Comprehensive School Improvement

Plan

Southern Middle School

Pulaski County

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Somerset, KY 42501

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Executive Summary

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)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *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. **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:	I acknowledge that I have uploaded the School Equity Data.		SES Equity Data

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.

Based on the School Report card, the majority of the school population are white (91.8%) and qualify for Free/Reduced Lunch (66.4%). Of the minority population in the school, 2.4% are African American, Native American or Asian. There are 4.5% of the students identified as Hispanic.

Socioeconomic status and race are not factors considered in the student placement decisions. The guidance department uses the Map data in a rank order from the highest to the lowest scores in reading to randomly assign each student to one of three teams on each grade level. Further review for placement is considered based on behavioral and social emotional needs. Map data, grades and teacher recommendations are reviewed for student placement in Advanced classes. There are only 3 inexperienced teachers currently on staff. None of the above identified categories of students are assigned to those teachers more often than their peers.

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.

A review of the PGES data currently available demonstrates 100% of the teachers on staff are "effective". The School Report card and Lead report show 92.3% of the teachers are highly qualified. Based on this data there are no barriers for students to achieve equitable access to effective educators within the school.

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.		SES Equity Goals

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:

2014-15 PGES: Increase the effectiveness of Next Generation Professionals (Principals and Teachers) through the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to improve a focus group of teachers' impact on the System's continuous improvement through training and coaching of the Professional Growth Effectiveness System by 06/30/2015 as measured by as measured by PGES training and guidane provided during the preparatory pilot phase..

Strategy1:

PGES Teacher Focus Group Training - Principals will provide instructional sessions for a focus group of teachers on the Professional Growth Effectiveness System (PGES) multiple measures (student growth, observations, self-reflections, student voice and professional growth planning) and for writing an effective and measurable Professional Growth Plan.

Category: Professional Learning & Support

Research Cited: Kentucky Department of Education: "For four decades, education research has confirmed what many parents know: a child's learning depends on the talent and skills of the person leading his or her classroom" (Learning about Teaching, MET Project Policy Brief, Dec. 2010). The goal of the Next Generation Professionals Delivery Plan is to provide an effective teacher for every classroom and an

effective leader for every school. Based on this premise it is our belief a set of strategies to design an educator effectiveness system that is fair and equitable to measure teacher and leader effectiveness. "Feedback and evaluation systems depend on trustworthy information about teaching effectiveness to support improvement in teachers' practice and better outcomes for students." — Ensuring Fair and Reliable Measures of Effective Teaching, MET Project, January 2013

Activity - PGES Growth Plan Guidance Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a focus group of teachers with exemplars and guidance for Professional Growth Plans and how to use data and resources (student growth, observations, self-reflections, student voice and professional growth planning) for writing measurable professional growth goals.	Professional Learning	07/01/2014	06/30/2015	$0 - No Funding Required	Mr. Butcher, Mr. Richardson and Pulaski County Schools' Principals

Activity - PGES Component Training Session	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will provide a focus group of teachers with scheduled trainings and guidance of the Professional Growth Effectiveness System that creates a common language for the discussion of what positive, effective data-driven teaching is and is not.	Professional Learning	07/01/2014	06/30/2015	$0 - No Funding Required	Mr. Butcher, Mr. Richardson and Principals

Measurable Objective 2:

collaborate to improve all principals impact on the System's continuous improvement through training and coaching of the Professional Growth Effectiveness System (PGES) by 05/29/2015 as measured by PGES training and guidance provided during the preparatory pilot phase..

Strategy1:

Training and Writing Guidance of Professional Growth Plans - Leadership will provide instructional sessions for all principals on the PGES multiple measures (student growth, observations, self-reflections, student voice and professional growth planning) and for writing an effective and measurable Professional Growth Plan.

Category: Professional Learning & Support

Research Cited: Kentucky Department of Education: "For four decades, education research has confirmed what many parents know: a child's learning depends on the talent and skills of the person leading his or her classroom" (Learning about Teaching, MET Project Policy Brief, Dec. 2010). The goal of the Next Generation Professionals Delivery Plan is to provide an effective teacher for every classroom and an effective leader for every school. Based on this premise it is our belief a set of strategies to design an educator effectiveness system that is fair and equitable to measure teacher and leader effectiveness. "Feedback and evaluation systems depend on trustworthy information about teaching effectiveness to support improvement in teachers' practice and better outcomes for students." — Ensuring Fair and Reliable Measures of Effective Teaching, MET Project, January 2013

Comprehensive School Improvement Plan

Southern Middle School

Activity - PGES Component Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide principals with scheduled trainings and guidance of the Professional Growth Effectiveness System that creates a common language for the discussion of what positive, effective data-driven leadership is and is not.	Professional Learning	07/01/2014	06/30/2015	$0 - No Funding Required	Assistant Superintendent, Mr. Patrick Richardson, Next Generation Professionals Effectiveness Coaches

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?

Brett McQueary - Principal

Dwight Richards - Assistant Principal

Sheryl Cooper - Curriculum Specialist

Pat Keeney - Guidance Counselor

Byron Melton - Guidance Counselor

Shannon Ford - Media Specialist

Angela Engle - Exploratory Team Leader

Dwight Engle - 6 Team Leader

William Sims - 6 Team Leader

Leeanne Lanham - 6 Team Leader

Amy Kennedy - 7 Team Leader

Tim Baker - 7 Team Leader

Sandy McWilliams - 8 Team Leader

James Cox - 8 Team Leader

Brandon Hensley - 8 Team Leader

Tonya Lamar - 7 Math

Fran Troxtel - 8 Math

Kayla Wilson - Special Education

Bryon Vaught - Parent

William Sims - Parent

Jeremy Cole - Parent

Relationship Building

Overall Rating: 3.29

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

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

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

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

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

Communications

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

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

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

	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: 2.43

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	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

	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: 2.67

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

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

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

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	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: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

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

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

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

Community Partnerships

Overall Rating: 2.67

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

The members of the Southern Middle School Needs Assessment Committee tasked with reviewing "The Missing Piece," found the following areas to be strengths of the staff and administration of Southern Middle School. According to data, relationship building and student advocacy are our schools strengths. Second the committee indicates that creating a positive and safe learning environment is a strength of Southern Middle School. As evidence, the committee cites a seventy-six percent reporting of agreement that all students have at least one adult advocate at SMS among parents on the most current parent survey. It is evident that the school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. Parents feel welcomed in the school and the school staff works hard to communicate the progress of their child. The staff, (administration, teachers, guidance, FRYSC team, school Psychologist), strives to build relationships with each student's parent or child advocate. In contrast, the committee found the following priority areas to be areas of weakness at Southern Middle School, learning opportunities for parents and community partnership. Southern Middle is striving to offer parent workshops to support the parents understanding of their child's learning and the school's efforts. In addition, Southern Middle is looking at ways to develop strong parent leaders. The school is also investigating strategies to acquire stronger community partnerships.

