



Comprehensive School Improvement Plan

Lewis County Middle School
Lewis County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	The self selected indicator chosen is National Board Certified Teachers.	School Equity Diagnostic SY15.16

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.

Lewis County Middle School has a very large population of free and reduced lunch. The majority of teachers have several years of teaching experience.

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.

Lewis County Middle School has a large population of free/reduced lunch students. Many of these students come from homes where there is little support and/or these same families main priority is not education. A portion of these students also receive special education services and continue to have a difficult time getting out of the novice category with these services.

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.	Baseline for 16-17 school year was determined from the 15-16 school report card. The goal is to have less teacher turnover providing few teacher retirement.	School Equity Goals SY 16.17

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

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

OR

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

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

Goal 1:

Improve student achievement, teacher retention and parent involvement by improving the working conditions, this will also improve the learning climate at LCMS

Measurable Objective 1:

collaborate to revise the SBDM policies, ensuring a safe and student friendly environment by 05/30/2017 as measured by annual review of the EMP and surveys.

Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

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Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Measurable Objective 2:

collaborate to improve school climate and working conditions by increasing student attendance, decreasing student suspensions and decreasing retentions by 05/30/2017 as measured by attendance, discipline and retention data.

Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

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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?

Casie Morehouse, teacher team leader for the sixth grade team and SBDM Teacher Member

Sherri Lewis, teacher team leader for the seventh grade team and math department chair

Jill Biddle, teacher team leader for the seventh grade team and science department chair

Rick Robinette, teacher team leader for the eighth grade team

Karen Jones, teacher team leader for the eighth grade team and SBDM Teacher member

Will Maynard, social studies department chair

Pat Riley, language arts department chair

Karen Jordan, teacher team leader and SBDM Teacher member

Leann Kamer, SBDM Parent

Brendan O'Keefe, SBDM Parent

Lori O'Keefe, Parent

Kevin Duff, Parent

Paula Lewis, Parent

Kevin Lewis, Parent

Kevin Box, Parent

Relationship Building

Overall Rating: 2.57

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	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.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

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

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

Communications

Overall Rating: 2.29

	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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 1.86

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

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

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

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 1.83

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

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

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

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 1.67

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	After school programs are offered to some students.	Novice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

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

Reflection

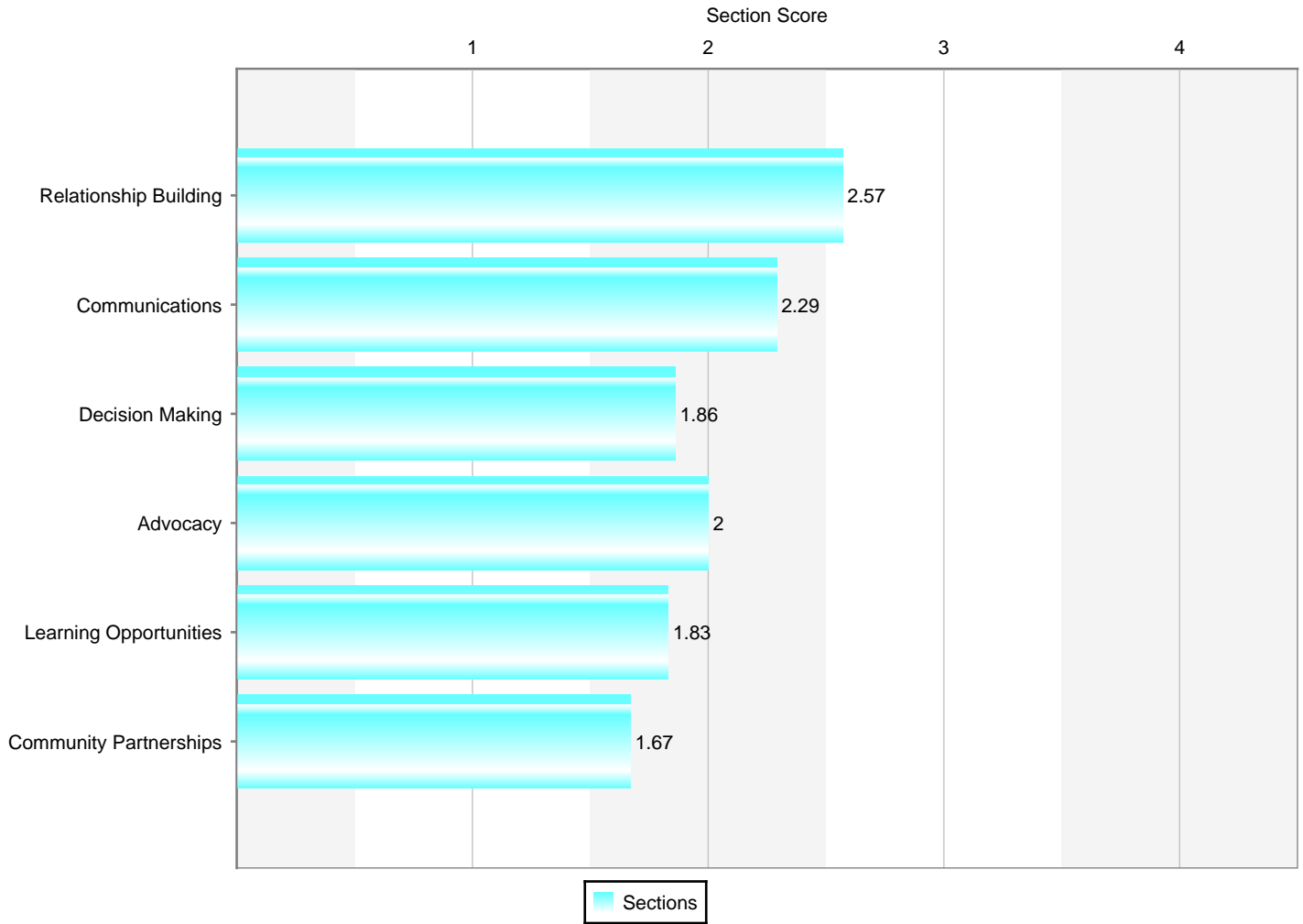
Reflect upon your responses to each of the Missing Piece objectives.

School staff provides information to parents about their students academic performance. Also, parents are given opportunities to discuss school-wide achievement, assessment data at least once a semester. Parent teacher conferences are held twice a year and teams of teachers invite parents in to discuss their child's behavior or academic performance.

Areas to improve are parental involvement to ensure parent leaders. This would improve awareness in student academics and school performance. One way to increase parent involvement is holding meetings that are student centered. Having such activities would also promote parent leaders.

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.

