



# **Comprehensive School Improvement Plan**

**Whitley County Middle School**  
**Whitley County**

Patrick Conlin, Principal  
351 Blvd Of Champions  
Williamsburg, KY 40769

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Phase I - Equitable Access to Effective Educators School Diagnostic**

Introduction .....	3
--------------------	---

Equitable Access to Effective Educators - School .....	4
--	---

## **Phase I - The Missing Piece**

Introduction .....	13
--------------------	----

Stakeholders .....	14
--------------------	----

Relationship Building .....	15
-----------------------------	----

Communications .....	16
----------------------	----

Decision Making .....	18
-----------------------	----

Advocacy .....	20
----------------	----

Learning Opportunities .....	21
------------------------------	----

Community Partnerships .....	22
------------------------------	----

Reflection .....	23
------------------	----

Report Summary .....	24
----------------------	----

## **Improvement Plan Stakeholder Involvement**

Introduction .....	26
--------------------	----

Improvement Planning Process .....	27
------------------------------------	----

**Phase I - Needs Assessment**

Introduction ..... 31

Data Analysis ..... 32

Areas of Strengths ..... 34

Opportunities for Improvement ..... 36

Conclusion ..... 38

**2016-2017 Goals and Plans**

Overview ..... 40

Goals Summary ..... 41

    Goal 1: Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54.1% in 2016 to 72.4% in 2019 ..... 42

    Goal 2: Increase the average combined reading and math K-PREP scores for middle school students from 58.2% to 74.3% in 2019 ..... 45

    Goal 3: Increase the percentage of students who are college and career ready from 58.2% to 74.3% by 2019 ..... 47

    Goal 4: The percentage of students scoring novice in math will decrease by 50% by 2020 ..... 49

    Goal 5: The percentage of students scoring novice in reading will decrease by 50% by 2020 ..... 52

    Goal 6: Increase Tell Survey rating from 87.5% to 95% by 2017 on question, "Teachers feel comfortable raising issues and concerns that are important to them." ..... 55

Activity Summary by Funding Source ..... 56

**Phase II - KDE Assurances - Schools**

Introduction ..... 62

Assurances ..... 63

**Phase II - KDE Compliance and Accountability - Schools**

Introduction ..... 69

Planning and Accountability Requirements ..... 70

**Executive Summary**

Introduction ..... 85

Description of the School ..... 86

School's Purpose ..... 88

Notable Achievements and Areas of Improvement ..... 89

Additional Information ..... 91

## 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**

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

**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.**

According to the data, our school serves 578 students, of which only 3% minority students, as compared to 22% of minority students in Kentucky. Our percentage of minority students is slightly lower than the average percentage of minority students served by our district.

Our students come from poverty as evident by our percentage of students that receive free/reduced priced lunches. WCMS has 469 students that receive free/reduced priced meals which is 82.1% of our students. This number is significantly higher than the state average of 60.3%.

Only .003% of our student population are English Language Learners as compared to 3.8% of the state population of students.

In our school, 100% of our teachers teach courses within their field. Our teachers have an average of 13.5 years experience, which is higher than the district average of 12.5 and the state which is 11.8. 42.1% of our teachers have a Masters which is higher than our district average of 41.4%. Also, 39.5% of our teachers have their Rank I which is higher than the state average of 29.4%.

Our average daily attendance rate is 94.72% which is higher than our district rate which is 94.41%. Within our school, our turnover rate is 18.6% which is higher than the district rate of 9.6% and the state turnover rate which is 17.8%.

**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.**

# Comprehensive School Improvement Plan

Whitley County Middle School

---

higher percentage of our students live in poverty as compared by the local, state, and national averages.

Few professional learning opportunities are available to specifically address overcoming the barriers faced by students of low socioeconomic status. Also, professional development funds have been reduced.

A large percentage of our students are being raised by family members instead of parents. With a large number of students being enrolled in our school in each grade, most with limited support systems at home, we have had to devote more time to behavioral issues as students adjust to our school expectations and changes in their environments.

A large number of our students are diagnosed with social/emotional disorders which have a negative impact on their academic achievement and motivation.

With our poverty and a homeless rate being high, we have students who are not having their basic physiological and safety needs met and cannot, therefore, attend to their educational needs as well as their same aged peers.

Sources of data that were used to determine the barriers were KY School Report Card, Tell Survey Data, Infinite Campus Statistics, and Family Resource Center Survey Results.

Root causes of these barriers include children's socioeconomic status, poverty level households, lack of parental support. Also, professional development sessions target academic and curricular programs rather than strategies to remove barriers faced by students of low socioeconomic status, high poverty, and social/emotional diagnoses.

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.		School_Equity_Goals.xlsx

**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

# Comprehensive School Improvement Plan

Whitley County Middle School

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:**

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

**Measurable Objective 1:**

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card.

**Strategy1:**

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

Category: Continuous Improvement

Research Cited:

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

Activity - Gear Up Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up Program offers extra tutoring services in math four days a week in school and after school. Also, the program gives students several opportunities and focuses on the Early Intervention and College Awareness. The program is also used to show students the benefits of higher education by college and career awareness and college visits.	Academic Support Program	08/17/2015	05/10/2017	\$0 - Grant Funds	Academic Specialist

# Comprehensive School Improvement Plan

Whitley County Middle School

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

Activity - PLC's and Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in weekly grade level PLCs. Teachers will document standards taught and identify gaps in instruction and work to implement new strategies to improve student growth in mathematics. Teachers will also discuss strategies that are working in their classroom to share and implement in other classrooms.	Professional Learning Academic Support Program	08/17/2015	05/10/2017	\$0 - No Funding Required	Teachers, Principal, Curriculum Coordinator

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2017	\$0 - No Funding Required	Teachers and Principals

## Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore, and Principals

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2017	\$0 - No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2017	\$0 - No Funding Required	Principals

## Goal 2:

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

### Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by School Report Card.

### Strategy1:

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

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

Category: Continuous Improvement

Research Cited:

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island is used in our classrooms to practice, review, and reinforce Kentucky Core Academic Standards. This program allows teachers to monitor student comprehension and provides teachers with insights on where to focus targeted instruction.	Academic Support Program	08/17/2015	05/12/2017	\$0 - No Funding Required	Reading Teachers Regular Education Teachers Special Education Teachers

### Strategy2:

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

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Intervention Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SRA Corrective Reading Program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively. Students' skill development is designed to progress as they move from lower to higher levels. The development of skills in the comprehension component progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.	Academic Support Program	08/17/2015	05/10/2017	\$0 - No Funding Required	Reading Specialist

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in PLCs to analyze formative and summative reading assessment data, design, and plan best practice instructional activities and share progress.	Professional Learning	08/17/2015	05/12/2017	\$0 - No Funding Required	Teachers Principals Guidance Counselor Media specialist

Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/12/2017	\$0 - No Funding Required	Teachers and Principals

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in KPREP practice test review throughout the school year and participate in several scrimmage test sessions.	Academic Support Program	08/17/2015	05/12/2017	\$0 - No Funding Required	Teachers Principals Guidance Counselor Media Specialist District Support Team

### Strategy3:

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

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Jamestown Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Timed Readings are completed each day at the beginning of class to help students read faster and more fluently. Jamestown Literature books are used to help with student comprehension. Word Journey books are also used to help students with vocabulary skills.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Reading Teachers

## Strategy4:

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

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2017	\$0 - No Funding Required	Principals, District Administration and SBDM Council

## Goal 3:

Increase Tell Survey rating from 87.5% to 95% by 2017 on question, "Teachers feel comfortable raising issues and concerns that are important to them."

## Measurable Objective 1:

collaborate to ensure an 95% or above overall rating by by 05/12/2017 as measured by Tell Survey.

## Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher and administration collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration in our school will meet to evaluate issues in the school that need to be changed and issues teachers are concerned about. Administration will address concerns and implement as needed.	Other	08/15/2016	05/12/2017	\$0 - No Funding Required	Teachers and Administration



# **Phase I - The Missing Piece**

## **Introduction**

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

## Stakeholders

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

Stuart Conlin, Principal

Melissa Brown, Assistant Principal

Lans Lay, Assistant Principal

Amy Lunsford, Guidance Counselor

Judy Petrey, Family Resource Center

PLC Leaders:

Stefanie Keene

Anthony Osborne

Darlene Prewitt

Gerald Mullins

Lisa Richardson

Angela Singleton

Mary Wilson

Site-Based Decision Making Committee:

Stuart Conlin, Principal

Anthony Osborne, Teacher

Randy Love, Teacher

Ann Wohlfarth, Teacher

Jane Whitaker, Parent Representative

Tammy Brown, Parent Representative

Whitley County Middle School Teachers

Whitley County Board of Education Employees

Curriculum Team

Parents/Guardians

## 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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

**Communications**

Overall Rating: 3.43

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County Middle School

---

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

## Decision Making

Overall Rating: 2.86

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County Middle School

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

**Advocacy**

Overall Rating: 3.0

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

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

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

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

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

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

Learning Opportunities

Overall Rating: 3.17

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

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

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

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

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

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

## Community Partnerships

Overall Rating: 3.0

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

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

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

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

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

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

## Reflection

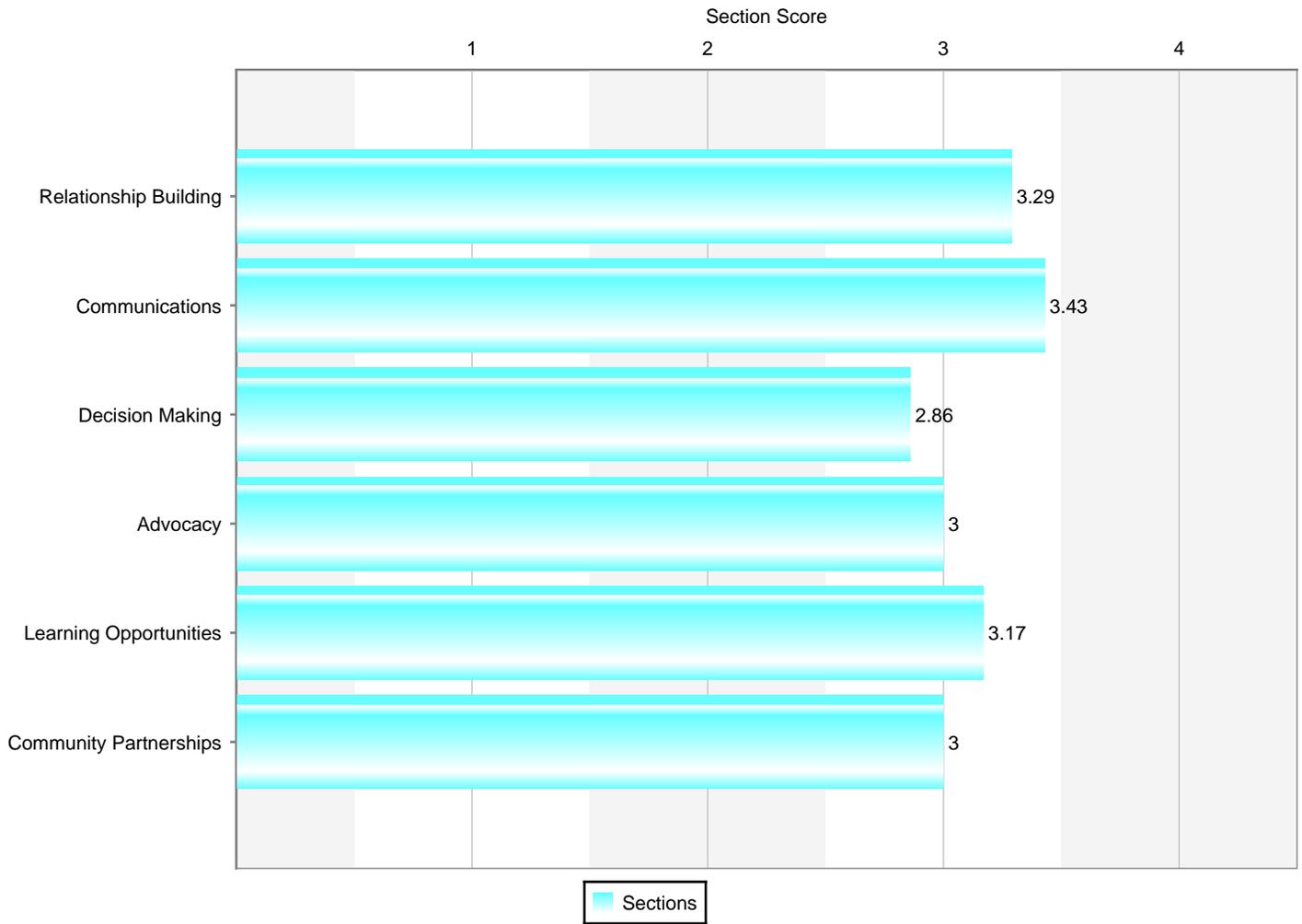
### **Reflect upon your responses to each of the Missing Piece objectives.**

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

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

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County Middle School

---

- Work is being done to close the achievement gaps

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

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

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

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

The SBDM council parent members Tammy Brown and Jane Whitaker were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. Tammy has children at the middle school and high school. She is actively involved in both schools. Jane Whitaker is an employee at the University of the Cumberland. Both parent members have completed the required SBDM council training. The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:

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

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

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

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

\*Monthly SBDM meetings followed by PTO meetings as necessary

\*Weekly PLC Team Leader meetings

## Comprehensive School Improvement Plan

Whitley County Middle School

---

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

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

# **Phase I - Needs Assessment**

## **Introduction**

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

## Data Analysis

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

**What does the data/information not tell you?**

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

The questions we want to answer from the data:

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

Review of Assessment Data:

The data obtained by the Kentucky Performance Rating for Educational Progress assessment shows that Whitley County Middle School ranked at the 90th percentile and is classified as a Distinguished school. Growth points for Math were below the district by 2.4% and growth points for Reading were above the district by 2.4%. Also, we were above the state growth average in Math by 6.1% and above the state growth average in Reading by 6%. In Social Studies, Proficient/Distinguished level were same as the district and above the state by 16.7%. Writing percentage points were 3.9 percentage points above the state average.

Student Performance Levels:

61.2% scored P/D in Reading with 12.3% Novice

53.1% scored P/D in Math with 12% Novice

76.4% scored P/D in Social Studies with 3.3% Novice

48.3% scored P/D in Writing with 6.6% Novice

Disaggregated performance data reveals:

In reading our schools were close by grade levels. Seventh grade scored 63.1% P/D with 10.4% Novice and eighth grade scored 59% P/D with 14.4% Novice. However in math, eighth grade had 21.1% more students score P/D with 2.9% less scoring Novice.

Review of Non-Academic Indicators:

At 93.95%, Whitley Middle's overall student attendance is above the district average of 93.64%, but .6% below the state average of 94.5%. Our retention rate, at .5%, is 1.3% below the state average and 3.4% below the district level. Our free and reduced lunch average of 82.1% which is .36% below the district and 24.3% above the state's average of 54.4%. Based on the school's comprehensive improvement plan we met the goal of developing procedures to minimize routine, non-instructional duties for teachers to support the educational process and setting. Based on the 2015 TELL KY Survey, 85.7% of teachers agree the amount of paperwork has been minimized compared to 2013-2014. Efforts have been made to redistribute the responsibilities for paperwork requirements as a result of Program Review documentation SY 2016-2017

and RTI evidence.

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

Questions left unanswered by the data:

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

## **Areas of Strengths**

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

Whitley County Middle School has had many accomplishments for the past three years including scoring Proficient in the three areas of the school's program review for the 2015-2016 school year. We offer our students data driven instruction in reading through programs including Corrective Reading, Reading Coach, Study Island, Reading Works, and Jamestown Series. WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to PinPoint remedial instruction. WCMS is proud to provide students the opportunity to participate in after-school enrichment activities which include Gear Up that is focused on getting our students college and career ready.