Report Summary

Scores By Section

Section Score
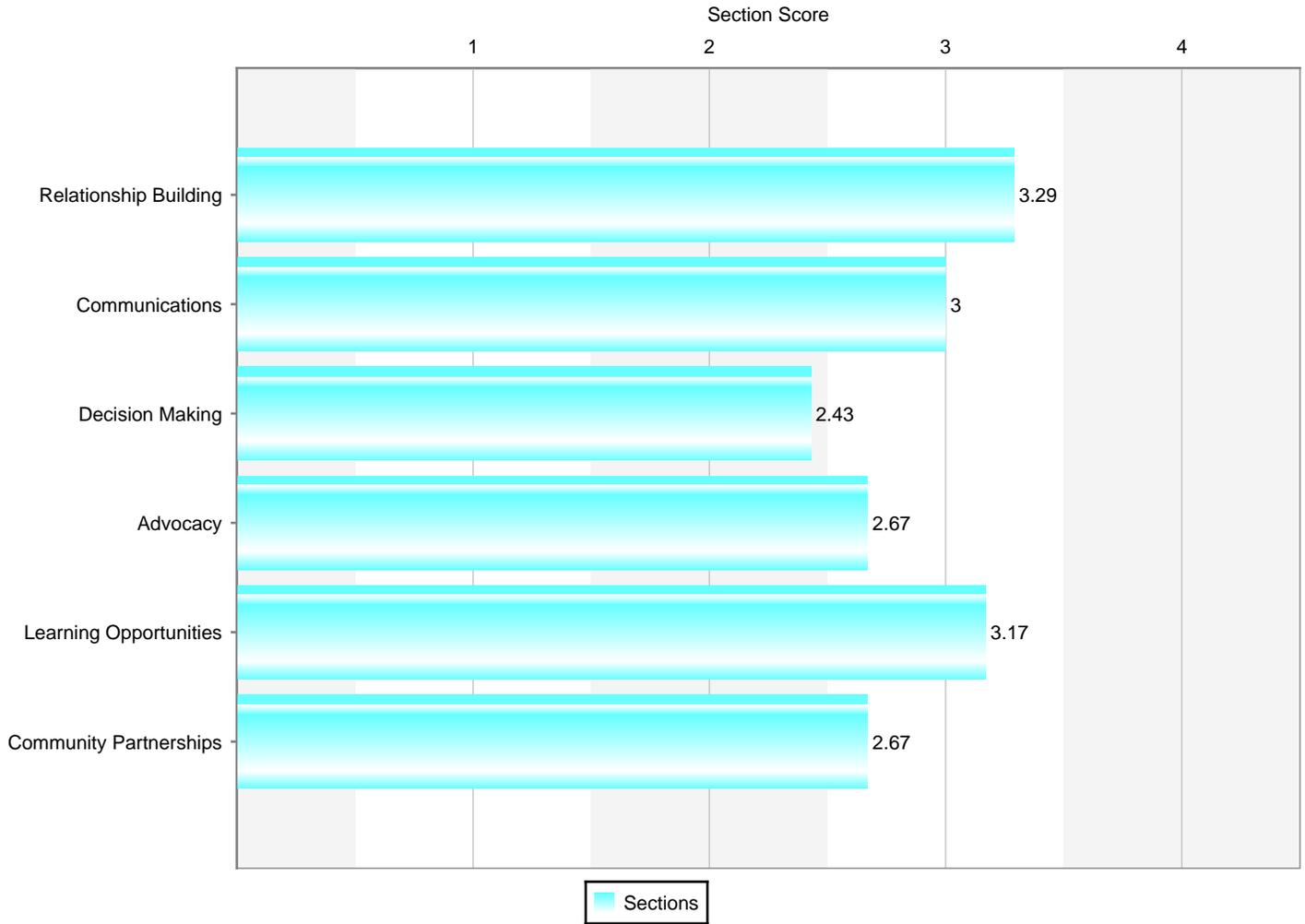
Sections

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.

Southern Middle School used a variety of methods to involve stakeholders in the school's improvement plan. Teachers served on committees, surveys were given to all stakeholders to ensure input was received from all. Teachers were asked by the administration to serve on these committees. Homeroom teachers passed out parent surveys to send home and a link was placed on the school's webpage to the parent survey. Teachers took their students to the computer labs and administered the student survey. Meetings were conducted after school to accommodate parent and community schedules.

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

Representation from the stakeholder groups included students, parents, teachers, administration and community members. Their responsibilities included giving feedback to specific questions about the schools purpose and direction, governance and leadership, teaching and assessing, resources and support and using results for continuous improvement. The recommendations were shared and discussed with the site based council.

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 is located on the school's website to view. Progress updates are discussed at site base council meetings.

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?

Professionals throughout Southern Middle School actively monitors and analyzes student, and building-level, data to ensure continuous improvement. This data analysis includes a variety of assessments such as the 2014 Spring K-Prep results, Explore results, parent, student, and staff surveys. Many of these assessments reach all students, while others evaluate those in specific programs. These tests prepare set normed benchmarks that better inform the teaching and learning through progress monitoring so as to be data-driven in modification of instruction and programs. We reviewed the 2014 Spring K-Prep results, Explore results, parent, student, and staff surveys to identify areas of concern and celebration as well as our greatest need for improving academic performance school wide.

1. What does the data tell us?

As a school, we moved from 59.7% overall score in 2012-2013 to a 72.8 overall score in 2013 - 2014. We met our AMO goal of 69.5. We moved in percentile rank from the 73rd percentile to the 93rd. Our classification changed from Proficient/Progressing to a Distinguished. In Rewards and Assistance category we remain a Focus School with our disability gap population in Reading and Social Studies.

Data Analysis of the KPREP:

-Social Studies: 68.1% of 8th Graders were Proficient/Distinguished and 4.3% were Novice

*The Delivery Target for all students in Social Studies was a 66.2%. Our actual score is a 68.0%.

*The Delivery Target for Non Duplicated Gap students in Social Studies was a 57.8%. Our actual score is a 58.3%.

*The Delivery Target for Disability with IEP including alternate in Social Studies was a 25.4%. Our actual score is an 8.3%

Students exceeded the delivery targets in all groups except Disability-With IEP.

-Writing: 50.5% of all students were Proficient/Distinguished and 10.9% were Novice.

*The Delivery Target for all students in Writing was a 48.9%. Our actual score is a 52.0%.

*The Delivery Target for Non Duplicated Gap students in Writing was a 41.6%. Our actual score is a 43.5%.

*The Delivery Target for Disability with IEP including alternate in Writing was a 22.4%. Our actual score is a 15.1%.

