialist, administrators, guidance, teachers
Differentiated Classroom Instruction and Assessment	Differentiated instruction and assessment is a framework for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.	Academic Support Program	08/09/2016	05/31/2017	\$0	All core teachers will implement, administrators will monitor.
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KAGAN Structures	Teachers have been trained on the use of KAGAN engagement structures and are currently implementing those structures in the classroom. There is ongoing training to sustain the program through KAGAN coaching.	Academic Support Program	08/09/2016	05/31/2017	\$10000	Administrators will monitor the implementation progress of KAGAN, all teachers will use KAGAN structures during instruction as appropriate throughout the year, KAGAN coaches will observe teachers using KAGAN structures and provide feedback.

Comprehensive School Improvement Plan

Northern Middle School

Developing Metacognition Skills for Students	Metacognition is about "thinking about thinking", or "knowing about knowing" and higher order thinking skills. It comes from the root word "meta", meaning beyond. It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving.	Academic Support Program	09/01/2016	05/31/2017	\$2000	Principal will monitor, teachers will implement
Total					\$12000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Feedback	Teaches will provide feedback to students via individual conferencing on constructed responses and formative assessments (short answer, extended response, on-demand writing etc...) in both writing and mathematics.	Academic Support Program	08/09/2016	05/31/2017	\$5000	Administrators will monitor, the curriculum specialist, writing teachers and math teachers will organize and conduct conferencing sessions with students.
Total					\$5000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reality Town	A variety of business people will set up at NMS to discuss career paths and the cost of living. Students will select a career with a given salary, and they are tasked with managing the money in Reality Town. They will learn costs of various things encountered in real life, such as car and house payments, child rearing, water and electric bills, etc...The goal is for students to manage their available money properly and make good choices so that they don't go bankrupt.	Community Engagement	08/09/2016	12/30/2016	\$500	YSC Coordinator, 7th grade teachers and staff
Total					\$500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

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.	N/A		

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	ALEKS - Math Reading Plus, Lexia - Reading KAGAN - Engagement strategies for all students	

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.	N/A		

Comprehensive School Improvement Plan

Northern 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	KAGAN training and coaching.	

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	ALEKS, Reading Plus, LEXIA	

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		

Comprehensive School Improvement Plan

Northern 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.	N/A		

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.	N/A		

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

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.	N/A		

Comprehensive School Improvement Plan

Northern 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	http://nms.pulaski.net/for_parents/public_access_to_gmap_csip_and_cdip	

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.	N/A		

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.	N/A		

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		

Comprehensive School Improvement Plan

Northern 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.	N/A		

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

2016-17 Tier 3 Novice Reduction Goal: Decrease the number of novice scores in math and reading by 10% in 2016-17.

Measurable Objective 1:

collaborate to decrease the number of novice scores in math and reading by 10% in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

Strategy1:

Novice Reduction - Students will be identified and targeted for novice reduction based on KPREP scores, MAP scores, and school assessment data.

Category: Continuous Improvement

Research Cited:

Activity - RTI Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of student assessment data will be analyzed to determine students who will benefit from RTI interventions. We have ALEKS and MOBY MAX for math interventions, and Reading PLUS, Lexia, and specialized class instruction for reading.	Academic Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	CCR Teachers and aids, ELA Teachers, Amy Whitaker

Activity - Differentiated Classroom Instruction and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction and assessment is a framework for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.	Academic Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	All core teachers will implement, administrators will monitor.

Goal 2:

2016-17 Stakeholder Collaboration Goal: Northern Middle School will work with families and community groups to remove barriers to learning in order to meet the intellectual, social, and developmental needs of all students.

Measurable Objective 1:

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collaborate to improve communications with stakeholders and increase community involvement and relations with Northern Middle School by 05/31/2017 as measured by survey data.

Strategy1:

Community Involvement - Northern Middle School will utilize community professionals and leaders to meet with students to discuss a variety of potential career paths, and speak to the importance of education in achieving career goals.