Our most obvious area of strength is in Social Studies at our 8th grade level. In Social Studies, our students scored 76.4% at the Proficient/Distinguished level which is 16.7% above state average with only 3.3% scoring novice. Our 8th grade Social Studies Teachers have been working diligently with our 7th grade teachers and their team to improve student understanding of content. Teachers collaborate throughout the school year and team teach to clarify student understanding.

In Reading, our students scored 61.2% at the Proficient/Distinguished level which is 6% above the state average. Our reading teachers have consistently high expectations for their students. They have developed activities and lessons to scaffold learning for students who need more structure, and they have created formative and summative assessments to identify instructional needs. These methods and strategies will continue throughout the school year. Our teachers have also began utilizing MAP test data more efficiently to meet individual needs. Each time this test is given adjustments are made for each student.

Another area to celebrate this year was in math. In math, our students scored 53.1% at the Proficient/Distinguished level which is 6.1% above the state average. While some of the growth can be attributed to the on-going professional development aimed at helping teachers become more proficient with the Common Core Math standards, we can also credit the programs we have implemented to provide supplemental math instruction to students performing below average on MAP test and standardized tests. Math interventions such as Pinpoint provide small group instruction to students performing poorly on MAP assessments and classroom assignments.

According to the most recent school report card, Whitley County Middle School is above the state average in the percent of students scoring Proficient/Distinguished in the areas of Reading, Math, Social Studies, and On-Demand Writing. Whitley County Middle School is working diligently to increase our percentage of students scoring Proficient/Distinguished in all areas. Our strengths are shown in Writing with our school being 3.9% above state average. Our Language Arts Teachers worked with our faculty and with our District Curriculum Team to improve our writing skills this year and the hard work definitely paid off.

Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners. Teachers at WCMS assess their students within each content specific area using a common assessment, thus providing a standard based analysis of student performances. Also, the board of education has implemented MAP (Measures of Academic Progress) Assessment which our students take three times a year. This data is analyzed and drives our instructional practice and focuses on each student's individual needs.

---

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

We have a thriving after-school program consisting of athletics, academic team, 21st Century, and Gear-Up that have shown great success and gave our students many opportunities in which they would not normally have.

## **Opportunities for Improvement**

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

Our improvement goals will focus on the following areas:

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

Our first objective is novice reduction in each subject area. We have a bi-weekly meeting as a team that includes each content teacher and administration to focus on student needs. Teachers place students on a Watch List, these watch lists are monitored daily and the students on this list are placed in our Gear-Up Program where they get extra instruction in a smaller classroom setting. Also, our special needs department will work together to monitor progress on a weekly basis using AimsWeb. They will work to increase the test scores among our special needs population. We will also staff a special needs teacher in the after-school program several days a week to cover tutoring services.

We are implementing new writing strategies and working with writing specialist from the high school and board of education. Also, we have implemented a school wide writing plan across the curriculum. In PLC meetings, writing teachers are providing work samples to all content teachers. Each class will collaborate to implement writing in their classes.

PLC Teams meet weekly to discuss curriculum, instruction, and assessment. Team members work together to make changes to curriculum and contact parents as needed. The School Curriculum Coordinator meets weekly with Core Content Team Leaders to ensure the latest information is being shared with all team members. PLC Teams meet to develop common assessments that are used on a bi-monthly basis. Common exams are administered in all core content classes.

We will increase the number of students scoring proficient/distinguished in math. All math classes are taught using the Carnegie Curriculum. Sixty percent of instructional time consists of introduction, modeling, and practicing content within the classroom setting. The remaining forty percent of instructional time is spent on Mathia: math teachers use the Mathia lab time as small group intervention for student mastery of math concepts and skills. Study Island is a completely web-based program built using state standards for all content areas. This program is utilized in several content areas. This school year, we have implemented math tutoring for all students that need it. The math curriculum is rigorous and we have math teachers that are tutoring any student that is struggling. WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to PinPoint remedial instruction.

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

Students that have misconducts for missing assignments and other misbehaviors will receive after-school detention. All WCMS students that receive after-school detention will use this time to complete missing assignments and work on the Carnegie Math Program. WCMS is fortunate to be able to have Gear Up in our school. Through Gear Up, we have hired a Language Arts teacher to work with our students four days a week. She offers tutoring services during the school day in math and writing.

## Comprehensive School Improvement Plan

Whitley County Middle School

---

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

As identified by the K-PREP assessment in 2014-15, one area in need of improvement is writing. Our score was 34.3% which is 4.9% below the state and district average. During our flex time and team meetings, our primary focus has been writing. Each teacher has been implementing more writing and Language Arts teachers have been working with their team. Teachers will work with peer mentors and teacher leaders to evaluate and improve teaching efficacy in the area of writing. Teachers will also use Study Island to supplement their students' practice of skills in writing fluency. Students who do not improve in writing, will be working with our Gear Up Program, which will give them individualized instruction during and after the school day. The extra dedication from our teachers, support staff, and students paid off for the K-PREP assessment in 2015-16 and our writing scores improved raising 3.9% Proficient/Distinguished above the state level. Our plans for this year will be to maintain same emphasis on writing in each of our classes and meetings.

We will increase proficiency in reading of students scoring proficient/distinguished on KPREP. All students at WCMS participate in research based reading instruction. Our reading programs include Corrective Reading, Reading Coach, and Jamestown Reading Series. Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners. Students are leveled in reading classes based on MAP scores. Each student is placed in class based on individual needs. During library time mini lessons on reading strategies have been added to enhance learning and practice skills. Also, students take MAP Assessment to find out what skills they need to focus on. Teachers use the data to drive their instruction.

## **Conclusion**

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

The process of evaluating our completed CSIP will involve continual review and refinement by PLC team leaders, the entire faculty, the school administration, SBDM Council, and other stakeholders. Implementation of the improvement goals included in our CSIP is expected to meet all school improvement goals including state and federal grant requirements. The plan is expected to serve as the primary focus for accessing resources to meet the needs of the entire school community and ultimately transform our school so that we maximize student achievement. Because the school staff and faculty, through the school's standing committees, were instrumental in designing the plan, ownership is ensured. Teachers and Instructional Staff Members, School and District Administrators, the School Technology Coordinator, the Youth Service Center Director, Employers, Community Members, Parents, Students, and all SBDM Council Members were involved in the development of and evaluation of the CSIP. Whitley County Middle School will be taking many steps in the future to address areas of concern. We will be providing more after-school tutoring opportunities for students who are struggling or at-risk. We will also be providing early morning tutoring for students who are not able to stay after school. Our PLC meetings will be refocused to cover the core content. On-Demand Writing opportunities will be provided for all students and will allow them to practice their skills. This will help the students gain the knowledge they need to increase the proficiency rate. We will also conduct test scrimmages to help students become prepared in all areas of the K-PREP exam. Also, math enrichment and math skills will continue to be emphasized with our Gear-Up and 21st Century Programs.

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

## **2016-2017 Goals and Plans**

## Overview

### Plan Name

2016-2017 Goals and Plans

### Plan Description

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

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54.1% in 2016 to 72.4% in 2019	Objectives: 1 Strategies: 6 Activities: 7	Organizational	\$0
2	Increase the average combined reading and math K-PREP scores for middle school students from 58.2% to 74.3% in 2019.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$75000
3	Increase the percentage of students who are college and career ready from 58.2% to 74.3% by 2019	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
4	The percentage of students scoring novice in math will decrease by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$0
5	The percentage of students scoring novice in reading will decrease by 50% by 2020.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$0
6	Increase Tell Survey rating from 87.5% to 95% by 2017 on question, "Teachers feel comfortable raising issues and concerns that are important to them."	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54.1% in 2016 to 72.4% in 2019

Status	Progress Notes	Created On	Created By
N/A	The middle school is on track to reach the gap goal for the current school year. We will continue progressing to reach next year's gap target goal.	September 14, 2016	Mr. Stuart Conlin

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 54.1% to 61.3% by 06/30/2017 as measured by KPREP delivery targets..