Students exceeded the delivery target in the Non Duplicated Gap group but not in the Disability with IEP group.

-Reading: 60.3% of all students were Proficient/Distinguished and 14.8% were Novice

*The Delivery Target for all students in Reading was a 58.7%. Our actual score is a 61.0%.

*The Delivery Target for Gap students in Reading was a 50.9%. Our actual score is a 52.8%.

*The Delivery Target for Disability with IEP including alternate in Reading was a 27.4%. Our actual score is a 15.0%.

We met the delivery target in Reading for all students and Non Duplicated Gap students, however disability with IEP including alternate missed the delivery target.

-Science: 76.5% of 7th graders were Proficient/Distinguished and 4.9% were Novice

*The Delivery Target for all students in Science was a 74.5%. Our actual score is a 76.8%.

*The Delivery Target for Gap students in Science was a 67.7%. Our actual score is a 69.7%.

*The Delivery Target for Disability with IEP including alternate in Science was a 45.0%. Our actual score is a 29.6%.

We did meet the delivery targets for Science in all students and non duplicated gap group, but we did not meet the target for disability with IEP.

-Mathematics: 52.0% of all students were Proficient/Distinguished and 13.3% were Novice

*The Delivery Target for all students in Math was a 53.3%. Our actual score is a 45.3%.

*The Delivery Target for Gap students in Math was a 44.9%. Our actual score is a 34.4%.

*The Delivery Target for Disability with IEP including alternate in Math was a 21%. Our actual score is an 8.4%.

We did not meet the delivery target for either groups in math.

EXPLORE TEST Fall 2013 Percent meeting Benchmark: 70.8% in English; 56.5% in Reading (ACT raised the reading benchmark from 15 to16), 45% in Mathematics.

Growth: SMS students made typical or higher growth which is above the state combined total

All student population is out performing special needs students in social studies by 56.1% resulting in an achievement gap.

All student population is out performing special needs students in reading by 45.4% resulting in an achievement gap.

All student population is out performing special needs students in math by 41.7% resulting in an achievement gap

All student population is out performing special needs students in science by 43.2% resulting in an achievement gap.

With the exception of communication issues, overall, parents were very positive about Southern Middle.

The parent concerns are with being informed regularly about student progress and how the student is being graded.

The TELL staff survey shows that teachers want more technology available for classroom instruction. Teachers also feel class size is not conducive to meeting all students individual needs.

2. What does the data/information tell you?

The data tells us that we have substantial gaps between the special needs students and the regular education students in all four core subjects.

Math shows the smallest gap percentage of all subjects. The Novice category in Reading and Math for all students needs to be reduced. We cannot gain bonus points in these areas until we get the number of novice students decreased.

3. What does the data/information not tell you?

Looking from an instructional standpoint, the data does not tell us why the gap is smaller in Math. The data does not tell us why we have large number of novice in Reading.

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?

Southern Middle School met the delivery targets for all students in Reading, Writing, Science, and Social Studies. We will continue to provide Reading Plus/Lexia for twenty-five minutes per day for each student, and after school tutoring through the 21st Century Program.

Opportunities for Improvement

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

Southern Middle School notes a need for improvement in Math. Although our score improved, we did not meet the target. We also did not meet the combined reading and math target. There is an increased need for improvement in our gap populations. We are focus labeled in two areas of our disabilities with IEP gap group. In Social Studies, our target was a 25.4% and our score was an 8.3%. In Reading, our target was a 27.4% and our score was a 15.0%. We have upscaled one team, one additional 6th grade team to participate in the CT4GC process. The director of special education is also holding monthly PLCs after school with administration and special education teachers to analyze current progress monitoring data and discuss strategies for gap closure.

In addition to providing Reading Plus/Lexia for twenty - five minutes each day, we are also providing ALEKS and Moby Max math as an enrichment activity twenty five minutes each day. Students are receiving enrichment reading and math a total of fifty minutes each day.

Conclusion

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

Overall, Southern Middle School had great successes to celebrate from the KPREP Test! We met every target for all students in every subject except Math and Language Mechanics. We also need to improve our performance in decreasing gap scores. We are providing ALEKS and Moby math in enrichment classes everyday for twenty five minutes plus after school tutoring four days per week with 21st Century.

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?

Professionals throughout Southern Middle School actively monitors and analyzes student, and building-level, data to ensure continuous improvement. This data analysis includes a variety of assessments such as the 2015 - 16 Spring K-Prep results, parent, student, and staff surveys. Many of these assessments reach all students, while others evaluate those in specific programs. These tests prepare set normed benchmarks that better inform the teaching and learning through progress monitoring so as to be data-driven in modification of instruction and programs. We reviewed the 2015 - 16 Spring K-Prep results, parent, student, and staff surveys to identify areas of concern and celebration as well as our greatest need for improving academic performance school wide.

1. What does the data tell us?

As a school, we moved from a 74.7 overall score in 2014-2015 to a 68.6 overall score in 2015-2016. We did not meet our Annual Measureable Objective (AMO) goal of 67.7. Our classification changed from Distinguished to Proficient.

Data Analysis of the 2015-2016 KPREP:

-Social Studies: 73.2% of 8th graders were Proficient/Distinguished and 6.9% were Novice.

o The Delivery Target for all students in Social Studies was a 70.9. Our actual score is a 73.2.

o The Delivery Target for Non Duplicated Gap students in Social Studies was a 62.9. Our actual score is a 66.9.

o The Deliver Target for Disability-with IEP in Social Studies was a 28.8. Our actual score is an 7.7.

-Students exceeded the delivery targets in all groups except Disability-with IEP.

-Writing: 54.4% of all students were Proficient/Distinguished and 11.1% were Novice.

o The Delivery Target for all students in Writing was a 56.1. Our actual score is a 54.4.

o The Delivery Target for Non Duplicated Gap students in Writing was a 50.1. Our actual score is a 47.6.

o The Deliver Target for Disability-with IEP in Writing was a 28.7. Our actual score is a 11.9.

-Students did not meet the delivery targets in any group.

-Reading: 63.9% of all students were Proficient/Distinguished and 13.8% were Novice.

o The Delivery Target for all students in Reading was a 63.9. Our actual score is a 63.9.

o The Delivery Target for Non Duplicated Gap students in Reading was a 56.7. Our actual score is a 56.8.

o The Deliver Target for Disability-with IEP in Reading was a 30.0. Our actual score is a 16.5.

-Students met or exceeded the delivery targets in all groups except for Disability.

We received points for Novice Reduction in Reading.

-Mathematics: 56.8% of all students were Proficient/Distinguished and 11.2% were Novice.

o The Delivery Target for all students in Mathematics was a 59.0. Our actual score is a 56.8.

o The Delivery Target for Non Duplicated Gap students in Mathematics was a 50.9. Our actual score is a 47.6.

o The Deliver Target for Disability-with IEP in Mathematics was a 28.5. Our actual score is a 11.8.