Category: Stakeholder Engagement

Research Cited:

Activity - Reality Town	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of business people will set up at NMS to discuss career paths and the cost of living. Students will select a career with a given salary, and they are tasked with managing the money in Reality Town. They will learn costs of various things encountered in real life, such as car and house payments, child rearing, water and electric bills, etc...The goal is for students to manage their available money properly and make good choices so that they don't go bankrupt.	Community Engagement	08/09/2016	12/30/2016	\$500 - FRYSC	YSC Coordinator, 7th grade teachers and staff

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community leaders and professionals meet with students to discuss career options and education requirements for various careers.	Community Engagement	01/02/2017	03/31/2017	\$0 - No Funding Required	Curriculum specialist, administrators, guidance, teachers

Strategy2:

Stakeholder Communication - NSM will utilize a variety of communications platforms to inform stakeholders of important events and information regarding MNS.

Category: Stakeholder Engagement

Research Cited:

Activity - NMS Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NSM will utilize a variety of methods to communicate important information and events regarding NMS. We will utilize One Call, Remind, the local newspaper, and social media, as well as direct phone conversations when appropriate.	Parent Involvement	07/01/2016	06/30/2017	\$0 - No Funding Required	Administrators and certified staff

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

Goal 1:

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2016-17 Tier 1 Proficiency/CCR Goal: Increase the combined reading and math scores for all students from 56.7 in 2015-16 to 64.5 in 2016-17 as measured by the KPREP assessment.

Measurable Objective 1:

collaborate to increase the combined reading and math scores for all students from 56.7 in 2015-16 to 64.5 in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

Strategy1:

Student Engagement - NMS instructional staff will implement student engagement strategies in all classes.

Category: Continuous Improvement

Research Cited:

Activity - Hands-on Learning Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students using a variety of hands-on learning activities that are aligned to standards.	Academic Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	Administrators will monitor, teachers will select appropriate hands-on activities and use in instruction.

Activity - Student Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide feedback to students via individual conferencing on constructed responses and formative assessments (short answer, extended response, on-demand writing etc...) in both writing and mathematics.	Academic Support Program	08/09/2016	05/31/2017	\$5000 - Other	Administrators will monitor, the curriculum specialist, writing teachers and math teachers will organize and conduct conferencing sessions with students.

Activity - KAGAN Structures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained on the use of KAGAN engagement structures and are currently implementing those structures in the classroom. There is ongoing training to sustain the program through KAGAN coaching.	Academic Support Program	08/09/2016	05/31/2017	\$10000 - District Funding	Administrators will monitor the implementation progress of KAGAN, all teachers will use KAGAN structures during instruction as appropriate throughout the year, KAGAN coaches will observe teachers using KAGAN structures and provide feedback.

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

N/A (this question does not apply)

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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:

2016-17 Tier 2 Gap Goal: Increase the combined reading and math scores for all students in the non-duplicated gap group from 48 in 2015-16 to 58.2 in 2016-17.

Measurable Objective 1:

collaborate to increase the combined reading and math scores for all students in the non-duplicated gap group from 48 in 2015-16 to 58.2 in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

Strategy1:

Growth Mindset - The purpose of this strategy is to foster a growth mindset in staff and students as opposed to a fixed mindset. A growth mindset is the belief that everyone can improve through diligence and effort, and there is no ceiling to success. This is in contrast to a fixed mindset which is the belief that one can only achieve a certain level of success and that they cannot achieve beyond a certain point regardless of the effort.

Category: Professional Learning & Support

Research Cited:

Activity - Mindset Monday	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This activity focuses on developing a "growth mindset" for both staff and students. A growth mindset is the belief that everyone has the ability to improve through effort, persistence, and hard work. Teachers will sign up to provide a growth mindset video to staff that will also be shared with students.	Behavioral Support Program	09/01/2016	05/31/2017	\$0 - No Funding Required	Principal and teachers.