Stakeholders selected were those that fill the leadership role in the school. Stakeholders are representatives from each content area and each grade level. Leaders were informed with an agenda they were to use in their meetings. These particular leaders at Lewis County Middle School meet with their department level team of teachers monthly and the team leaders meet with their teachers weekly. Administration attends all team meetings weekly and attends content area meetings monthly. The plan was placed on the school website for review from parent and community members. A copy was also kept with the school secretary for visitors and parents to review and comment. Once the plan was complete teachers reviewed the plan during a small group faculty meeting. Once submitted to KDE the entire plan will be posted on the district/school website for stakeholder access.

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

Casie Morehouse, 6th grade team leader; schedules the team meetings with parents, ensures members have data for administration on team meeting dates.

Sherri Lewis, 7th grade team leader and Math department chair; ensures members have data for administration on team meeting dates, discuss assessments and pacing guide

Jill Biddle, 7th grade team leader and Science department chair; ensures members have data for administration on team meeting dates, discuss assessments and pacing guide

Rick Robinette, 8th grade team leader; ensures members have data for administration on team meeting dates

Pat Riley, ELA department chair; discuss assessments and pacing guides

Karen Jones, 8th grade team leader; ensures members have data for administration on team meeting dates

Will Maynard, Social Studies department chair; discuss assessments and pacing guide. Disseminates information on new draft standards

Leann Kamer, SBDM parent representative, ensures parent voice is heard

Brendan O'Keefe, SBDM parent representative, ensures parent voice is heard

Jennie Enix, Instructional Leader, assisted in assessing KPrep data

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

When beginning the school improvement plan the teachers were divided into groups and within those groups the teachers looked at data from KPrep provided from KASC and discussed the questions and activities provided. Groups consisted of MAP, Improvement

Plan Stakeholder Involvement Activities from KASC 9 through 14 and Activities 1 through 8 from the KASC materials. The Lewis County SY 2016-2017

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Middle School improvement plan will be placed on the school website with a place for suggestions. During the faculty meetings the staff receives information on the improvement plan. Any updates or notes added to the improvement plan will be discussed in the faculty meetings. SBDM members review the improvement plan and are also informed of any updates/notes throughout the school year.

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?

Overall, our school report card indicated that the group closest to 100 in Reading is our female group. The groups that are improving from 2016 are free/reduced lunch. The student group performance we are most concerned about in reading, those farthest from 100, is disability. All groups made gains in Reading. Lastly, for Reading there was an decrease in novice in all groups. For Math, according to our school report card the student group we were most pleased with by coming close to 100 is the gifted/talented subgroup. This group improved the most overall in 2016. There was a decrease in novice with all students taking math from the 2015 SY. For the Social Studies portion of the school report card the results show a concern for the Gap subgroup. Data shows there was an decrease in novice with all students. The on-demand portion of the school report card shows concern for the male subgroup. Although there was a significant drop in novice from 2015 to 2016 in novice on-demand. Lastly, the language mechanics portion of the school report card also shows a concern for the Gap subgroup. Learning to read and comprehending, not just reading to learn, has to be a focus of our interventions this year for 6th, 7th, and 8th graders. When looking at MAP data school-wide, we are determining what interventions each individual student needs. The MAP data will indicate whether to place the student in a reading or math intervention or a reading or math enrichment. We also use MAP and other formative assessment tools to determine how the student is progressing and where the student needs to be reengaged. Within the classroom, before each lesson is taught, each teacher gives a formative assessment. This assessment will inform the teacher if the skill taught for that day needs to be taught again, or can the teacher move on to the next standard. The data does not always tell us why the student did not master a particular standard, therefore the teacher determine individual needs as he or she reengages the students in that standard. Direct instruction and tutoring should address this area that data doesn't always indicate clearly.

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?

Areas of strength were noted in the staff's review of KPrep data.

* In reading an area of strength was more students scored distinguished in 2016 in the following subgroups all students.

* In Math an area of strength was less students scored novice 2016

* In On-Demand 44.2% of all students in 2016 scored proficient/distinguished.

* Overall the school moved from an overall score of 60.6 to 63.4. The school will continue to provide support for teachers in the delivery of standards-based instruction for all subject areas.

* Formative and summative assessments, and tailor focused interventions for students who do not master the standards and content benchmark the first time will be the focus at Lewis County Middle School. The school will move from just delivering content to a focus on student learning.

* Collaboration has led to improved instruction, and MAP assessment data (given three times a year) has revealed growth in math and reading skills of our seventh and eighth graders.

* A greater emphasis has been placed on preparing our students for the rigors of high school and beyond in order to ensure all students are college and career ready.

Opportunities for Improvement

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

* Areas of improvement need were noted in the review of assessment data. In reading, instruction must be aligned to the standard with passages chosen that provide opportunities for students to respond to the levels of questions asked of them during state assessments. The passages need to be of the correct complexity with the depth of questioning and time allocation that is consistent with KPrep. With the support of Angela Hilterbrand we will ensure the instruction meets the challenging level of thinking with the implementation of the reading strategies that each teacher has received.

* In math, there is a need to move students to the proficient level. Monitoring of pacing guide instruction, assessments for students and the implementation of Go Math. Together we will ensure the instruction meets the level of thinking and standards that are necessary to become proficient and distinguished in math.

* The social studies department has determined that student achievement is below the state mean for all sub groups. The department intends to focus on the standards they have available and to target the populations that are achieving below the state mean.

* Our interventions are more focused than they ever have been. We are analyzing data from MAP testing and the formative common assessments given by classroom teachers to identify the standards the students are not mastering. Students are being grouped in intervention classes where the teachers reengage students by focusing on these standards. We still feel we need to do a better job focusing our interventions by identifying which students need reteaching in what particular standards. Ideally, intervention classes would be smaller than content classes, and we would have the resources to hire additional intervention teachers. Since that is not possible because of budget constraints, we have to continue to look at data to see what standards can be retaught in the regular class and what standards need to be focused on in intervention classes.

* Teachers are working to become more effective creating common formative and summative assessments that are standards based. They are also comparing data from these assessments in order to determine what the part of the standard the student needs to master and collaborating on how to improve the student's understanding. Student accountability is essential along with rigorous instruction, but teachers must be the ones who hold the students accountable and administration holds the teacher accountable.

* Overall, Lewis County Middle School Teachers need more job embedded professional learning for all subject areas. Currently we are providing consultant assistance for our reading teachers through Angela Hilterbrand. Social Studies receives training through ISLN network meetings which provides support for the new standards.

* Lewis County Middle School holds two parent/teacher conferences a year. Throughout the year teachers schedule parent meetings during their team plan in order to discuss any academic or behavior concerns the parent or the teacher may have.