-Students did not meet the delivery targets in any group.

We received zero points for Novice Reduction in Math

-Language Mechanics: 43.4% of all students were Proficient/Distinguished and 26.0% were Novice.

Growth: SMS students made typical or higher growth which is above the state combined total

All student population is out performing special needs students in social studies by 65.5% resulting in an achievement gap.

All student population is out performing special needs students in reading by 47.4% resulting in an achievement gap.

All student population is out performing special needs students in math by 45.0% resulting in an achievement gap

All student population is out performing special needs students in writing by 42.5% resulting in an achievement gap.

According to our 2016 Parent Survey conducted this fall, parents were overwhelming positive about Southern Middle School. The highest number of disagreement with our school on any question was 12%. One notable area for improvement was in school to home communication.

Gap Novice Reduction Calculations were completed for the 2016- 2017 school year.

For the Free and Reduced Gap Group we will strive to move a minimum of 12 students in reading and 9 students in math from Novice to Apprentice or higher to meet novice reduction targets of 15.8% and 12.5% respectively.

For students with IEPs, we will strive to move a minimum of 5 students in Reading and 4 students in Math from Novice to Apprentice or higher to meet the Novice Reduction Targets of 49.8% and 42.4% respectively.

For the Non - Duplicated Gap Group, we will strive to move a minimum of 12 students in Reading and 10 students in Math from Novice to Apprentice or higher to meet Novice Reduction Targets of 16.2% and 13% respectively.

What trends do you see in the data?

The data tells us that we have substantial gaps between the disability population and the regular student population in all 4 tested areas.

What does the data not tell you?

From a school and instructional standpoint, the data does not show us the impact that Reading Plus and ALEKS programs had on our reading and math scores.

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?

Southern Middle School met the delivery targets for all students in Reading and Social Studies.

Opportunities for Improvement

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

· 46.7% of our disability students scored novice in Math.

· Only 44.2% of all students scored proficient or distinguished in on-demand writing.

· 55.6% of our disability students scored novice in Reading.

We have retrained our RTI team to incorporate meetings with our Math and Language Arts teachers monthly to identify and develop strategies to implement with students with novice scores based on KPREP and MAP.

Conclusion

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

Novice Reduction was a major factor in our Proficient label according to KPREP. We were around the 12% mark of students scoring novice in the whole school. We will with the Language Arts and Math teachers monthly in PLC's and RTI to track and monitor progress of students scoring novice. Strategies will also be documented that are being used by the teachers.

Southern Middle School CSIP 2016-2017

Overview

Plan Name

Southern Middle School CSIP 2016-2017

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 PROFICIENCY - Increase the averaged combined reading and math proficiency rating from 60.4% to 66.3% by 2017.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	$14000
2	2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency rating in the non-duplicated gap group from 53.2% to 59.6% by 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$17500
3	2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
4	2016-17 CCR - Increase the percentage of students who are college and career ready from 60.4% to 66.3% by 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
5	2016-17 REMOVE BARRIERS - The 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: 1 Activities: 3	Organizational	$0
6	2016-17 PROGRAM REVIEW: 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 PROFICIENCY - Increase the averaged combined reading and math proficiency rating from 60.4% to 66.3% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings from 60.4% to 66.3% by 05/31/2017 as measured by K-PREP.

Strategy 1:

Best Practice - Continuous analysis of data, continued implementation of research-proven teaching strategies, and productive PLCs will contribute to improved student performance.

Category: Continuous Improvement

Activity - Common Grade Level Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every unit and nine weeks common assessment data is analyzed in "Data Review PLCs." Data is compared, performance levels are assessed, and most effective instructional strategies implemented are discussed.	Academic Support Program	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Ms. Cooper, Teachers

Activity - Progress Monitoring (ALEKS, Reading Plus)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use adaptive learning program reports to progress monitor individual students' reading and math performance. ALEKS data is used to monitor math; Reading Plus is used to monitor reading.	Academic Support Program, Technology	01/01/2017	12/31/2017	$14000	Other	Mr. McQueary, Ms. Cooper, All Teachers (math and ELA teachers run reports)

Activity - MAP - Measures of Academic Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP is administered three times per year. Teachers analyze the class breakdown report (and other reports) to monitor the progress of their students against established proficiency benchmarks.	Academic Support Program, Technology	01/01/2017	12/31/2017	$0	District Funding	Mr. McQueary, Ms. Cooper, ELA and math teachers

Activity - Grade Level/Department PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| PLCs meet to compare/analyze student performance and growth data. Instructional strategies are discussed to determine most effective instructional techniques. District performance data is also analyzed to compare our school to our neighbors - Projected Proficiency Summary Report (MAP). | Academic Support Program, Professional Learning | 01/01/2017 | 12/31/2017 | $0 | General Fund | Mr. McQueary, Ms. Cooper, Ms. Murphy, ELA and math teachers |

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice per year a shoolwide mock on-demand writing assessment is implemented using released KDE assessment prompts. All staff is required to score student work. The results of student performance are analyzed, discussed, and opportunities for improvement are considered. Instructional strategies from Abel & Atherton are used.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Ms. Cooper, all teachers

Activity - Kagan Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have received four out of five days of training in the implementation of Kagan Structures/Cooperative Learning Strategies. A select group of teachers have received intensive Kagan coaching training to assist other teachers in using the structures with fidelity. A coaching schedule has been established to ensure all teachers received "coaching" at least twice per semester.	Academic Support Program	01/01/2017	12/31/2017	$0	Grant Funds	Mr. McQueary, Ms. Cooper, Ms. Murphy, Kagan Coaches, all teachers

Goal 2: 2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency rating in the non-duplicated gap group from 53.2% to 59.6% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 53.2% to 59.6% in the non-duplicated gap group by 05/31/2017 as measured by K-PREP.

Strategy 1:

Best Practice - Progress monitoring, academic and behavior interventions, and co-teaching strategies are all part of the schools' strategy to improve gap performance.