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Activity - Developing Metacognition Skills for Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Metacognition is about "thinking about thinking", or "knowing about knowing" and higher order thinking skills. It comes from the root word "meta", meaning beyond. It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving.	Academic Support Program	09/01/2016	05/31/2017	\$2000 - District Funding	Principal will monitor, teachers will implement

Goal 2:

2016-17 Tier 3 Novice Reduction Goal: Decrease the number of novice scores in math and reading by 10% in 2016-17.

Measurable Objective 1:

collaborate to decrease the number of novice scores in math and reading by 10% in 2016-17 by 05/31/2017 as measured by the KPREP assessment.

Strategy1:

Novice Reduction - Students will be identified and targeted for novice reduction based on KPREP scores, MAP scores, and school assessment data.

Category: Continuous Improvement

Research Cited:

Activity - Differentiated Classroom Instruction and Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiated instruction and assessment is a framework for effective teaching that involves providing different students with different avenues to learning in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.	Academic Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	All core teachers will implement, administrators will monitor.

Activity - RTI Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of student assessment data will be analyzed to determine students who will benefit from RTI interventions. We have ALEKS and MOBY MAX for math interventions, and Reading PLUS, Lexia, and specialized class instruction for reading.	Academic Support Program	08/09/2016	05/31/2017	\$0 - No Funding Required	CCR Teachers and aids, ELA Teachers, Amy Whitaker

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

2016-17 Program Review Goal - Demonstrate proficiency in all areas of the Program Review by 2017. Programs include Arts & Humanities, Practical Living/Career Studies, Writing, and Global Competency & World Languages.

Measurable Objective 1:

collaborate to build proficiency in all areas of the Program Review by 05/15/2017 as measured by KDE Program Review Rubrics.

Strategy1:

Continuous Improvement - Monitor the PR areas, analyze levels of implementation, identify needs, and locate resources and processes for improvement.

Category: Continuous Improvement

Research Cited:

Activity - District External Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will participate in an external district review of programs, conducted by the District Program Review Coordinator. The external reviews will take place in late April or early May. The School Program Review Coordinator, school administrators, and district representatives will discuss program strengths, weaknesses, and opportunities for improvement. Areas of need and resources to meet proficiency will be identified.	Policy and Process Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Shelly Hargis, Wayne Craft, Lana Mayfield

Activity - PR Cycle I & II Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will submit summary reports documenting internal reviews and progress toward program proficiency to the district Program Review Coordinator. Cycle I Report will be submitted November 30; Cycle II Report will be submitted January 30. The Cycle Reports will also be reviewed by the SBDM.	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Shelly Hargis, Wayne Craft, Lana Mayfield

Executive Summary

Introduction

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

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

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Northern Middle School was established in 1987 in the Pulaski County School System. Approximately 900 students currently attend Northern Middle School. Enrollment has seen a steady increase in the past few years. Our school is an integral piece of the Pulaski County School System, which ranked in the top two percent of school districts across the state. We currently house grades 6, 7, and 8. Four academically strong elementary schools within the district are feeder schools into Northern Middle which prepares the academic foundation for matriculation to Pulaski County High School, the 7th top academically ranked high school in Kentucky. Our student population is primarily rural with 65% of our students qualifying for Free/Reduced lunch. We have approximately 12% of our population receiving special education services and less than 1% of our population is ELL. Only 4% of our students are in a minority group with the majority being white, non-hispanic. NMS boasts a distinctive and dynamic host of teachers with 100% being highly qualified in their content area. Many of our teachers and staff have won prestigious awards such as the PRISM award for innovative teaching and the Campbellsville University Excellence in Teaching award among others. Our support staff are second to none and support our students and our school to be our best. Our school operates under the concept of teaming. Each grade currently has two teams with approximately 150 students on each team. Exploratory classes are also composed of a team that collaborates, plans, and works together. We have a very supportive community. We invite and encourage school and home relationships. Northern Middle School continues its efforts to maintain its status as a high performing middle school that continues to show growth and to build a professional learning community among and between its feeder schools and Pulaski High School. We received the prestigious recognition of a 2005 and 2008 KY School to Watch and are an AdvancEd Accredited School. We have seen growth in our academic performance over the last four years and continue to narrow our achievement gaps. There is an on-going focus on student learning and reaching proficiency and beyond for our students. We have a sense of pride that is shared by all stakeholders at Northern Middle School and students are the driving force. We have many initiatives in place to celebrate, recognize, and ensure continued success. Students are rewarded for outstanding achievement on state assessments, meeting benchmark scores throughout the year on MAP testing, and demonstrating growth in scores on the MAP assessments. Students are also awarded a gold, silver, or bronze card which entitles them to certain discounts and awards throughout the community for achieving good grades and maintaining good attendance, and good behavior each trimester. Northern Middle School is committed to providing a multifaceted set of educational and extracurricular activities with a wide range of rigorous academic options from the academic core to pre-engineering and outstanding opportunities in local, district, regional and state recognized arts and athletics.