* In order to improve student's academics the student's attendance must also improve. LCMS calls each parent of students that are absent everyday inquiring of their absence and reminding them to bring in an excuse. LCMS guidance counselor, principal and Youth Service Center director has completed home visits of those students who have excessive absences.

* In order to decrease the amount of suspensions students with excessive discipline problems are referred to the school guidance counselor, Comprehend (local counseling agency) or consistent communication with the parent(s).

Conclusion

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

Overall, we have accomplished a lot at Lewis County Middle School in the 5 years I have been principal. We--and it has been a team effort--have transformed a school to a safe learning environment. The culture of the school is upbeat; there is a spirit where everyone--both students and teachers--focus on continuous improvement. Collaboration has been our mission, both through team planning and department meetings monthly. Through this collaboration the content collaborative teams have worked together to identify essential standards and create common formative and summative assessments. By analyzing assessment data, teachers have made our interventions more focused and intentional. We still have plenty to accomplish as evident by our school report card. Our teachers still need more professional development in various components--whether formulating clear SMART goals to understanding and using the data from the formative assessments. Lewis County Middle School teachers also need additional professional learning to learn how to create rigorous lessons. We expect great growth that will be confirmed by K-PREP assessment data for 2016-2017 school year.

Plan for Comprehensive School Improvement Plan SY 16.17

Overview

Plan Name

Plan for Comprehensive School Improvement Plan SY 16.17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for middle school students from 43.6% to 56.0% in 2017	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$12500
2	Increase the percentage of students who are college and career by increasing proficient/distinguished and reduce novice in reading, language mechanics and math as measured by KPREP 43.6% to 56.0% by 2017 (CCR assessments adopted by the state after 2016)	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
3	Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap groups from 43.6% in 2016 to 56.0% in 2017, AND reduce novice by 50% across the board in all subjects and grade levels by 2017	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	Increase awareness, opportunities for student participation and improve the instructional programs in Arts/Humanities, Practical Living/Career Studies, Global Language and Writing	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Improve student achievement, teacher retention and parent involvement by improving the working conditions, this will also improve the learning climate at LCMS	Objectives: 2 Strategies: 1 Activities: 2	Organizational	\$0
6	All Lewis County educators will receive professional development in curriculum, assessment, and instruction in a variety of platforms as indicated by assessment results	Objectives: 2 Strategies: 1 Activities: 4	Organizational	\$34000

Goal 1: Increase the averaged combined reading and math K-PREP scores for middle school students from 43.6% to 56.0% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Lewis County Middle School from 43.6% in 2016 to 56.0% in 2017 by 05/30/2017 as measured by K-Prep.

Strategy 1:

Curriculum and Instruction Fidelity (Guaranteed and Viable Curriculum) - Core Program Effectiveness - A district team comprised of district leadership, school leadership, and subject appropriate teachers from each content area will update, revise, and refine pacing guides. This process will be conducted, annually to be congruent with state standards to align strategies to standards.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a plan for Tier 2 and Tier 3 intervention services and follow through with scheduling options.	Academic Support Program	08/08/2016	05/30/2017	\$2500	School Council Funds	Administration, Teachers, and Instructional Assistants
Activity - Assessment (Development, Analysis, and Revision)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements. School leadership will facilitate the development and refinement of valid classroom assessments to assess goals in pacing guides.	Academic Support Program	08/08/2016	05/30/2017	\$0	School Council Funds	LCMS teachers, Building Administration
Activity - Pacing Guide Fidelity, Implementation, and Attainment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Direct Instruction	08/08/2016	05/30/2017	\$0	No Funding Required	Teachers, Building Administration
Activity - Universal Screening and Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LCMS will administer universal and diagnostic screenings regularly each year. Intervention teams will meet to discuss and develop plans for addressing student needs.	Academic Support Program	08/08/2016	08/30/2017	\$10000	School Council Funds	LCMS teachers, LCMS Administration

Comprehensive School Improvement Plan

Lewis County Middle School

Activity - Intervention Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teams will review and analyze intervention results to determine overall effectiveness and make necessary adjustments to RTI based on data, if needed.	Academic Support Program	08/08/2016	05/30/2017	\$0	No Funding Required	LCMS teachers, paraeducators, Building administration

Goal 2: Increase the percentage of students who are college and career by increasing proficient/distinguished and reduce novice in reading, language mechanics and math as measured by KPREP 43.6% to 56.0% by 2017 (CCR assessments adopted by the state after 2016)

Measurable Objective 1:

collaborate to increase student proficiency in English, Reading, Math and Social studies by 05/30/2016 as measured by K-Prep subject area scores.

Strategy 1:

Curriculum Revision/Fidelity - Pacing guides will be analyzed to ensure that content is written, taught, and assessed at the appropriate levels of rigor, using time constraints on a regular basis. Will be updated annually with the help of district and subject area consultants no later than July Professional Learning.

Category: Career Readiness Pathways

Activity - Strategy development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts teachers will implement reading strategies and ultimate speed reader in their daily lessons. Math teachers will determine what content/lessons that should be taught in specific grade levels using Math Innovations.	Academic Support Program	11/03/2014	05/30/2016	\$2000	Other	School and District Administration

Goal 3: Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap groups from 43.6% in 2016 to 56.0% in 2017, AND reduce novice by 50% across the board in all subjects and grade levels by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 43.6% to 56.0%, AND reduce novice in every subject and grade level no less than 10% by 05/30/2017 as measured by K-PREP.

Comprehensive School Improvement Plan

Lewis County Middle School

Strategy 1:

Best Practices - Analyze student achievement by gap groups, relative to state, district, and school assessment systems

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Provide applied learning math/language arts lesson through core classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of pacing guides and rigorous instructional strategies through walk through checks	Academic Support Program	08/08/2016	05/30/2017	\$0	No Funding Required	Administration and teachers

Strategy 2:

ESS - ESS will be utilized to support instructional needs of students (target nonduplicated gap group) in reading, math and other core subjects.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Reading and Math Attainment (Gap-group Targeted)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teams will meet regularly with principal to monitor student progress in core and intervention programs to ensure student growth. Student intervention plan will be evaluated based upon universal and diagnostic screening.	Academic Support Program	08/08/2016	05/30/2017	\$0	No Funding Required	Teachers, Paraeducators, Building Administration

Goal 4: Increase awareness, opportunities for student participation and improve the instructional programs in Arts/Humanities, Practical Living/Career Studies, Global Language and Writing

Measurable Objective 1:

collaborate to implement an effective process for gathering, reviewing and tracking demonstrators for an exemplary or proficient rating for all Program Reviews by 05/30/2017 as measured by ASSIST..