Category: Continuous Improvement

Activity - AIMSweb - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| AIMSweb data is analyzed to monitor the academic progress made by students identified for interventions and special education. The curriculum specialist and special education teachers review the data and make decisions about the effectiveness of this research-based intervention for each student. | Academic Support Program | 01/01/2017 | 12/31/2017 | $3000 | General Fund | Mr. McQueary, Ms. Cooper, special education teachers |

Activity - RtI - Adaptive Learning Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several reading and math adaptive learning programs are used to provide individualized instruction to meet individual student needs. These include Reading Plus, Lexia, Reading Horizons, ALEKS, SuccessMaker Math, Moby Max.	Academic Support Program, Technology	01/01/2017	12/31/2017	$14500	Other	Mr. McQueary, Ms. Cooper, ELA and math teachers, special education teachers, intervention teachers

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Co-teaching for Gap Closure - Three classrooms have trained staff who fully implement the research-proven CT4GC model. All teachers use the PDSA component of CT4GC.	Academic Support Program	01/01/2017	12/31/2017	$0	Grant Funds	Mr. McQueary, Ms. Cooper, Ms. Wright & Mr. Akers, Ms. Wesley & Ms. McFalls, Mr. Stringer & Ms. Webb, Ms. Bingham & Ms. K Wilson

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS is implemented with fidelity schoolwide. Both principals and a team of teachers conduct monthly meetings to review SWISS data and discuss individual students in need of additional or different interventions. In addition the team discusses students who have earned monthly rewards. A recognition program is held at the end of each nine-weeks period.	Behavioral Support Program	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Mr. Richards, PBIS Team

Goal 3: 2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 10% by 05/31/2017 as measured by K-PREP.

Strategy 1:

Best Practice - Novice performing students are individually identified and a program for improvement is built to suit individual student needs.

Category: Continuous Improvement

Activity - Novice Student Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-PREP data for reading and math is analyzed and novice students are targeted by ELA and math teachers on each grade level team. Administrators and teachers collaborate to prescribe interventions for each student.	Academic Support Program	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Ms. Cooper, ELA and math teachers

Activity - Novice Student Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Several data sources are used to monitor student progress: (1) common assessments conducted each nine-weeks, (2) unit exams, (3) class grades, (4) MAP data. Data from adaptive learning programs are considered as well. This is often conducted in PLC meetings.	Academic Support Program, Technology	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Ms. Cooper, ELA and math teachers

Activity - RtI Sub-Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RtI sub-committee is comprised of administrators, ELA, and math teachers. The purpose of the committee is to identify students who are not positively responding to intervention programs, and prescribe an alternate program that may be more effective.	Academic Support Program	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Ms. Cooper, RtI Sub-Committee

Goal 4: 2016-17 CCR - Increase the percentage of students who are college and career ready from 60.4% to 66.3% by 2017.

Measurable Objective 1:

collaborate to increase the percentage of students who are college and career ready from 60.4% to 66.3% by 05/31/2017 as measured by K-PREP.

Strategy 1:

Best Practice - Students will be provided opportunities to explore career opportunities and receive guidance as to how to best pursue these career goals.

Category: Career Readiness Pathways

Activity - ILP Survey - Career Cruising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take a survey to determine the type of career for which they might be most suited and most enjoy. The survey is part of their Individual Learning Plan, conducted using the Career Matchmaker Survey (part of the Career Cruising program).	Academic Support Program, Career Preparation/Orientation	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Ms. Cooper, Mr. Sammons with teacher assistance

Activity - Career Path Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the Spring, after students have selected their career emphasis, teachers meet individually with all 7th and 8th grade students for career advising.	Career Preparation/Orientation	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Ms. Cooper, all teachers and staff

Activity - Operation Preparations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members take an important role in this event, speaking to students about careers and experiences, including the training, education, and work ethic required to do their jobs. In addition, students participate in an event called Reality Town, which walks students through the life skills and financial requirements to live independently. Representatives from the banking, insurance, health, education, technical, industrial, public service, military, etc. sectors speak to students about future possibilities.	Career Preparation/Orientation	01/01/2017	12/31/2017	$0	District Funding	Mr. McQueary, Ms. Cooper, Mr. Sammons, Ms. Teresa Roberts (FRYSC)

Goal 5: 2016-17 REMOVE BARRIERS - The 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 the 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 by 05/31/2017 as measured by surveys.

Strategy 1:

Stakeholder Engagement - Various methods of communication will be used to determine community needs that impact the school.

Category: Stakeholder Engagement

Activity - Communication with Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, school website, email, parent-teacher conferences (face-to-face and phone), and the local newspaper.	Community Engagement	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Ms. Cooper, all teachers

Activity - School Announcements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Office staff will make announcements twice per day, in the mornings before class starts and in the evenings before buses load. Office staff will email teachers throughout the day any needs that they may have and teachers will check their email at the beginning of each class when they check attendance.	Community Engagement	01/01/2017	12/31/2017	$0	General Fund	Mr. McQueary, Mr. Richards, Ms. Cooper

Activity - FRYSC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will be fully involved with the counseling department and PBIS team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRYSC.	Behavioral Support Program, Community Engagement	01/01/2017	12/31/2017	$0	FRYSC	Ms. Teresa Roberts - FRYSC Director, FRYSC Advisory Council

Goal 6: 2016-17 PROGRAM REVIEW: 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

Comprehensive School Improvement Plan

Southern Middle School

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	Mr. McQueary, Ms. Cooper

Activity - District External Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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.	Academic Support Program, Policy and Process	01/01/2017	12/31/2017	$0	No Funding Required	Mr. McQueary, Ms. Cooper

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
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	Mr. McQueary, Ms. Cooper
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	Mr. McQueary, Ms. Cooper
				Total	$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
FRYSC	The Family Resource Center will be fully involved with the counseling department and PBIS team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRYSC.	Behavioral Support Program, Community Engagement	01/01/2017	12/31/2017	$0	Ms. Teresa Roberts - FRYSC Director, FRYSC Advisory Council
				Total	$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Comprehensive School Improvement Plan