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.

Beliefs: (Educational goals, influences our day to day work)

* We believe education is a joint effort between students, families, schools, and our community.

* We believe all students will learn and be successful.

* We believe education is valuable for our students and our future.

* We believe it is our responsibility to prepare our students to be college/career ready as 21st century learners, and to be responsible citizens.

Vision: (Unifying force | where we are headed | what we want to be)

College/Career Readiness for ALL

Mission/Purpose: (How we are going to get there, why we exist, what we aim to do and accomplish with our students)

Mission statement at the beginning of the 2016-17 school year read as follows:

A - Active Learners

S - Skilled communicators

P - Problem Solvers

I - Interested and Motivated

R - Respectful and Responsible

E - Engaged in Technology

This is under review, and we are seeking input from stakeholders on potentially revising this statement. One possibility is to include the 4Cs into our mission statement... Collaboration, Communication, Creativity, and Critical Thinking. We want the mission statement to be easily remembered and able to be articulated by stakeholders.

NMS administration and staff are committed to the success of our students. One of the biggest changes since our last accreditation review is the incorporation of more technology in daily use to support student learning and achievement. Students use a variety of technology resources such as EDMODO, SMART technologies, Prezi, Reading Plus, Lexia, and ALEKS, among many others that engage them and provide

differentiated learning opportunities. The school and district are also utilizing KAGAN engagement strategies, and have made a significant investment in training and materials. The school and district have made a substantial investment in new technology, that include both hardware and software purchases. Technology is also being utilized to a much higher degree for planning and preparation, assessment and data analysis to drive instruction for on-going improvement. Teachers are using CIITS regularly along with MAP, GradeCam and various other tools for early intervention with struggling students and acceleration for students reaching beyond proficiency. Our school has implemented systems for continuous, data-driven instruction. Teams of teachers are analyzing student assessment results in Professional Learning Communities and providing remediation and enrichment activities based on those results. Teachers are maintaining binders of assessment results from MAP, EXPLORE, K-PREP and common assessments along with reflections on instructional practices that lead to those results and the assessment itself. There is an intentional focus by administrators to focus on instructional practices and student outcomes at Northern Middle School.

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.

Northern Middle School is an accredited school and we are proud of the work and achievements of our students. We are very "Student Focused and Data Driven".

Student Accomplishments:

For the past several years Northern Middle School has been dubbed "The School of Champions", and for obvious reasons. Our students have excelled academically and in extracurricular events. During the 2015-16 school year alone our students won 4 state championships, one international championship, and numerous top 4 and top 2 finishes in regional, state, national, and world competitions.

Extracurricular:

Northern Middle School has a robust athletics program with wonderful support from parents and the community. This along with world-class student-athletes has lead to great success.