### Strategy 1:

Data Room - Teachers will meet bi-monthly in data rooms to discuss student performance on both formative and summative assessments. Teachers will then decide if students need to be placed on the watch list based on those discussions. Also, students on watch lists are encouraged for tutoring services offered through our 21st Century Program and/or our Gear Up Program.

Category: Integrated Methods for Learning

Research Cited: Data-Driven Instruction

Status	Progress Notes	Created On	Created By
N/A	In data rooms, teachers are able to desegregate student performance data.	September 19, 2016	Mr. Stuart Conlin

Activity - Collaboration among teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Room Meetings. Teachers meet in areas to discuss student improvement and needs. Students not reaching mastery are identified on watch lists and provided additional instruction and educational support.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers and administrative staff

### Strategy 2:

Assessments - All teachers will use Multiple Choice and Constructed response questions as their primary mode of summative assessments. Each assessment will be created in a PLC setting and used consistently throughout grade levels. All students will take a MAP Assessment, Measures of Academic Progress, to find out each

## Comprehensive School Improvement Plan

Whitley County Middle School

student's individual strengths and weaknesses. Then, instruction will be driven by these results.

Category: Integrated Methods for Learning

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each department works together to develop common assessments that require students to use content knowledge. Teachers will then meet to discuss student progress on these assessments and plans on how to improve student progress.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Content area teachers

### Strategy 3:

Integration of Digital Learning - Integrate digital content into curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Status	Progress Notes	Created On	Created By
N/A	Most of our teachers are using Khan academy and reading works as a resource.	September 19, 2016	Mr. Stuart Conlin

Activity - Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and make needed adjustments. (ie) AIMSweb, Smart Response System, Encyclomedia, BrainPop, Study Island, Carnegie Math, Map Test.	Technology	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principals

### Strategy 4:

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

Category: Stakeholder Engagement

Research Cited: Data Analysis

# Comprehensive School Improvement Plan

Whitley County Middle School

Status	Progress Notes	Created On	Created By
N/A	Parent contacts are made by staff and administration weekly through one-calls, emails, and messages from the middle.	September 19, 2016	Mr. Stuart Conlin

Activity - Spotlight on Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host Spotlight on Students once each semester to incorporate parent involvement in the learning process. Spotlight on Students encourages parents and students to become more involved in the educational process. The school attracts families and students using displays of student work and a variety of programs. The FRYSC offers parents door prizes through drawings. During the spring Spotlight on Students, the choir will perform.	Parent Involvement	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principals, FRYSC, Counselor

## Strategy 5:

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

Category: Continuous Improvement

Research Cited: Data Analysis

Status	Progress Notes	Created On	Created By
N/A	After school, we have 21st Century Learning Programs.	September 19, 2016	Mr. Stuart Conlin
N/A	During school, several intervention classes have been implemented for math and reading. Also, through our Gear Up Program, students that need interventions, may get one on one instruction.	September 19, 2016	Mr. Stuart Conlin

Activity - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention program uses in-school math based instruction in small groups to reduce class size and individualize instruction which will help the students grow as learners. The intervention services will address the needs of students in the middle school who are struggling with mathematics.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principals

## Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners. The intervention services will address the needs of students in the middle school who are struggling with reading.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principals

### Strategy 6:

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

Category: Learning Systems

Research Cited: Data Driven Instruction

Activity - Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offer students an enrichment opportunity based on individual needs in reading, math, science, and social studies.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principals, Counselor

Status	Progress Notes	Created On	Created By
In Progress	Several enrichment opportunities have been added in academic areas.	September 19, 2016	Mr. Stuart Conlin

## Goal 2: Increase the average combined reading and math K-PREP scores for middle school students from 58.2% to 74.3% in 2019.

### Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all middle school students from 58.2% to 64% by 06/30/2017 as measured by K-PREP delivery targets..

### Strategy 1:

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Comprehensive School Improvement Plan

Whitley County Middle School

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

Category: Continuous Improvement

Research Cited: KPREP data, Data Driven Instruction

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC Team Leaders and team members analyze KPREP assessment results to determine gaps in instructional programming for students.	Other	08/17/2015	05/31/2017	\$0	No Funding Required	PLC Team Leaders, Principals, Curriculum Coordinator

Activity - Gear Up Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as needing extra academic support will be referred to Gear Up Colonels afterschool tutoring programs. (ie) Tutoring and various other enrichment opportunities.	Direct Instruction	08/17/2015	05/31/2017	\$75000	Other	Gear Up Program Specialist, Principals, Teachers

### Strategy 2:

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

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Common Core Standards in lesson plans.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers and Principals

## Comprehensive School Improvement Plan

Whitley County Middle School

---

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principals

### Strategy 3:

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

Category: Continuous Improvement

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in KPREP test review throughout the year and participate in several scrimmage test sessions.	Other	09/28/2015	04/28/2017	\$0	No Funding Required	Faculty and staff, District team support, Principals, Counselor

## Goal 3: Increase the percentage of students who are college and career ready from 58.2% to 74.3% by 2019

### Measurable Objective 1:

collaborate to increase overall CCR scores in reading and math proficiency ratings for all middle school students from 58.2% to 64% by 06/30/2017 as measured by KPREP delivery targets..

### Strategy 1:

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Comprehensive School Improvement Plan

Whitley County Middle School

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

Category: Continuous Improvement

Activity - Time Efficiency Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, principals, and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/17/2015	05/31/2017	\$0	No Funding Required	Teachers, Principals, and certified educators

### Strategy 2:

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

Category: Career Readiness Pathways

Activity - ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete Interest Inventory and choose career pathways. Students complete schedules for the next school year using their ILP.	Career Preparation/Orientation, Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	College and Career Readiness Teacher

### Strategy 3:

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

Category: Career Readiness Pathways

Activity - Gear Up Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Whitley County Middle School

Our school is part of the Gaining Early Awareness and Readiness for Undergraduate Programs (Gear-Up) which gives students several opportunities and focuses heavily on the Early Intervention and College Awareness Program. The program is used in the middle school to show them the benefits of higher education by college and career awareness and college visits. Also, this program provides enrichment services and tutoring services during and after school.	Career Preparation/Orientation	08/17/2015	05/31/2017	\$0	Grant Funds	Academic Specialist, Teachers, Principals
--	--------------------------------	------------	------------	-----	-------------	---

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

#### Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card.

#### Strategy 1:

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

Category: Continuous Improvement

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

Activity - Carnegie Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Whitley County Middle School

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

Activity - Gear Up Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear Up Program offers extra tutoring services in math four days a week in school and after school. Also, the program gives students several opportunities and focuses on the Early Intervention and College Awareness. The program is also used to show students the benefits of higher education by college and career awareness and college visits.	Academic Support Program	08/17/2015	05/10/2017	\$0	Grant Funds	Academic Specialist

Activity - PLC's and Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in weekly grade level PLCs. Teachers will document standards taught and identify gaps in instruction and work to implement new strategies to improve student growth in mathematics. Teachers will also discuss strategies that are working in their classroom to share and implement in other classrooms.	Professional Learning, Academic Support Program	08/17/2015	05/10/2017	\$0	No Funding Required	Teachers, Principal, Curriculum Coordinator

Activity - MAP Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Whitley County Middle School

Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2017	\$0	No Funding Required	Teachers and Principals
--	--------------------------	------------	------------	-----	---------------------	-------------------------

### Strategy 2:

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

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2017	\$0	No Funding Required	Principals, District Administration and SBDM Council

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2017	\$0	No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2017	\$0	No Funding Required	Paula Rickett, Kim Creekmore, and Principals

**Comprehensive School Improvement Plan**

Whitley County Middle School

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2017	\$0	No Funding Required	Principals, SBDM Council and District Administrators

**Goal 5: The percentage of students scoring novice in reading will decrease by 50% by 2020.****Measurable Objective 1:**

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by School Report Card.