Southern Middle School

CT4GC	Co-teaching for Gap Closure - Three classrooms have trained staff who fully implement the research-proven CT4GC model. All teachers use the PDSA component of CT4GC.	Academic Support Program	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, Ms. Wright & Mr. Akers, Ms. Wesley & Ms. McFalls, Mr. Stringer & Ms. Webb, Ms. Bingham & Ms. K Wilson
Kagan Cooperative Learning	All teachers have received four out of five days of training in the implementation of Kagan Structures/Cooperative Learning Strategies. A select group of teachers have received intensive Kagan coaching training to assist other teachers in using the structures with fidelity. A coaching schedule has been established to ensure all teachers received "coaching" at least twice per semester.	Academic Support Program	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, Ms. Murphy, Kagan Coaches, all teachers
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring (ALEKS, Reading Plus)	Teachers use adaptive learning program reports to progress monitor individual students' reading and math performance. ALEKS data is used to monitor math; Reading Plus is used to monitor reading.	Academic Support Program, Technology	01/01/2017	12/31/2017	$14000	Mr. McQueary, Ms. Cooper, All Teachers (math and ELA teachers run reports)
RtI - Adaptive Learning Programs	Several reading and math adaptive learning programs are used to provide individualized instruction to meet individual student needs. These include Reading Plus, Lexia, Reading Horizons, ALEKS, SuccessMaker Math, Moby Max.	Academic Support Program, Technology	01/01/2017	12/31/2017	$14500	Mr. McQueary, Ms. Cooper, ELA and math teachers, special education teachers, intervention teachers
				Total	$28500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Novice Student Identification	K-PREP data for reading and math is analyzed and novice students are targeted by ELA and math teachers on each grade level team. Administrators and teachers collaborate to prescribe interventions for each student.	Academic Support Program	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, ELA and math teachers
Novice Student Monitoring	Several data sources are used to monitor student progress: (1) common assessments conducted each nine-weeks, (2) unit exams, (3) class grades, (4) MAP data. Data from adaptive learning programs are considered as well. This is often conducted in PLC meetings.	Academic Support Program, Technology	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, ELA and math teachers
Career Path Advising	In the Spring, after students have selected their career emphasis, teachers meet individually with all 7th and 8th grade students for career advising.	Career Preparation/Orientation	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, all teachers and staff
ILP Survey - Career Cruising	All students will take a survey to determine the type of career for which they might be most suited and most enjoy. The survey is part of their Individual Learning Plan, conducted using the Career Matchmaker Survey (part of the Career Cruising program).	Academic Support Program, Career Preparation/Orientation	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, Mr. Sammons with teacher assistance
Grade Level/Department PLCs	PLCs meet to compare/analyze student performance and growth data. Instructional strategies are discussed to determine most effective instructional techniques. District performance data is also analyzed to compare our school to our neighbors - Projected Proficiency Summary Report (MAP).	Academic Support Program, Professional Learning	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, Ms. Murphy, ELA and math teachers
Common Grade Level Assessment	Every unit and nine weeks common assessment data is analyzed in "Data Review PLCs." Data is compared, performance levels are assessed, and most effective instructional strategies implemented are discussed.	Academic Support Program	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, Teachers
On Demand Writing	Twice per year a shoolwide mock on-demand writing assessment is implemented using released KDE assessment prompts. All staff is required to score student work. The results of student performance are analyzed, discussed, and opportunities for improvement are considered. Instructional strategies from Abel & Atherton are used.	Academic Support Program, Direct Instruction	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, all teachers
PBIS	PBIS is implemented with fidelity schoolwide. Both principals and a team of teachers conduct monthly meetings to review SWISS data and discuss individual students in need of additional or different interventions. In addition the team discusses students who have earned monthly rewards. A recognition program is held at the end of each nine-weeks period.	Behavioral Support Program	01/01/2017	12/31/2017	$0	Mr. McQueary, Mr. Richards, PBIS Team

AIMSweb - Progress Monitoring	AIMSweb data is analyzed to monitor the academic progress made by students identified for interventions and special education. The curriculum specialist and special education teachers review the data and make decisions about the effectiveness of this research-based intervention for each student.	Academic Support Program	01/01/2017	12/31/2017	$3000	Mr. McQueary, Ms. Cooper, special education teachers
RtI Sub-Committee	The RtI sub-committee is comprised of administrators, ELA, and math teachers. The purpose of the committee is to identify students who are not positively responding to intervention programs, and prescribe an alternate program that may be more effective.	Academic Support Program	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, RtI Sub-Committee
Communication with Community	Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, school website, email, parent-teacher conferences (face-to-face and phone), and the local newspaper.	Community Engagement	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, all teachers
School Announcements	Office staff will make announcements twice per day, in the mornings before class starts and in the evenings before buses load. Office staff will email teachers throughout the day any needs that they may have and teachers will check their email at the beginning of each class when they check attendance.	Community Engagement	01/01/2017	12/31/2017	$0	Mr. McQueary, Mr. Richards, Ms. Cooper
				Total	$3000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparations	Community members take an important role in this event, speaking to students about careers and experiences, including the training, education, and work ethic required to do their jobs. In addition, students participate in an event called Reality Town, which walks students through the life skills and financial requirements to live independently. Representatives from the banking, insurance, health, education, technical, industrial, public service, military, etc. sectors speak to students about future possibilities.	Career Preparation/Orientation	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, Mr. Sammons, Ms. Teresa Roberts (FRYSC)
MAP - Measures of Academic Progress	MAP is administered three times per year. Teachers analyze the class breakdown report (and other reports) to monitor the progress of their students against established proficiency benchmarks.	Academic Support Program, Technology	01/01/2017	12/31/2017	$0	Mr. McQueary, Ms. Cooper, ELA and math teachers
				Total	$0	

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		

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		

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

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://sms.pulaski.net/for_community/comprehensive_school_improvement_plan	

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

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

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

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

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

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

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

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 PROFICIENCY - Increase the averaged combined reading and math proficiency rating from 60.4% to 66.3% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings from 60.4% to 66.3% by 05/31/2017 as measured by K-PREP.

Strategy1:

Best Practice - Continuous analysis of data, continued implementation of research-proven teaching strategies, and productive PLCs will contribute to improved student performance.

Category: Continuous Improvement

Research Cited:

Activity - Grade Level/Department PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs meet to compare/analyze student performance and growth data. Instructional strategies are discussed to determine most effective instructional techniques. District performance data is also analyzed to compare our school to our neighbors - Projected Proficiency Summary Report (MAP).	Professional Learning Academic Support Program	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, Ms. Murphy, ELA and math teachers

Goal 2:

2016-17 REMOVE BARRIERS - The 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 the 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 by 05/31/2017 as measured by surveys.

Strategy1:

Stakeholder Engagement - Various methods of communication will be used to determine community needs that impact the school.

Category: Stakeholder Engagement

Research Cited:

Activity - School Announcements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Office staff will make announcements twice per day, in the mornings before class starts and in the evenings before buses load. Office staff will email teachers throughout the day any needs that they may have and teachers will check their email at the beginning of each class when they check attendance.	Community Engagement	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Mr. Richards, Ms. Cooper

Activity - FRYSC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will be fully involved with the counseling department and PBIS team and will work closely with students and families to reduce barriers to learning that affect the students. Home visits, conferences, referrals to outside agencies, serving as a liaison between home and school will all be responsibilities of the FRYSC.	Behavioral Support Program Community Engagement	01/01/2017	12/31/2017	$0 - FRYSC	Ms. Teresa Roberts - FRYSC Director, FRYSC Advisory Council

Activity - Communication with Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents, guardians, and the community will be regularly informed of school activities, events, and other relevant information through these methods: classroom newsletters (paper and electronic), One-Call system, school website, email, parent-teacher conferences (face-to-face and phone), and the local newspaper.	Community Engagement	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, all teachers

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

Goal 1:

2016-17 PROFICIENCY - Increase the averaged combined reading and math proficiency rating from 60.4% to 66.3% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings from 60.4% to 66.3% by 05/31/2017 as measured by K-PREP.