Strategy 1:

Program Review - Teachers across grade level and content will submit evidence into One Drive. Teachers will also determine what demonstrators their evidence would best support.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Comprehensive School Improvement Plan

Lewis County Middle School

Activity - Develop and promote strong evidence for Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Personnel will identify evidence that supports the demonstrators within each of the areas in Program Review. This evidence will be entered into a matrix, organized by month and area, and be monitored and reviewed on a regular basis	Academic Support Program	08/08/2016	05/30/2017	\$0	No Funding Required	Administration and Teachers

Goal 5: Improve student achievement, teacher retention and parent involvement by improving the working conditions, this will also improve the learning climate at LCMS

Measurable Objective 1:

collaborate to improve school climate and working conditions by increasing student attendance, decreasing student suspensions and decreasing retentions by 05/30/2017 as measured by attendance, discipline and retention data.

(shared) Strategy 1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Comprehensive School Improvement Plan

Lewis County Middle School

Measurable Objective 2:

collaborate to revise the SBDM policies, ensuring a safe and student friendly environment by 05/30/2017 as measured by annual review of the EMP and surveys.

(shared) Strategy 1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants
Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Teachers

Goal 6: All Lewis County educators will receive professional development in curriculum, assessment, and instruction in a variety of platforms as indicated by assessment results

Measurable Objective 1:

collaborate to identify and provide assistance to all personnel to implement any new initiatives aligned to Unbridled Learning or school and district needs by 05/30/2017 as measured by surveys, observation data, records of digital learning, CIITS usage, etc...

(shared) Strategy 1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Comprehensive School Improvement Plan

Lewis County Middle School

Category: Professional Learning & Support

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000	Title II Part A	School and District Administration

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000	Title II Part A	School and District Administration

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000	Title I Part A	School and District Administration and Teacher Coach

Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000	Other	School and District administration

Measurable Objective 2:

collaborate to identify needs of improvement in core subjects and program review by 05/30/2017 as measured by agenda/minutes.

(shared) Strategy 1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000	Title II Part A	School and District Administration

Comprehensive School Improvement Plan

Lewis County Middle School

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000	Title II Part A	School and District Administration
Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000	Title I Part A	School and District Administration and Teacher Coach
Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000	Other	School and District administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Professional Learning	ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000	School and District administration
Strategy development	English Language Arts teachers will implement reading strategies and ultimate speed reader in their daily lessons. Math teachers will determine what content/lessons that should be taught in specific grade levels using Math Innovations.	Academic Support Program	11/03/2014	05/30/2016	\$2000	School and District Administration
Total					\$4000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TPGES	All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000	School and District Administration
Mathematics Professional Development	Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000	School and District Administration
Total					\$12000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Lewis County Middle School

Non-Academic Interventions	Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants
Develop and promote strong evidence for Program Review	Personnel will identify evidence that supports the demonstrators within each of the areas in Program Review. This evidence will be entered into a matrix, organized by month and area, and be monitored and reviewed on a regular basis	Academic Support Program	08/08/2016	05/30/2017	\$0	Administration and Teachers
Intervention Effectiveness	Intervention teams will review and analyze intervention results to determine overall effectiveness and make necessary adjustments to RTI based on data, if needed.	Academic Support Program	08/08/2016	05/30/2017	\$0	LCMS teachers, paraeducators, Building administration
TELL Survey	Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0	Principal, Assistant Principal, Teachers
Provide applied learning math/language arts lesson through core classes	Monitor the implementation of pacing guides and rigorous instructional strategies through walk through checks	Academic Support Program	08/08/2016	05/30/2017	\$0	Administration and teachers
Pacing Guide Fidelity, Implementation, and Attainment	All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Direct Instruction	08/08/2016	05/30/2017	\$0	Teachers, Building Administration
Reading and Math Attainment (Gap-group Targeted)	Intervention teams will meet regularly with principal to monitor student progress in core and intervention programs to ensure student growth. Student intervention plan will be evaluated based upon universal and diagnostic screening.	Academic Support Program	08/08/2016	05/30/2017	\$0	Teachers, Paraeducators, Building Administration
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment (Development, Analysis, and Revision)	Teachers meet to analyze student evidence and learning to determine instructional improvements. School leadership will facilitate the development and refinement of valid classroom assessments to assess goals in pacing guides.	Academic Support Program	08/08/2016	05/30/2017	\$0	LCMS teachers, Building Administration
Universal Screening and Intervention	LCMS will administer universal and diagnostic screenings regularly each year. Intervention teams will meet to discuss and develop plans for addressing student needs.	Academic Support Program	08/08/2016	08/30/2017	\$10000	LCMS teachers, LCMS Administration

Comprehensive School Improvement Plan

Lewis County Middle School

Intervention Program	Implement a plan for Tier 2 and Tier 3 intervention services and follow through with scheduling options.	Academic Support Program	08/08/2016	05/30/2017	\$2500	Administration, Teachers, and Instructional Assistants
Total					\$12500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Implementation and Support	The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000	School and District Administration and Teacher Coach
Total					\$20000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Prior to receipt of KPrep scores, the school analyzed district based data: MAP diagnostic screeners, KPrep like content assessments, skills checklist and continues to examine student work	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Core programs are strongly aligned to KCAS and are recommended by content-area specialists (History Alive; Math (possible Go Math) Innovations; Lexia; Science Materials/Kits; Reading Materials) as they become available for NGSS.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A	The district is focusing on bridging the gap between preschool/headstart and the district kindergarten program so that students enter kindergarten ready to learn. This will allow students a stronger foundation and will prepare them for elementary and then middle school.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Lewis County Middle School utilizes MAP Data to determine tiered needs for students experiencing the greatest need. Tier services are monitored and adjusted on a regular basis during grade level meetings weekly.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Upon the posting of any vacancy, the school principal ensures that all applications are reviewed with council and that applicants have attained the necessary credentials to be highly qualified.	

Comprehensive School Improvement Plan

Lewis County Middle School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	The principal and Director of Federal Programs ensure that all expenditures are for supplemental programs and materials; and that appropriate financial records are kept.	

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	The district provides support for schools for materials and supplies for parent involvement; provides parents information about MAP and KPrep results and gives parents materials with which to work with their students. The parent involvement teacher also visits schools and presents Title I information at parent nights at Title I schools. The teacher also helps school organize events in which parent involvement is needed. Such as Jump Start and CCR classes	

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

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	The district leadership network and Lewis County Middle School collaborated to develop professional learning that allowed teachers to collaborate to develop lesson plans tied to the KCAS. Professional learning opportunities and follow up have been and will continue to be provided as new core standards and initiatives are implemented.	