**Strategy 1:**

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

Category: Continuous Improvement

Activity - Intervention Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SRA Corrective Reading Program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively. Students' skill development is designed to progress as they move from lower to higher levels. The development of skills in the comprehension component progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.	Academic Support Program	08/17/2015	05/10/2017	\$0	No Funding Required	Reading Specialist

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - MAP Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/12/2017	\$0	No Funding Required	Teachers and Principals

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in PLCs to analyze formative and summative reading assessment data, design, and plan best practice instructional activities and share progress.	Professional Learning	08/17/2015	05/12/2017	\$0	No Funding Required	Teachers Principals Guidance Counselor Media specialist

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in KPREP practice test review throughout the school year and participate in several scrimmage test sessions.	Academic Support Program	08/17/2015	05/12/2017	\$0	No Funding Required	Teachers Principals Guidance Counselor Media Specialist District Support Team

## Strategy 2:

Jamestown Reading - Jamestown Reading Series has created materials of reading to the learner at accessible readability levels. Their instructional techniques are research-based and the programs are flexible enough to allow for different learning styles and interests, while producing results in reading achievement. Students

## Comprehensive School Improvement Plan

Whitley County Middle School

complete timed reading each day along with literature reading. Also, Word Journey books are used to increase vocabulary skills.

Category: Continuous Improvement

Activity - Jamestown Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Timed Readings are completed each day at the beginning of class to help students read faster and more fluently. Jamestown Literature books are used to help with student comprehension. Word Journey books are also used to help students with vocabulary skills.	Academic Support Program	08/17/2015	05/31/2017	\$0	No Funding Required	Reading Teachers

### Strategy 3:

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

Category: Continuous Improvement

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is used in our classrooms to practice, review, and reinforce Kentucky Core Academic Standards. This program allows teachers to monitor student comprehension and provides teachers with insights on where to focus targeted instruction.	Academic Support Program	08/17/2015	05/12/2017	\$0	No Funding Required	Reading Teachers Regular Education Teachers Special Education Teachers

### Strategy 4:

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

Category: Continuous Improvement

## Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2017	\$0	No Funding Required	Principals, District Administration and SBDM Council

### Goal 6: Increase Tell Survey rating from 87.5% to 95% by 2017 on question, "Teachers feel comfortable raising issues and concerns that are important to them."

#### Measurable Objective 1:

collaborate to ensure an 95% or above overall rating by 05/12/2017 as measured by Tell Survey.

#### Strategy 1:

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

Category: Stakeholder Engagement

Activity - Teacher and administration collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administration in our school will meet to evaluate issues in the school that need to be changed and issues teachers are concerned about. Administration will address concerns and implement as needed.	Other	08/15/2016	05/12/2017	\$0	No Funding Required	Teachers and Administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

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

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2017	\$0	Principals, District Administration and SBDM Council
Lesson Plans	Utilize Common Core Standards in lesson plans.	Academic Support Program	08/17/2015	05/31/2017	\$0	Teachers and Principals
Collaboration among teachers	Data Room Meetings. Teachers meet in areas to discuss student improvement and needs. Students not reaching mastery are identified on watch lists and provided additional instruction and educational support.	Academic Support Program	08/17/2015	05/31/2017	\$0	Teachers and administrative staff

## Comprehensive School Improvement Plan

Whitley County Middle School

Enrichment	Offer students an enrichment opportunity based on individual needs in reading, math, science, and social studies.	Academic Support Program	08/17/2015	05/31/2017	\$0	Teachers, Principals, Counselor
Scrimmage Testing	Students will participate in KPREP practice test review throughout the school year and participate in several scrimmage test sessions.	Academic Support Program	08/17/2015	05/12/2017	\$0	Teachers Principals Guidance Counselor Media Specialist District Support Team
Math	The intervention program uses in-school math based instruction in small groups to reduce class size and individualize instruction which will help the students grow as learners. The intervention services will address the needs of students in the middle school who are struggling with mathematics.	Academic Support Program	08/17/2015	05/31/2017	\$0	Teachers, Principals
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2017	\$0	Paula Rickett, Kim Creekmore, and Principals
Data Analysis	PLC Team Leaders and team members analyze KPREP assessment results to determine gaps in instructional programming for students.	Other	08/17/2015	05/31/2017	\$0	PLC Team Leaders, Principals, Curriculum Coordinator
Teacher and administration collaboration	Teachers and administration in our school will meet to evaluate issues in the school that need to be changed and issues teachers are concerned about. Administration will address concerns and implement as needed.	Other	08/15/2016	05/12/2017	\$0	Teachers and Administration
PinPoint Math	Students scoring lower on MAP are required to have two math classes. One of the classes is the grade level class and the other is Pinpoint Math. Pinpoint Math's complete intervention solution incorporates diagnostic assessment, targeted instruction, and progress monitoring - all necessary to improve mathematics performance among struggling students.	Academic Support Program	08/17/2015	05/10/2019	\$0	Pin Point Math Teacher
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2017	\$0	Principals, District Administration and SBDM Council

# Comprehensive School Improvement Plan

Whitley County Middle School

Intervention Reading	SRA Corrective Reading Program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively. Students' skill development is designed to progress as they move from lower to higher levels. The development of skills in the comprehension component progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.	Academic Support Program	08/17/2015	05/10/2017	\$0	Reading Specialist
Study Island	Study Island is used in our classrooms to practice, review, and reinforce Kentucky Core Academic Standards. This program allows teachers to monitor student comprehension and provides teachers with insights on where to focus targeted instruction.	Academic Support Program	08/17/2015	05/12/2017	\$0	Reading Teachers Regular Education Teachers Special Education Teachers
Time Efficiency Study	Teachers, principals, and other certified educators in our school will meet to evaluate and to minimize the amount of routine paperwork teachers are required to do to support sound educational policies and practices.	Other	08/17/2015	05/31/2017	\$0	Teachers, Principals, and certified educators
Jamestown Reading	Timed Readings are completed each day at the beginning of class to help students read faster and more fluently. Jamestown Literature books are used to help with student comprehension. Word Journey books are also used to help students with vocabulary skills.	Academic Support Program	08/17/2015	05/31/2017	\$0	Reading Teachers
MAP Math	Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2017	\$0	Teachers and Principals
Highly Qualified Report	Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2017	\$0	Principals
Reading Intervention	The intervention program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners. The intervention services will address the needs of students in the middle school who are struggling with reading.	Academic Support Program	08/17/2015	05/31/2017	\$0	Teachers, Principals

# Comprehensive School Improvement Plan

Whitley County Middle School

PLC's and Team Meetings	All math teachers will participate in weekly grade level PLCs. Teachers will document standards taught and identify gaps in instruction and work to implement new strategies to improve student growth in mathematics. Teachers will also discuss strategies that are working in their classroom to share and implement in other classrooms.	Professional Learning, Academic Support Program	08/17/2015	05/10/2017	\$0	Teachers, Principal, Curriculum Coordinator
Data Driven Instruction	Each department works together to develop common assessments that require students to use content knowledge. Teachers will then meet to discuss student progress on these assessments and plans on how to improve student progress.	Academic Support Program	08/17/2015	05/31/2017	\$0	Content area teachers
Use of Technology	Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and make needed adjustments. (ie) AIMSweb, Smart Response System, Encyclomedia, BrainPop, Study Island, Carnegie Math, Map Test.	Technology	08/17/2015	05/31/2017	\$0	Teachers, Principals
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2017	\$0	Principals, SBDM Council and District Administrators
Spotlight on Students	The school will host Spotlight on Students once each semester to incorporate parent involvement in the learning process. Spotlight on Students encourages parents and students to become more involved in the educational process. The school attracts families and students using displays of student work and a variety of programs. The FRYSC offers parents door prizes through drawings. During the spring Spotlight on Students, the choir will perform.	Parent Involvement	08/17/2015	05/31/2017	\$0	Teachers, Principals, FRYSC, Counselor
Common Assessments	Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program	08/17/2015	05/31/2017	\$0	Teachers, Principals
ILP	Complete Interest Inventory and choose career pathways. Students complete schedules for the next school year using their ILP.	Career Preparation/Orientation, Academic Support Program	08/17/2015	05/31/2017	\$0	College and Career Readiness Teacher
Professional Learning Communities	Teachers will meet weekly in PLCs to analyze formative and summative reading assessment data, design, and plan best practice instructional activities and share progress.	Professional Learning	08/17/2015	05/12/2017	\$0	Teachers Principals Guidance Counselor Media specialist