Strategy1:

Best Practice - Continuous analysis of data, continued implementation of research-proven teaching strategies, and productive PLCs will contribute to improved student performance.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Southern Middle School

Activity - MAP - Measures of Academic Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP is administered three times per year. Teachers analyze the class breakdown report (and other reports) to monitor the progress of their students against established proficiency benchmarks.	Academic Support Program Technology	01/01/2017	12/31/2017	$0 - District Funding	Mr. McQueary, Ms. Cooper, ELA and math teachers

Activity - Common Grade Level Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every unit and nine weeks common assessment data is analyzed in "Data Review PLCs." Data is compared, performance levels are assessed, and most effective instructional strategies implemented are discussed.	Academic Support Program	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, Teachers

Activity - Grade Level/Department PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs meet to compare/analyze student performance and growth data. Instructional strategies are discussed to determine most effective instructional techniques. District performance data is also analyzed to compare our school to our neighbors - Projected Proficiency Summary Report (MAP).	Academic Support Program Professional Learning	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, Ms. Murphy, ELA and math teachers

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice per year a shoolwide mock on-demand writing assessment is implemented using released KDE assessment prompts. All staff is required to score student work. The results of student performance are analyzed, discussed, and opportunities for improvement are considered. Instructional strategies from Abel & Atherton are used.	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, all teachers

Activity - Kagan Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have received four out of five days of training in the implementation of Kagan Structures/Cooperative Learning Strategies. A select group of teachers have received intensive Kagan coaching training to assist other teachers in using the structures with fidelity. A coaching schedule has been established to ensure all teachers received "coaching" at least twice per semester.	Academic Support Program	01/01/2017	12/31/2017	$0 - Grant Funds	Mr. McQueary, Ms. Cooper, Ms. Murphy, Kagan Coaches, all teachers

Activity - Progress Monitoring (ALEKS, Reading Plus)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use adaptive learning program reports to progress monitor individual students' reading and math performance. ALEKS data is used to monitor math; Reading Plus is used to monitor reading.	Technology Academic Support Program	01/01/2017	12/31/2017	$14000 - Other	Mr. McQueary, Ms. Cooper, All Teachers (math and ELA teachers run reports)

Goal 2:

2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency rating in the non-duplicated gap group from 53.2% to 59.6% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 53.2% to 59.6% in the non-duplicated gap group by 05/31/2017 as measured by K-PREP.

Strategy1:

Best Practice - Progress monitoring, academic and behavior interventions, and co-teaching strategies are all part of the schools' strategy to improve gap performance.

Category: Continuous Improvement

Research Cited:

Activity - RtI - Adaptive Learning Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several reading and math adaptive learning programs are used to provide individualized instruction to meet individual student needs. These include Reading Plus, Lexia, Reading Horizons, ALEKS, SuccessMaker Math, Moby Max.	Technology Academic Support Program	01/01/2017	12/31/2017	$14500 - Other	Mr. McQueary, Ms. Cooper, ELA and math teachers, special education teachers, intervention teachers

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching for Gap Closure - Three classrooms have trained staff who fully implement the research-proven CT4GC model. All teachers use the PDSA component of CT4GC.	Academic Support Program	01/01/2017	12/31/2017	$0 - Grant Funds	Mr. McQueary, Ms. Cooper, Ms. Wright & Mr. Akers, Ms. Wesley & Ms. McFalls, Mr. Stringer & Ms. Webb, Ms. Bingham & Ms. K Wilson

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS is implemented with fidelity schoolwide. Both principals and a team of teachers conduct monthly meetings to review SWISS data and discuss individual students in need of additional or different interventions. In addition the team discusses students who have earned monthly rewards. A recognition program is held at the end of each nine-weeks period.	Behavioral Support Program	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Mr. Richards, PBIS Team

Activity - AIMSweb - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSweb data is analyzed to monitor the academic progress made by students identified for interventions and special education. The curriculum specialist and special education teachers review the data and make decisions about the effectiveness of this research-based intervention for each student.	Academic Support Program	01/01/2017	12/31/2017	$3000 - General Fund	Mr. McQueary, Ms. Cooper, special education teachers

Goal 3:

2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 10% by 05/31/2017 as measured by K-PREP.

Strategy1:

Best Practice - Novice performing students are individually identified and a program for improvement is built to suit individual student needs.

Category: Continuous Improvement

Research Cited:

Activity - Novice Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-PREP data for reading and math is analyzed and novice students are targeted by ELA and math teachers on each grade level team. Administrators and teachers collaborate to prescribe interventions for each student.	Academic Support Program	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, ELA and math teachers

Activity - Novice Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several data sources are used to monitor student progress: (1) common assessments conducted each nine-weeks, (2) unit exams, (3) class grades, (4) MAP data. Data from adaptive learning programs are considered as well. This is often conducted in PLC meetings.	Academic Support Program Technology	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, ELA and math teachers

Activity - RtI Sub-Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI sub-committee is comprised of administrators, ELA, and math teachers. The purpose of the committee is to identify students who are not positively responding to intervention programs, and prescribe an alternate program that may be more effective.	Academic Support Program	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, RtI Sub-Committee

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016-17 GAP - Increase the averaged combined reading and math K-PREP proficiency rating in the non-duplicated gap group from 53.2% to 59.6% by 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency rating from 53.2% to 59.6% in the non-duplicated gap group by 05/31/2017 as measured by K-PREP.

Strategy1:

Best Practice - Progress monitoring, academic and behavior interventions, and co-teaching strategies are all part of the schools' strategy to improve gap performance.

Category: Continuous Improvement

Research Cited:

Activity - CT4GC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Co-teaching for Gap Closure - Three classrooms have trained staff who fully implement the research-proven CT4GC model. All teachers use the PDSA component of CT4GC.	Academic Support Program	01/01/2017	12/31/2017	$0 - Grant Funds	Mr. McQueary, Ms. Cooper, Ms. Wright & Mr. Akers, Ms. Wesley & Ms. McFalls, Mr. Stringer & Ms. Webb, Ms. Bingham & Ms. K Wilson

Activity - AIMSweb - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSweb data is analyzed to monitor the academic progress made by students identified for interventions and special education. The curriculum specialist and special education teachers review the data and make decisions about the effectiveness of this research-based intervention for each student.	Academic Support Program	01/01/2017	12/31/2017	$3000 - General Fund	Mr. McQueary, Ms. Cooper, special education teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS is implemented with fidelity schoolwide. Both principals and a team of teachers conduct monthly meetings to review SWISS data and discuss individual students in need of additional or different interventions. In addition the team discusses students who have earned monthly rewards. A recognition program is held at the end of each nine-weeks period.	Behavioral Support Program	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Mr. Richards, PBIS Team

Activity - RtI - Adaptive Learning Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several reading and math adaptive learning programs are used to provide individualized instruction to meet individual student needs. These include Reading Plus, Lexia, Reading Horizons, ALEKS, SuccessMaker Math, Moby Max.	Technology Academic Support Program	01/01/2017	12/31/2017	$14500 - Other	Mr. McQueary, Ms. Cooper, ELA and math teachers, special education teachers, intervention teachers

Goal 2:

2016-17 NOVICE REDUCTION - Reduce the number of reading and math K-PREP novice ratings by 10% by 2017.