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	The principal and SBDM discuss the CSIP on a regular basis. Stakeholders are invited to offer suggestions to revise the CSIP	

Comprehensive School Improvement Plan

Lewis County Middle School

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	The school conducts a comprehensive needs assessment annually to review academic achievement data. Student achievement and growth are monitored and evaluated as staff reviews student work and MAP results. Lewis County Middle School is a school wide Title I school, therefore all students are identified as Title I students.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Core programs are strongly aligned to KCAS and are recommended by content-area specialists (History Alive, Math Innovations, Lexia, Science materials/kits, Bridges as they become available for NGSS. Support for teachers is provided on an ongoing basis through job embedded professional learning and the support of district personnel.	

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	Lewis County Middle School is a school-wide Title I school. All students receive the benefit of any and all federal funding and support.	

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	Lewis County Middle School is a school-wide Title I school. All students receive the benefit of any and all federal funding and support.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	All state and federal funds are designated such that the academic goals for the school are met by all students.	

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.	No	Lewis County Middle School is a school-wide Title I program.	

Comprehensive School Improvement Plan

Lewis County Middle School

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.	No	Lewis County Middle School is a school-wide Title I program. Paraprofessionals are assigned to provide academic support for all students.	

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.	No	Lewis County Middle School is a school-wide Title I program.	

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.	No	Lewis County Middle School is a school-wide Title I program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	Lewis County Middle School is a school-wide Title I program	

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	All students receive Title I services at Lewis County Middle School. Professional Learning opportunities include: Math Innovations, Lexia, Program Review, writing training and implementation of reading strategies and new reading materials purchased	

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	The principal and SBDM conduct an evaluation of the CSIP on a regular basis. Stakeholders review the CSIP during department and Team meetings. Any updates such as student data from our research based programs are included and discussed.	

Comprehensive School Improvement Plan

Lewis County Middle School

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	Lewis County Middle School Comprehensive Improvement Plan: http://www.lewis.kyschools.us/cip/lcms2013.pdf	

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	When any substitute teacher is not highly qualified a letter is sent home.	

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	The district leadership network surveys teachers from all schools, reviews achievement data and implementation timelines to determine professional learning needs.	

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	None of these staffing positions are currently Title I positions	

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	All para-educators are under the direct supervision of a highly qualified teacher and are providing direct instructional support to students.	

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	All para-educators are under direct supervision of highly qualified teachers and are providing direct instructional support to students.	

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	The principal ensures that the majority of time for para educators is utilized for direct instruction for students.	

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Improve student achievement, teacher retention and parent involvement by improving the working conditions, this will also improve the learning climate at LCMS

Measurable Objective 1:

collaborate to improve school climate and working conditions by increasing student attendance, decreasing student suspensions and decreasing retentions by 05/30/2017 as measured by attendance, discipline and retention data.

Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Measurable Objective 2:

collaborate to revise the SBDM policies, ensuring a safe and student friendly environment by 05/30/2017 as measured by annual review of the EMP and surveys.

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Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Goal 2:

All Lewis County educators will receive professional development in curriculum, assessment, and instruction in a variety of platforms as indicated by assessment results

Measurable Objective 1:

collaborate to identify and provide assistance to all personnel to implement any new initiatives aligned to Unbridled Learning or school and district needs by 05/30/2017 as measured by surveys, observation data, records of digital learning, CIITS usage, etc...

Strategy1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Lewis County Middle School

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000 - Title I Part A	School and District Administration and Teacher Coach

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000 - Title II Part A	School and District Administration

Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000 - Other	School and District administration

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000 - Title II Part A	School and District Administration

Measurable Objective 2:

collaborate to identify needs of improvement in core subjects and program review by 05/30/2017 as measured by agenda/minutes.

Strategy1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000 - Title I Part A	School and District Administration and Teacher Coach

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Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000 - Title II Part A	School and District Administration

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000 - Title II Part A	School and District Administration

Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000 - Other	School and District administration

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for middle school students from 43.6% to 56.0% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Lewis County Middle School from 43.6% in 2016 to 56.0% in 2017 by 05/30/2017 as measured by K-Prep.

Strategy1:

Curriculum and Instruction Fidelity (Guaranteed and Viable Curriculum) - Core Program Effectiveness - A district team comprised of district leadership, school leadership, and subject appropriate teachers from each content area will update, revise, and refine pacing guides. This process will be conducted, annually to be congruent with state standards to align strategies to standards.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Pacing Guide Fidelity, Implementation, and Attainment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Direct Instruction	08/08/2016	05/30/2017	\$0 - No Funding Required	Teachers, Building Administration

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Activity - Assessment (Development, Analysis, and Revision)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements. School leadership will facilitate the development and refinement of valid classroom assessments to assess goals in pacing guides.	Academic Support Program	08/08/2016	05/30/2017	\$0 - School Council Funds	LCMS teachers, Building Administration

Activity - Intervention Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teams will review and analyze intervention results to determine overall effectiveness and make necessary adjustments to RTI based on data, if needed.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	LCMS teachers, paraeducators, Building administration

Activity - Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a plan for Tier 2 and Tier 3 intervention services and follow through with scheduling options.	Academic Support Program	08/08/2016	05/30/2017	\$2500 - School Council Funds	Administration, Teachers, and Instructional Assistants

Activity - Universal Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LCMS will administer universal and diagnostic screenings regularly each year. Intervention teams will meet to discuss and develop plans for addressing student needs.	Academic Support Program	08/08/2016	08/30/2017	\$10000 - School Council Funds	LCMS teachers, LCMS Administration

Goal 2:
 Increase the percentage of students who are college and career by increasing proficient/distinguished and reduce novice in reading, language mechanics and math as measured by KPREP 43.6% to 56.0% by 2017 (CCR assessments adopted by the state after 2016)

Measurable Objective 1:
 collaborate to increase student proficiency in English, Reading, Math and Social studies by 05/30/2016 as measured by K-Prep subject area scores.

Strategy1:
 Curriculum Revision/Fidelity - Pacing guides will be analyzed to ensure that content is written, taught, and assessed at the appropriate levels of rigor, using time constraints on a regular basis. Will be updated annually with the help of district and subject area consultants no later than July Professional Learning.

Category: Career Readiness Pathways

Research Cited:

Comprehensive School Improvement Plan

Lewis County Middle School

Activity - Strategy development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement reading strategies and ultimate speed reader in their daily lessons. Math teachers will determine what content/lessons that should be taught in specific grade levels using Math Innovations.	Academic Support Program	11/03/2014	05/30/2016	\$2000 - Other	School and District Administration

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap groups from 43.6% in 2016 to 56.0% in 2017, AND reduce novice by 50% across the board in all subjects and grade levels by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 43.6% to 56.0%, AND reduce novice in every subject and grade level no less than 10% by 05/30/2017 as measured by K-PREP.