## Comprehensive School Improvement Plan

Whitley County Middle School

Scrimmage Testing	Students will participate in KPREP test review throughout the year and participate in several scrimmage test sessions.	Other	09/28/2015	04/28/2017	\$0	Faculty and staff, District team support, Principals, Counselor
MAP Reading	Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/12/2017	\$0	Teachers and Principals
<b>Total</b>					\$0	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear Up Program	Students identified as needing extra academic support will be referred to Gear Up Colonels afterschool tutoring programs. (ie) Tutoring and various other enrichment opportunities.	Direct Instruction	08/17/2015	05/31/2017	\$75000	Gear Up Program Specialist, Principals, Teachers
<b>Total</b>					\$75000	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear Up Program	Our school is part of the Gaining Early Awareness and Readiness for Undergraduate Programs (Gear-Up) which gives students several opportunities and focuses heavily on the Early Intervention and College Awareness Program. The program is used in the middle school to show them the benefits of higher education by college and career awareness and college visits. Also, this program provides enrichment services and tutoring services during and after school.	Career Preparation/Orientation	08/17/2015	05/31/2017	\$0	Academic Specialist, Teachers, Principals
Gear Up Program	The Gear Up Program offers extra tutoring services in math four days a week in school and after school. Also, the program gives students several opportunities and focuses on the Early Intervention and College Awareness. The program is also used to show students the benefits of higher education by college and career awareness and college visits.	Academic Support Program	08/17/2015	05/10/2017	\$0	Academic Specialist
<b>Total</b>					\$0	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County Middle School

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

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County Middle School

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County Middle School

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Whitley County Middle School

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

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

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

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

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

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

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

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase Tell Survey rating from 87.5% to 95% by 2017 on question, "Teachers feel comfortable raising issues and concerns that are important to them."

**Measurable Objective 1:**

collaborate to ensure an 95% or above overall rating by by 05/12/2017 as measured by Tell Survey.

**Strategy1:**

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

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher and administration collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration in our school will meet to evaluate issues in the school that need to be changed and issues teachers are concerned about. Administration will address concerns and implement as needed.	Other	08/15/2016	05/12/2017	\$0 - No Funding Required	Teachers and Administration

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

**Goal 1:**

Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54.1% in 2016 to 72.4% in 2019

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 54.1% to 61.3% by 06/30/2017 as measured by KPREP delivery targets..

**Strategy1:**

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

# Comprehensive School Improvement Plan

Whitley County Middle School

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department works together to develop common assessments that require students to use content knowledge. Teachers will then meet to discuss student progress on these assessments and plans on how to improve student progress.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Content area teachers

## Strategy2:

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

Category: Learning Systems

Research Cited: Data Driven Instruction

Activity - Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer students an enrichment opportunity based on individual needs in reading, math, science, and social studies.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselor

## Strategy3:

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

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners. The intervention services will address the needs of students in the middle school who are struggling with reading.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention program uses in-school math based instruction in small groups to reduce class size and individualize instruction which will help the students grow as learners. The intervention services will address the needs of students in the middle school who are struggling with mathematics.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals

## Strategy4:

Data Room - Teachers will meet bi-monthly in data rooms to discuss student performance on both formative and summative assessments. Teachers will then decide if students need to be placed on the watch list based on those discussions. Also, students on watch lists are encouraged for tutoring services offered through our 21st Century Program and/or our Gear Up Program.

Category: Integrated Methods for Learning

Research Cited: Data-Driven Instruction

Activity - Collaboration among teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Room Meetings. Teachers meet in areas to discuss student improvement and needs. Students not reaching mastery are identified on watch lists and provided additional instruction and educational support.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers and administrative staff

## Strategy5:

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

Category: Stakeholder Engagement

Research Cited: Data Analysis

Activity - Spotlight on Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host Spotlight on Students once each semester to incorporate parent involvement in the learning process. Spotlight on Students encourages parents and students to become more involved in the educational process. The school attracts families and students using displays of student work and a variety of programs. The FRYSC offers parents door prizes through drawings. During the spring Spotlight on Students, the choir will perform.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, FRYSC, Counselor

## Strategy6:

Integration of Digital Learning - Integrate digital content into curriculum

Category: Continuous Improvement

Research Cited: Best Practices

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and make needed adjustments. (ie) AIMSweb, Smart Response System, Encyclomedia, BrainPop, Study Island, Carnegie Math, Map Test.	Technology	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals

## Goal 2:

Increase the average combined reading and math K-PREP scores for middle school students from 58.2% to 74.3% in 2019.

## Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for all middle school students from 58.2% to 64% by 06/30/2017 as measured by K-PREP delivery targets..

## Strategy1:

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

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Lesson Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Common Core Standards in lesson plans.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers and Principals

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop formative/common assessments for each subject to increase chances of success.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals

## Strategy2:

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

Category: Continuous Improvement

Research Cited: KPREP data, Data Driven Instruction

Activity - Gear Up Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students indentified as needing extra academic support will be referred to Gear Up Colonels afterschool tutoring programs. (ie) Tutoring and various other enrichment opportunities.	Direct Instruction	08/17/2015	05/31/2017	\$75000 - Other	Gear Up Program Specialist, Principals, Teachers

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC Team Leaders and team members analyze KPREP assessment results to determine gaps in instructional programming for students.	Other	08/17/2015	05/31/2017	\$0 - No Funding Required	PLC Team Leaders, Principals, Curriculum Coordinator

### Strategy3:

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

Category: Continuous Improvement

Research Cited:

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in KPREP test review throughout the year and participate in several scrimmage test sessions.	Other	09/28/2015	04/28/2017	\$0 - No Funding Required	Faculty and staff, District team support, Principals, Counselor

### Goal 3:

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

### Measurable Objective 1:

collaborate to decrease the number of students scoring novice in math by 10% by 06/30/2017 as measured by the School Report Card.

### Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Gear Up Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up Program offers extra tutoring services in math four days a week in school and after school. Also, the program gives students several opportunities and focuses on the Early Intervention and College Awareness. The program is also used to show students the benefits of higher education by college and career awareness and college visits.	Academic Support Program	08/17/2015	05/10/2017	\$0 - Grant Funds	Academic Specialist

# Comprehensive School Improvement Plan

Whitley County Middle School

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

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

Activity - MAP Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in math and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/10/2017	\$0 - No Funding Required	Teachers and Principals

Activity - PLC's and Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in weekly grade level PLCs. Teachers will document standards taught and identify gaps in instruction and work to implement new strategies to improve student growth in mathematics. Teachers will also discuss strategies that are working in their classroom to share and implement in other classrooms.	Professional Learning Academic Support Program	08/17/2015	05/10/2017	\$0 - No Funding Required	Teachers, Principal, Curriculum Coordinator

## Strategy2:

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

Category: Continuous Improvement

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

# Comprehensive School Improvement Plan

Whitley County Middle School

Research Cited:

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2017	\$0 - No Funding Required	Principals

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.	Professional Learning	07/01/2015	06/30/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore, and Principals

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2017	\$0 - No Funding Required	Principals, District Administration and SBDM Council

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2017	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

## Goal 4:

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

### Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2017 as measured by School Report Card.