Measurable Objective 1:

collaborate to reduce the number of reading and math novice ratings by 10% by 05/31/2017 as measured by K-PREP.

Strategy1:

Best Practice - Novice performing students are individually identified and a program for improvement is built to suit individual student needs.

Category: Continuous Improvement

Research Cited:

Activity - Novice Student Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-PREP data for reading and math is analyzed and novice students are targeted by ELA and math teachers on each grade level team. Administrators and teachers collaborate to prescribe interventions for each student.	Academic Support Program	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, ELA and math teachers

Activity - RtI Sub-Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RtI sub-committee is comprised of administrators, ELA, and math teachers. The purpose of the committee is to identify students who are not positively responding to intervention programs, and prescribe an alternate program that may be more effective.	Academic Support Program	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, RtI Sub-Committee

Activity - Novice Student Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several data sources are used to monitor student progress: (1) common assessments conducted each nine-weeks, (2) unit exams, (3) class grades, (4) MAP data. Data from adaptive learning programs are considered as well. This is often conducted in PLC meetings.	Academic Support Program Technology	01/01/2017	12/31/2017	$0 - General Fund	Mr. McQueary, Ms. Cooper, ELA and math teachers

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

N/A (this question does not apply)

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

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: 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 - 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	Mr. McQueary, Ms. Cooper

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	Mr. McQueary, Ms. Cooper

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?

Southern Middle school is one of the largest middle schools that is SACS Accredited in the Commonwealth of Kentucky with grades 6-8. Approximately 1007 students attend Southern Middle School, preparing the academic foundation for matriculation to Southwestern High School, a school of Distinction. It is one of two middle schools in the Pulaski County School District, ranking among the top 18% percent academically performing middle schools in the state - deemed Distinguished and Progressing. Southern Middle School serves the students of Southwestern Pulaski County. The student body consists of four elementary feeder schools: Nancy, Oak Hill, Burnside, and Southern Elementary. These feeder schools are all unique in and of themselves representing their own small community. This adds to the diversity of Southern Middle School's population, which includes approximately 93.5% white, 1.0% Black, 4.5% Hispanic, 1.0% Asian with 66.4% of all students qualifying for free and reduced lunch. For the third year in a row, the district funds all students' lunches because of the high needs rate. Despite a high-poverty rate, the Pulaski County School System has prioritized educational funding, and the system has excellent resources available for staff and students. Southern Middle School is geographically located in south-central Pulaski County between the cities of Burnside and Somerset, nestled between Highway 27 and the 914 Bypass, and adjacent to the Somerset Mall. The largest feeder school, Southern Elementary, also shares its campus. One of Southern Middle School's greatest strengths is our faculty, staff, and administration's dedication to student success. Furthermore, all Core Classroom instructors are 100% Highly Qualified, and one holds National Board Certification. In all, over 63% of our teachers hold Master's Degrees, and our faculty averages 15.5 years of teaching experience. Administratively, our principal, Brett McQueary is serving in his second year as principal. Prior to that he was the assistant principal here for 2 years. Our assistant principal, Mr. Dwight Richards is serving in his second year in this position.

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.

School Mission Statement - The Southern Middle School community will inspire student to be college and career ready today, so they may meet the challenges of tomorrow.

Vision Statement - Southern Middle School fosters a positive environment to prepare students for the future.

Belief Statements - We believe that every student: *has the capacity to learn, grow, and develop into knowledgeable, reflective, caring, ethical, and contributing citizens *thrives academically, socially, and emotionally in a democratic learning environment were trust and respect are paramount and where family and community are actively involved; *faces significant life choices and needs support in making wise and healthy decisions; deserves educators who are prepared to work with this age group, who are themselves life-long learners and committed to their own ongoing professional development and growth.

Southern Middle School assigned a committee of teachers and staff to develop the school mission, vision, and belief statements. All of the statements were approved through the school site base council.
There are multiple ways these statements influence the way Southern Middle School does teaching and learning. The mission, vision, and belief statements are displayed in all classrooms, common areas, and administrative areas in the building because these statements embody the purpose of Southern Middle School. To prepare students to be college and career ready, Southern Middle School offers students a curriculum that is rigorous, relevant, and aligned with state standards so that every student can achieve proficiency and beyond. Academic supports are also provided for students falling below proficiency, likewise, advanced courses are offered for students who have achieved proficiency or higher. Within the schedule, each team has two advisory periods for planned intervention and/or enrichment opportunities. During these time periods, the online programs of Lexia, Reading Plus, and the ALEKS program are implemented. Southern Middle School is fortunate to also have a fully staffed Family Resource Youth Service Center and a full time school nurse. These two entities address and provide services for many student and family needs outside of the academic arena.

To embody the above belief statements, Southern Middle School strives to develop positive student character and enable students to become caring and contributing citizens. Students have multiple service learning opportunities available such as Operation Christmas Child, Veterans Day Programs, Jeans for Teens, Coat drive, Soles for Souls, Feud for Food and a pop tab collection to benefit the Ronald McDonald House.

We offer a variety of extra-curricular activities for boys and girls which include football, cheerleading, dance team, basketball, soccer, softball, volleyball, archery and baseball. Several students participate in athletic events with Southwestern high School that include track/field, cross country, tennis and golf. We also offer students BETA Club, Academic Team, Fellowship of Christian Athletes, Choir, Prayer Circle, and School Store Staff.
Southern Middle School uses the student created motto "Good, Better, Best, - Follow the ARROW to Success" (Accountability, Respect, Responsibility, Obey Rules, Winning Attitude) to outline and define student expectations.

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.

The most notable achievement for Southern Middle School is our 2015 KPREP test score improvement. Our school went from the 93rd percentile, a Distinguished School, to the 95th percentile, a Distinguished School, with a School of Distinction label. The school increased the Overall AMO score by 1.5 for the 2014-15 school year.

Southern Middle School is ever striving to reduce the amount of novice of the student population. We are currently at 12%.

Additional Information

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

Although Southern Middle School has received countless achievements, we are hard at work to make improvements within our school. For instance, Southern Middle School is striving to close the gap between students with disabilities and non disability students.   We are working to reduce the number of novice students. We have implemented Co-Teaching 4 Gap Closure, the state's model, in our Co-teaching classroom to help students with disabilities. We are additionally attending more staff trainings so that we may implement this strategy school wide within the next three to five years. All of our teachers have attended KAGAN trainings as well. In addition, we have purchased Reading Plus/Lexia school wide for every student over the next three years to help our students achieve growth in reading. Students are also using ALEKS/Mobi Math to increase math skills.