Strategy1:

ESS - ESS will be utilized to support instructional needs of students (target nonduplicated gap group) in reading, math and other core subjects.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Reading and Math Attainment (Gap-group Targeted)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teams will meet regularly with principal to monitor student progress in core and intervention programs to ensure student growth. Student intervention plan will be evaluated based upon universal and diagnostic screening.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Teachers, Paraeducators, Building Administration

Strategy2:

Best Practices - Analyze student achievement by gap groups, relative to state, district, and school assessment systems

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Provide applied learning math/language arts lesson through core classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of pacing guides and rigorous instructional strategies through walk through checks	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Administration and teachers

Goal 4:

Improve student achievement, teacher retention and parent involvement by improving the working conditions, this will also improve the learning climate at LCMS

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Measurable Objective 1:

collaborate to improve school climate and working conditions by increasing student attendance, decreasing student suspensions and decreasing retentions by 05/30/2017 as measured by attendance, discipline and retention data.

Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Measurable Objective 2:

collaborate to revise the SBDM policies, ensuring a safe and student friendly environment by 05/30/2017 as measured by annual review of the EMP and surveys.

Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Comprehensive School Improvement Plan

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Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Goal 5:

All Lewis County educators will receive professional development in curriculum, assessment, and instruction in a variety of platforms as indicated by assessment results

Measurable Objective 1:

collaborate to identify needs of improvement in core subjects and program review by 05/30/2017 as measured by agenda/minutes.

Strategy1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000 - Title I Part A	School and District Administration and Teacher Coach

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000 - Title II Part A	School and District Administration

Comprehensive School Improvement Plan

Lewis County Middle School

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000 - Title II Part A	School and District Administration

Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000 - Other	School and District administration

Measurable Objective 2:

collaborate to identify and provide assistance to all personnel to implement any new initiatives aligned to Unbridled Learning or school and district needs by 05/30/2017 as measured by surveys, observation data, records of digital learning, CIITS usage, etc...

Strategy1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000 - Title I Part A	School and District Administration and Teacher Coach

Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000 - Other	School and District administration

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000 - Title II Part A	School and District Administration

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Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000 - Title II Part A	School and District Administration

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 averaged combined reading and math K-PREP scores for middle school students from 43.6% to 56.0% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Lewis County Middle School from 43.6% in 2016 to 56.0% in 2017 by 05/30/2017 as measured by K-Prep.

Strategy1:

Curriculum and Instruction Fidelity (Guaranteed and Viable Curriculum) - Core Program Effectiveness - A district team comprised of district leadership, school leadership, and subject appropriate teachers from each content area will update, revise, and refine pacing guides. This process will be conducted, annually to be congruent with state standards to align strategies to standards.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

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Activity - Universal Screening and Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LCMS will administer universal and diagnostic screenings regularly each year. Intervention teams will meet to discuss and develop plans for addressing student needs.	Academic Support Program	08/08/2016	08/30/2017	\$10000 - School Council Funds	LCMS teachers, LCMS Administration

Activity - Intervention Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teams will review and analyze intervention results to determine overall effectiveness and make necessary adjustments to RTI based on data, if needed.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	LCMS teachers, paraeducators, Building administration

Activity - Pacing Guide Fidelity, Implementation, and Attainment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Direct Instruction	08/08/2016	05/30/2017	\$0 - No Funding Required	Teachers, Building Administration

Activity - Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a plan for Tier 2 and Tier 3 intervention services and follow through with scheduling options.	Academic Support Program	08/08/2016	05/30/2017	\$2500 - School Council Funds	Administration, Teachers, and Instructional Assistants

Activity - Assessment (Development, Analysis, and Revision)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements. School leadership will facilitate the development and refinement of valid classroom assessments to assess goals in pacing guides.	Academic Support Program	08/08/2016	05/30/2017	\$0 - School Council Funds	LCMS teachers, Building Administration

Goal 2:
 Increase the percentage of students who are college and career by increasing proficient/distinguished and reduce novice in reading, language mechanics and math as measured by KPREP 43.6% to 56.0% by 2017 (CCR assessments adopted by the state after 2016)

Measurable Objective 1:
 collaborate to increase student proficiency in English, Reading, Math and Social studies by 05/30/2016 as measured by K-Prep subject area scores.

Strategy1:
 Curriculum Revision/Fidelity - Pacing guides will be analyzed to ensure that content is written, taught, and assessed at the appropriate levels of rigor, using time constraints on a regular basis. Will be updated annually with the help of district and subject area consultants no later than July Professional Learning.

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Category: Career Readiness Pathways

Research Cited:

Activity - Strategy development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
English Language Arts teachers will implement reading strategies and ultimate speed reader in their daily lessons. Math teachers will determine what content/lessons that should be taught in specific grade levels using Math Innovations.	Academic Support Program	11/03/2014	05/30/2016	\$2000 - Other	School and District Administration

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap groups from 43.6% in 2016 to 56.0% in 2017, AND reduce novice by 50% across the board in all subjects and grade levels by 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 43.6% to 56.0%, AND reduce novice in every subject and grade level no less than 10% by 05/30/2017 as measured by K-PREP.

Strategy1:

ESS - ESS will be utilized to support instructional needs of students (target nonduplicated gap group) in reading, math and other core subjects.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Reading and Math Attainment (Gap-group Targeted)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention teams will meet regularly with principal to monitor student progress in core and intervention programs to ensure student growth. Student intervention plan will be evaluated based upon universal and diagnostic screening.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Teachers, Paraeducators, Building Administration

Strategy2:

Best Practices - Analyze student achievement by gap groups, relative to state, district, and school assessment systems

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Provide applied learning math/language arts lesson through core classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of pacing guides and rigorous instructional strategies through walk through checks	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Administration and teachers

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Goal 4:

Improve student achievement, teacher retention and parent involvement by improving the working conditions, this will also improve the learning climate at LCMS

Measurable Objective 1:

collaborate to revise the SBDM policies, ensuring a safe and student friendly environment by 05/30/2017 as measured by annual review of the EMP and surveys.

Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Measurable Objective 2:

collaborate to improve school climate and working conditions by increasing student attendance, decreasing student suspensions and decreasing retentions by 05/30/2017 as measured by attendance, discipline and retention data.

Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

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Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Goal 5:

All Lewis County educators will receive professional development in curriculum, assessment, and instruction in a variety of platforms as indicated by assessment results

Measurable Objective 1:

collaborate to identify needs of improvement in core subjects and program review by 05/30/2017 as measured by agenda/minutes.