### Strategy1:

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

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	12/16/2016	\$0 - No Funding Required	Principals

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2017	\$0 - No Funding Required	Paula Rickett, Kim Creekmore and Principals

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress.	Recruitment and Retention	07/01/2015	12/16/2016	\$0 - No Funding Required	Principals, SBDM Council and District Administrators

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2017	\$0 - No Funding Required	Principals, District Administration and SBDM Council

## Strategy2:

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

Category: Continuous Improvement

Research Cited:

Activity - Jamestown Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Timed Readings are completed each day at the beginning of class to help students read faster and more fluently. Jamestown Literature books are used to help with student comprehension. Word Journey books are also used to help students with vocabulary skills.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Reading Teachers

## Strategy3:

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

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island is used in our classrooms to practice, review, and reinforce Kentucky Core Academic Standards. This program allows teachers to monitor student comprehension and provides teachers with insights on where to focus targeted instruction.	Academic Support Program	08/17/2015	05/12/2017	\$0 - No Funding Required	Reading Teachers Regular Education Teachers Special Education Teachers

## Strategy4:

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

Category: Continuous Improvement

Research Cited:

Activity - Intervention Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SRA Corrective Reading Program's 45-minute lessons are designed for groups of up to 20 students up to five times a week. The program's two components—decoding and comprehension—have four and six sequential levels of difficulty, respectively. Students' skill development is designed to progress as they move from lower to higher levels. The development of skills in the comprehension component progresses from comprehending oral language to comprehending written material. Skills are first taught in structured exercises that are controlled by the teacher. Later, students are shown how to apply the skills independently to complex written materials.	Academic Support Program	08/17/2015	05/10/2017	\$0 - No Funding Required	Reading Specialist

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in PLCs to analyze formative and summative reading assessment data, design, and plan best practice instructional activities and share progress.	Professional Learning	08/17/2015	05/12/2017	\$0 - No Funding Required	Teachers Principals Guidance Counselor Media specialist

Activity - MAP Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP reports to identify student weaknesses in reading and will make instructional decisions accordingly. Teachers will verify the list of students who did not meet benchmarks on the MAP reports to identify and target students in need of intervention programs. Utilize MAP reports to identify student current skill level in order to provide differentiated instruction.	Academic Support Program	08/17/2015	05/12/2017	\$0 - No Funding Required	Teachers and Principals

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Scrimmage Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in KPREP practice test review throughout the school year and participate in several scrimmage test sessions.	Academic Support Program	08/17/2015	05/12/2017	\$0 - No Funding Required	Teachers Principals Guidance Counselor Media Specialist District Support Team

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

## Goal 1:

Increase the average combined reading and math proficiency ratings for students in non-duplicated gap group from 54.1% in 2016 to 72.4% in 2019

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 54.1% to 61.3% by 06/30/2017 as measured by KPREP delivery targets..

## Strategy1:

Data Room - Teachers will meet bi-monthly in data rooms to discuss student performance on both formative and summative assessments. Teachers will then decide if students need to be placed on the watch list based on those discussions. Also, students on watch lists are encouraged for tutoring services offered through our 21st Century Program and/or our Gear Up Program.

Category: Integrated Methods for Learning

Research Cited: Data-Driven Instruction

# Comprehensive School Improvement Plan

Whitley County Middle School

Activity - Collaboration among teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Room Meetings. Teachers meet in areas to discuss student improvement and needs. Students not reaching mastery are identified on watch lists and provided additional instruction and educational support.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers and administrative staff

## Strategy2:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Data Driven Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each department works together to develop common assessments that require students to use content knowledge. Teachers will then meet to discuss student progress on these assessments and plans on how to improve student progress.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Content area teachers

## Strategy3:

Integration of Digital Learning - Integrate digital content into curriculum

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Use of Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in using and integrating digital resources that align with standards in selected content area(s). Collect data to assess the effectiveness of the digital content and make needed adjustments. (ie) AIMSweb, Smart Response System, Encyclomedia, BrainPop, Study Island, Carnegie Math, Map Test.	Technology	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals

## Strategy4:

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

Category: Learning Systems

Research Cited: Data Driven Instruction

Activity - Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offer students an enrichment opportunity based on individual needs in reading, math, science, and social studies.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, Counselor

# Comprehensive School Improvement Plan

Whitley County Middle School

## Strategy5:

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

Category: Stakeholder Engagement

Research Cited: Data Analysis

Activity - Spotlight on Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host Spotlight on Students once each semester to incorporate parent involvement in the learning process. Spotlight on Students encourages parents and students to become more involved in the educational process. The school attracts families and students using displays of student work and a variety of programs. The FRYSC offers parents door prizes through drawings. During the spring Spotlight on Students, the choir will perform.	Parent Involvement	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals, FRYSC, Counselor

## Strategy6:

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

Category: Continuous Improvement

Research Cited: Data Analysis

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention program uses in-school literacy based instruction in small groups to reduce class size and individualize instruction helps children grow as readers and learners. The intervention services will address the needs of students in the middle school who are struggling with reading.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The intervention program uses in-school math based instruction in small groups to reduce class size and individualize instruction which will help the students grow as learners. The intervention services will address the needs of students in the middle school who are struggling with mathematics.	Academic Support Program	08/17/2015	05/31/2017	\$0 - No Funding Required	Teachers, Principals

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

# Comprehensive School Improvement Plan

Whitley County Middle School

---

N/A (this question does not apply)

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

**Goal 1:**

Increase Tell Survey rating from 87.5% to 95% by 2017 on question, "Teachers feel comfortable raising issues and concerns that are important to them."

**Measurable Objective 1:**

collaborate to ensure an 95% or above overall rating by by 05/12/2017 as measured by Tell Survey.

**Strategy1:**

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

Category: Stakeholder Engagement

Research Cited:

Activity - Teacher and administration collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration in our school will meet to evaluate issues in the school that need to be changed and issues teachers are concerned about. Administration will address concerns and implement as needed.	Other	08/15/2016	05/12/2017	\$0 - No Funding Required	Teachers and Administration

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

**Goal 1:**

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

**Measurable Objective 1:**

demonstrate a proficiency in Arts and Humanities, PL/CS, and writing by 06/30/2017 as measured by program review scores.

**Strategy1:**

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

Category: Continuous Improvement

# Comprehensive School Improvement Plan

Whitley County Middle School

Research Cited:

Activity - Implementation of lessons for Arts/Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work with program managers to make sure all components are met. Each teacher will be responsible for specific lessons to meet the needs of the Program Review Components.	Academic Support Program	08/17/2015	06/30/2017	\$0 - No Funding Required	Teachers & Principals

Activity - World Language Festival	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WCMS will sponsor a World Language Festival that will be held during school and after school. In this festival students will be introduced to cultures across the world. University of the Cumberland sends foreign exchange students to give students first hand knowledge of their culture. Parents are invited to participate throughout the festival.	Parent Involvement Academic Support Program Community Engagement	09/28/2015	03/24/2017	\$0 - No Funding Required	Teachers and Principals

Activity - Internal Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for rating. Members will identify and analyze gaps in program areas and determine steps for improvement.	Other	08/17/2015	06/30/2017	\$0 - No Funding Required	Program Review Team, Principals

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Whitley County Middle School, located in Williamsburg, Kentucky, currently serves 581 students, grades 7-8. Whitley County Schools are located in Eastern Kentucky. Whitley County incorporated an educational system in 1818. In the beginning of the organized system, there were four high schools located throughout the county. In an effort to best serve all students, Whitley County combined to form one centrally located high school. Later, construction of a second school on this campus was combined to make Whitley County Middle School.