The 8th grade girls basketball team won the state championship in 2015, which was the school's first state championship for girls basketball. Our 8th grade boys basketball team also won the state championship and it was the third in a row for this group, having won the state title in both 6th and 7th grades. The 6th grade boys basketball team made it all the way to the final four. The Maroons football team has won 4 state championships, which is tied for most in the state among middle schools. The football team won championships in 2010, 2011, 2015, and 2016. In 2015-16, our boys soccer team won the regional tournament which is akin to winning the state title since they advanced as far as they possibly could. Our baseball team also advanced farther in post season play than they ever had before. The NMS archery team continues to be among the best in the world, with a second place finish in the state, second place finish in the nation, and a third place finish in the world. The archery team won state titles both 2012-2013 and 2013-2014. Many of our shooters are also on the high school team, and one student was ranked the top in the world in 6th grade. Our cheer squad competed in the national competition at Disney and placed 5th.

Band: The NMS band has received numerous distinguished ratings and other accolades over the past several years in various competitions. The band has been named "Distinguished" for the past 10 years. The Junior Winter Guard has medaled all six years that they have been in existence and are the current gold medalists.

Choir: The NMS Choir continues to excel. We are always represented at All-State Choir with multiple students selected annually for this great honor. In 2015 eight students were selected to the all state choir. They had many performances throughout the year including appearances on WLJC TV station, performing for the governor at the Mountain Laurel Festival, and performing at the Kentucky State Capitol.

Academic Team/FPS: The academic team also excelled and advanced to state competition after winning in the regionals. The Future Problem Solving team won both the state and international competitions.

STLP: The STLP team competed at the state level with great success. In the Showcase division our students placed 1st runner up out of more than 400 teams with their project entitled "Go Global." In the News Show division, our students also placed 1st runner up.

adapt to changes in our students and staff. Due to our success with PBIS, Northern Middle School is recognized as a PBIS/KYCID model site.

Areas for Improvement: We continue to refine our assessment practices with a focus on standards based assessments, mastery, and remediation. We to strive to utilize technology efficiently and implement more opportunities for students to be 21st century thinkers and learners. Finally, we are working through PLC's to make data driven decisions for instruction. We are using the Plan,Do, Study, Act (PDSA) model for analysis of assessments and meet in grade level PLC's weekly. These are monitored by our administrators and leadership team. Our school is focused on novice reduction while maintaining high percentages of proficient and distinguished students, and our teachers have worked in PLCS to identify and target students for novice reduction along with apprentice students who are close to proficiency.

Additional Information

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

Northern Middle School's ultimate goal is to continually improve to create a sustainable learning environment in which all students are engaged. We continue our focus on Response to Intervention and offer research based intervention classes in Reading and Math for students performing below grade level norms. Some of the researched-based programs we are utilizing are Reading Plus, Lexia, and ALEKS math intervention. Math teachers have received extensive training through PIMSER, FALS, and MaRTI, and are implementing instructional strategies and assessment practices from those professional learning experiences. For the past several years we have used CCR math classes to address those students who are below benchmark on MAP and all students are participating in Reading Plus/Lexia to enhance the ELA

curriculum. We continue to offer positive behavior intervention supports and school wide expectations through KYCID, and our number of discipline referrals has declined to the lowest in the district for a secondary school for several years. Teachers meet on a weekly basis in collegial PLCs to further develop curriculum, instruction, and assessment. In these collegial PLCs, there is a focus also on remediation, program reviews, and 21st century skills. Using the Plan, Do, Study, Act (PDSA) model, PLCs also meet to analyze MAP, KPREP, common classroom assessment data, Reading Plus and Lexia data, and ALEKS data. Each content area meets monthly with a focus on being data driven to close achievement gaps and ensure differentiation is taking place to challenge students to excel. We have also implemented ENCORE Math and ELA classes at each grade level to allow students more time with these contents and to develop mastery of standards. As a school, we are moving toward a focus on Standards Based Assessments where each assessment item is attached to a standard and teachers remediate for those students not demonstrating mastery. Finally, we are targeting every student for growth and proficiency through data monitoring, goal setting, instruction, and incentives. Celebrating along the way is a big piece of the culture at NMS!