Strategy1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000 - Title II Part A	School and District Administration

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Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000 - Title I Part A	School and District Administration and Teacher Coach

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000 - Title II Part A	School and District Administration

Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000 - Other	School and District administration

Measurable Objective 2:

collaborate to identify and provide assistance to all personnel to implement any new initiatives aligned to Unbridled Learning or school and district needs by 05/30/2017 as measured by surveys, observation data, records of digital learning, CIITS usage, etc...

Strategy1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000 - Title II Part A	School and District Administration

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000 - Title I Part A	School and District Administration and Teacher Coach

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Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000 - Title II Part A	School and District Administration

Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000 - Other	School and District administration

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase awareness, opportunities for student participation and improve the instructional programs in Arts/Humanities, Practical Living/Career Studies, Global Language and Writing

Measurable Objective 1:

collaborate to implement an effective process for gathering, reviewing and tracking demonstrators for an exemplary or proficient rating for all Program Reviews by 05/30/2017 as measured by ASSIST..

Strategy1:

Program Review - Teachers across grade level and content will submit evidence into One Drive. Teachers will also determine what demonstrators their evidence would best support.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

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Activity - Develop and promote strong evidence for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Personnel will identify evidence that supports the demonstrators within each of the areas in Program Review. This evidence will be entered into a matrix, organized by month and area, and be monitored and reviewed on a regular basis	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Administration and Teachers

Goal 2:

Improve student achievement, teacher retention and parent involvement by improving the working conditions, this will also improve the learning climate at LCMS

Measurable Objective 1:

collaborate to revise the SBDM policies, ensuring a safe and student friendly environment by 05/30/2017 as measured by annual review of the EMP and surveys.

Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Measurable Objective 2:

collaborate to improve school climate and working conditions by increasing student attendance, decreasing student suspensions and decreasing retentions by 05/30/2017 as measured by attendance, discipline and retention data.

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Strategy1:

Non-Academic - Teachers and staff will work together to focus on student attendance and provide individual encouragement to student related to attendance. Suspensions and retentions will be decreased by utilizing effective interventions and counseling services for students who are struggling to meet academic goals. Teaching teams will schedule appointments with students who are experiencing difficulties in order to develop plans to meet their individual needs.

Category: Continuous Improvement

Research Cited: Relationships and interpersonal attention cited by Dr. Holiday

Activity - Non-Academic Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize individual attendance discussions, referrals to the counselor, referrals to Breakfast Club and parental meetings with team teachers to address barriers to learning for struggling learners	Behavioral Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Attendance Clerk, Counselor, Teachers, Teacher Assistants

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon ensuring that all teachers participate in the TELL survey, administration will review the results with stakeholders and SBDM in order to develop a plan to address barriers to teacher job satisfaction, student learning and stakeholder involvement.	Academic Support Program	08/08/2016	05/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Teachers

Goal 3:

All Lewis County educators will receive professional development in curriculum, assessment, and instruction in a variety of platforms as indicated by assessment results

Measurable Objective 1:

collaborate to identify and provide assistance to all personnel to implement any new initiatives aligned to Unbridled Learning or school and district needs by 05/30/2017 as measured by surveys, observation data, records of digital learning, CIITS usage, etc...

Strategy1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Lewis County Middle School

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000 - Title II Part A	School and District Administration

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000 - Title I Part A	School and District Administration and Teacher Coach

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000 - Title II Part A	School and District Administration

Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000 - Other	School and District administration

Measurable Objective 2:

collaborate to identify needs of improvement in core subjects and program review by 05/30/2017 as measured by agenda/minutes.

Strategy1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers will continue the work they had with the instructional consultant to practice high yield classroom strategies that improve student attainment and performance.

Category: Professional Learning & Support

Research Cited:

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive TPGES training that will address procedures for the growth and evaluation system. Administration will discuss the evaluation instruments and provide assistance for all TPGES documents that teachers are required to complete.	Professional Learning	08/08/2016	05/30/2017	\$2000 - Title II Part A	School and District Administration

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Activity - Reading Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA consultant will model effective ELA strategy instruction for teachers and for classes of students through summer of 2017.	Academic Support Program	08/08/2016	05/30/2017	\$2000 - Other	School and District administration

Activity - Mathematics Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will continue using the effective instructional approaches for classroom teaching in small groups and team teaching in classrooms.	Professional Learning	08/08/2016	05/30/2017	\$10000 - Title II Part A	School and District Administration

Activity - Curriculum Implementation and Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will provide ongoing support to teachers for the implementation of new pacing guides/college readiness standards/KCAS; aligned assessments and teaching strategies by providing a teacher coach (K-8).	Professional Learning	08/08/2016	05/30/2017	\$20000 - Title I Part A	School and District Administration and Teacher Coach

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?

Lewis County Middle School serves students in grades six through eight as a part of Lewis County Public Schools. The LCMS community sees our purpose as addressing the emotional, social, physical, and academic needs of adolescents. We believe that all students have the potential to learn in an environment that values the dignity and diversity of all individuals. Our school community includes about 45 staff members with the professional staff being comprised of 25 teachers, 1 librarian, 1 counselor, and 1 and a half administrators. Our school also has active support to help us meet the academic and social needs of our students via our Youth Services Center (YSC) and our School Based Decision Making (SBDM) Council. Lewis County Middle shares a campus with the high school and vocational school and is physically located in Vanceburg, KY with a population in Lewis County of 13,880. Students reside near our school or are from surrounding areas in Tollesboro, Garrison and Laurel. These communities have homes with an average value of about \$59,900 and households with a median income of approximately \$28,388. Lewis County has an unemployment rate which averages above 18%. Our high school graduation rate is 98.1% compared to the state average of 89%. The percentage of residents with Bachelor's Degrees is 10.6%, compared to a state average of 21.5%. Lewis County Middle

School has a student population averaging 406 students per year. Student demographics show our population to be approximately 49% Male, 51% Female, 96% White and 1.4% other ethnicity. We are a Title I school with about 71% of our students being eligible for free and/or reduced lunch. At the beginning of the 2011-12 school year, a new principal was hired and is now completing the sixth year in 2016-2017 school year. This was an additional strength as well as a challenge as we learned more about specific roles, talents, and skills and how best to improve school culture and climate and increase student achievement effectively, efficiently, and quickly. Lewis County Middle Schools mission statement is, "To Build a Community of Life Long Learners" embodies our goal of striving to raise the expectations and achievement levels for all students by increasing the rigor of classroom instruction and practices. We continue to monitor student assessment data on a regular basis to update instructional practices as we identify individual and group students' academic needs to be addressed. We are able to achieve student/school success when we work as a team. The heart of our school, our dedicated staff, has experienced only seven new teacher hires since the 2012-2013 school year. Our enthusiasm and commitment to educational growth will enable us to promote successful life long learners.