Whitley County Middle School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. The county has a population of approximately 35,766 people. The demographic make up of our area has not changed noticeably over the past 3-5 years. It is 97.7% white, 0.4% black, 0% Asian, 1.1% Hispanic/Latino, and 0.9% are identified as two races or more. The per capita income in the past 12 months is \$15,960 - well below the state average of \$23,462. Of the county's population, 26.0% is below the poverty level. This is much higher than the 18.8% state average. When reviewing the income levels of our county, a notable discrepancy can not be overlooked; the median household income for Whitley County is \$29,769 while the median household income for all Kentuckians is \$43,036. Our families are and the students we serve are held to the same standards and expectation as those across the state; however, they are earning \$13,267 less than other households across the state. Furthermore, Whitley's median value of owner-occupied housing units is \$71,500, while Kentucky's median value of owner occupied housing is \$120,400. Eighty-two percent of our students qualify for free or reduced lunch. Although we have a high poverty student population, we intend to do what we can to continue to be a high-performing school. Another important fact is that our county has 24.1% of its population is under 18 years of age. Since this is almost a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large.

Whitley County Middle School is located on central campus along with Whitley Central Primary and Whitley County High School. Our staff is comprised of dedicated educators who collaborate and utilize best practices to ensure student success. We are served by one principal, two assistant principals, one guidance counselor, one librarian, one speech pathologist, 41 certified classroom teachers, one gear-up academic specialist, one school nurse, two comprehensive care counselors, five instructional assistants, one FRYSC coordinator, one FRYSC assistant, one office manager, one attendance clerk, two secretaries, five custodians, and seven cafeteria staff. Our campus has a walking track, numerous athletic fields, outdoor classroom, and nature/fitness trail.

Our full time Family Resource Center coordinator works to reduce the non-cognitive barriers to student learning and to facilitate community cohesiveness. For example, we have a large number of students who live with their grandparents or great grandparents, so our FRC provides a support group for grandparents. A community needs survey helps our school identify areas of family and community needs that we can address each year. We have established partnerships with outside agencies to provide many supportive services our students need. Cumberland River Comprehensive Care provides one full-time counselor and one part-time counselor for on-site services, during the school day and in the summer.

Whitley County Middle School takes pride in offering a challenging curriculum and students have the opportunity to excel with a curriculum which includes honors classes. WCMS believes that all students can learn and achieve mastery of the academic expectations. In order to achieve mastery, our school is privileged to participate in the Gear Up Program and 21st Century Program which allows our students a

hands-on approach to improve achievement and become college and career ready. Our vigorous curriculum, prepares our students with essential skills necessary for a successful future. Through these programs, we are fortunate to offer tutoring services during and after school. Also, several enrichment activities are offered through our 21st Century Program such as Outdoor Club, Robotics, Art, and Drama.

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

The decrease in economic activities in our region in recent years has resulted in declining enrollment and an increase in the number of students living in poverty. These challenges have increased our drive to provide more support for our students and their families. More remediation services have been built into the school day and beyond to assist students with completing homework and mastering new skills. We have leveled our students in reading and math to focus on the skills that they need to meet individual needs. Most importantly, we have utilized the Gear-Up and 21st Century Program to provide students exposure to cultural awareness, field trips, and events that would otherwise be inaccessible to them. Our ultimate goal is to eliminate any barriers to learning for all our students.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

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

We are proud of the opportunities afforded to all students at Whitley County Middle School. Our curriculum is rigorous and purposefully aligned with Common Core standards. We have high expectations for all of our students, and those expectations are communicated clearly and often. Our instructors employ a wide array of research-proven instructional strategies and reflect on a daily basis on ways to improve their effectiveness for every student. Our curriculum is carefully aligned both vertically and horizontally to ensure that our students receive instruction that is complete and without gaps. Furthermore, our core academic curriculum is enriched through instruction in arts and humanities, practical living and career studies, and world languages/global competencies.

We feel that family involvement is essential, therefore we have events throughout the school year to encourage parental and community involvement. We have "Spotlight on Students" throughout the school year to share achievements with students and parents. Our staff embodies the meaning of family in their cooperation with each other and our families, and their welcoming attitude encourages family engagement in all aspects of our school.

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

**CLUBS & ORGANIZATIONS:** Academic Team and Future Problem Solvers Team, Robotics Club, Outdoor Club, Art Club, Band, BETA Club, Christian Youth Club, VPA, 4-H Club, Gear Up (Enrichment, Tutoring Services, College & Career Opportunities), 21st Century Program (Enrichment and Tutoring Services)

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

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Currently we have the status of a Distinguished Middle School for Unbridled Learning: College and Career Readiness for All. According to our district's administration data analysis: "Our strengths related to student learning at the middle school level are in the area of social studies, math, and reading. The percentage of students scoring in the Proficient/Distinguished category was above the state average in the achievement areas of social studies (+16.7%), reading (+6%), math (+6.1%), and writing (+3.9). To sustain these areas of strength at each level, we will continue to focus our vision on student learning. We have district instructional coaches in the areas of reading, math, science, and writing as well as an integration technology specialist. The curriculum leadership team along with the special education department will continue to equip our staff with needed curriculum resources, provide assistance in implementing proposed actions, and assist with the implementation of research-based instruction and interventions. Our district leadership team will host professional learning activities and trainings and will continue to provide job-embedded professional learning and opportunities for continuous professional growth.

Whitley County Middle School has many accomplishments for the past three years. In the 2013-14 school year, WCMS overall score did improve to 67.7. Our notable areas of improvement included writing on-demand. In 2014-15, we made huge gains and improved our scores to an overall score of 70.4. We are classified as a Distinguished/High Performing School and ranked in the 90 percentile in Kentucky. We are very proud of our school, and will continue to make necessary changes to improve and make our school the best in the state.

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

We are proud of our school and how our school has progressed. Whitley County Middle School has made necessary changes and have earned the title, "Distinguished/Progressing School of Distinction" with a combined score of 75 for the 2015-16 school year.

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

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

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

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

Our school uses data room/PLC meetings for teachers to review student progress data. Those students with concerns are placed on a  
SY 2016-2017

## Comprehensive School Improvement Plan

Whitley County Middle School

---

Watch List. Students that are performing exceptionally well are placed on an Above and Beyond List. Each student from the area watch list is met with individually to discuss those concerns and address needs identified. Also, these students are additions to our Gear Up Program. The students placed on the Above and Beyond List are recognized by administration. Teachers and students at WCMS have access to Study Island as a tool to supplement instruction and better prepare students to be more successful learners.

WCMS students are instructed within a diverse mathematical curriculum ranging from Algebra for high school credit to Pin Point remedial instruction. We have 21st Century after school to help students with math. Students also have the opportunity to participate in the Robotics Club to advance their STEM skills.

All students at WCMS participate in research based reading instruction. Our reading programs include Corrective Reading, Reading Coach, and Jamestown Series. Also, WCMS, is using MAP (Measure Academic Achievement) results to target specific student needs. Teachers design their lessons to meet specific needs identified from this test.

Our plans to improve the areas of need included scheduling an early release day in October and a professional development day in November. Each school used this time to disaggregate data and analyze the released KPREP data in their PLC's. Celebrations, areas of concern, and plans for improvement were identified and have been talking points in weekly PLC's. In addition, we offer other instructional including opportunities through Study Island, Cognitive Tutor, Homework Help, Gear-Up Tutoring, and 21st Century.

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

## **Additional Information**

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

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

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

Our Data Room Meetings have had a tremendous impact on the overall school climate and culture allowing teachers to focus on the individual needs of their students. The teachers also have an opportunity to discuss with team members best practices and share professional ideas with one another to help with instructional delivery. Weekly PLC meetings allow the teachers to have some of the same discussions with other department area teachers as well. Whitley County Middle School scored above state average in the areas of Reading, Math, Science, Social Studies and Writing On-Demand allowing us to receive bonus points on the school report card for many areas. Novice rates in each of those areas were well below state average as well. Our academic team has won district for two consecutive years. We had 100% participation by our faculty on the TELL Survey. Our school is part of the Gaining Early Awareness and Readiness for Undergraduate Programs, Gear-Up and 21st Century Program which gives students several opportunities and focuses heavily on the Early Intervention and College Awareness Program. This program provides a guarantee of financial aid to low-income students. The program is used in middle school to show them the benefits of higher education by college and career awareness and college visits. Also, this program provides enrichment services and tutoring services during and after school.