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 Lewis County Middle School community sees our purpose as addressing the emotional, social, physical, and academic needs of adolescents. We believe that all students have the potential to learn in an environment that values the dignity of all individuals.

Lewis County Middle School's mission statement is "To build a community of lifelong learners," we take student success seriously. The school is organized into teams to allow teachers to focus on core instruction and to meet the needs of the middle school student. Our vision for this school is to provide the support necessary for our exemplary staff to successfully provide learning opportunities to meet the goal of moving Lewis County Middle School to the top quarter of middle schools in Kentucky. In order to meet the vision of becoming a top school in Kentucky, all students are expected to gain at least one year's growth in core subjects, with the school-wide expectation that 80% of students benchmark on all content. The school has implemented many programs that allow teachers to focus on individual student success and the skills needed to be successful at each grade level:

- * Core content classes specific to students' needs in language arts, math, science, and social studies for students whether regular comprehensive program, special education, or advance program. Lewis County Middle School has implemented a number of research based instructional programs: History/Geography Alive, Reading Plus, Math Innovations, Flourish, Lexia, and Learning.Com.
- * Students are provided opportunities to complete high school courses at the middle school. Eighth grade students based upon standardized assessment data, have the opportunity to take Algebra I and English I classes. Other eighth grades students, based upon the same assessment data, have the opportunity to take an extra math through the Bridges program.
- * An intervention class for each student has been scheduled into the master schedule. Students have been placed in math and reading interventions according to standardized assessment data and academic performance. Available interventions include: Reading Intervention classes using the Jamestown Series, Lexia. Math Intervention classes are using Do the Math textbook series.
- * Music courses comprised of three Band classes. The advanced band class travels to the high school and participates in high school band competition.
- * Students interested in Arts/Humanities have the opportunity to participate in Drama class and Advanced Art. This class is counted as an enrichment class and lasts one semester.
- * Based upon seventh grade standardized assessment data, students have an opportunity to participate in Project Lead the Way and can further this course once they are at the high school level.
- * Teachers attend team meetings, at least once weekly, and attend monthly department meetings that focus on teaching and learning strategies for rigorous instruction.
- * Sixth, Seventh and Eighth grade teachers have incorporated College and Career strategies within their instruction these are scheduled thorough out the year as evident in the teachers pacing guides.
- * Youth Services Center provides access to programs and social services to our students and their families in order to help students improve attendance, decrease behavior and suspension issues, increase academic support, improve physical and mental health, and enhance parent relations through support and assistance.
- * Extracurricular offerings include baseball, basketball, cheer leading, clubs, football, band, volleyball, track, drama, academic team, and 4-H

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.

During the past three years, LCMS has been faced with being named a school in need of improvement. According to the 2015 TELL survey, there was a need for teachers to be held to high professional standards; there was a need for teachers to be involved in professional learning that is differentiated to meet the individual teacher needs. Teachers also felt that professional learning should deepen their content knowledge. These concerns have been noted and addressed; each year a teacher is awarded the Allan Harmon Award. This award is voted upon by administration and the teachers name is placed on a plaque that hangs in the office area. Also, LCMS has aligned math curriculum to support the curriculum, identification of teaching materials (which the school purchased) and instruction. LCMS has also retained the services of Angela Hilterbrand to support the English/Language Arts teachers in curriculum and use of new reading materials (which was purchased by the school). The administration has provided ongoing coaching and support to all math and Language Arts teachers for core and intervention instruction. In order to improve instruction, professional learning and support for teachers is now based on MAP results, student work and other sources of achievement data. The activation of departments to guide instruction and the ongoing focus and monitoring of instructional implementation is relentless. The school's sense of urgency for students to achieve growth and focus will be reflected in the results of TELL surveys in the future, but more importantly this will be reflected in student work and achievement.

NOTABLE ACHIEVEMENTS:

* School safety and student behavior greatly improved during the 2013-14 school year. Other measures taken to ensure school safety were surveillance cameras being installed at the main entrance of the school with a buzzer system. We also had a Safe Schools Audit during the 2013-2014 school year. LCMS is making the school an even more safe place by correcting the concerns mentioned in the audit.

* The Peer Mediation Program continues to thrive, and our hope is that it pays off in decreasing the amount of office referrals as well as improve academic achievement.

* The counselor worked on Honor Roll lists each nine weeks an assembly/in school dance was held as well as photographs in the local newspaper and on the school website. The counselor also organizes a testing assembly in which the students performing distinguished and proficient are recognized with a medal as well as a photograph in the local newspaper. By recognizing student achievement, school culture improves, and students become motivated to succeed.

* TELL Survey Results for April 2015 (2014-15 school year)

1. Time: According to the 2015 TELL Survey, teachers have sufficient time to collaborate with colleagues, allowed time to focus on educating students with minimal interruptions and have sufficient instructional time to meet the needs of all students.

2. Facilities and Resources: According to the 2015 TELL Survey teachers feel more positive about the cleanliness of the school, access to instructional technology, professional support, teacher work space, and physical environment; although, the reliability and speed to the internet was reported a common problem. This will show improvement on the next TELL survey through recent installation of new wireless system at the middle school

3. Community Support and Involvement: According to the 2015 TELL Survey our school does a good job of encouraging parent/guardian involvement. Also, teachers provide parents/guardians with useful information about student learning.

4. Managing Student Conduct: According to the 2015 TELL Survey teachers feel safe and feel that students understand expectations for their conduct.

5. Teacher Leadership: According to the 2015 TELL Survey teachers thought the faculty and staff had good communication and they feel they work well together to solve problems. Teachers have the opportunity to lead professional learning activities, faculty meetings, team meetings and ideas that teachers have are considered and sometime used.

6. School Leadership: According to the 2015 TELL Survey teachers feel that there is a positive atmosphere at Lewis County Middle School SY 2016-2017

and work hard to help maintain a shared vision.

7. Professional Development: According to the 2015 TELL Survey an appropriate amount of time is provided for data driven Professional Learning which is aligned to the School Improvement Plan. Also, our teachers are encouraged to reflect on their own practice. Lastly, teachers feel they need more content specific professional learning offered and opportunities to attend professional development outside the district.

8. Instructional Practice and Support: According the 2015 TELL Survey teachers are encouraged to try new things and have input into their lessons as long as the strategies are tied to the instruction and instruction is tied to assessment and the assessment is tied to the standard.

* Lewis County Middle School moved from an overall score of 60.6 in 2014-2015 to 63.4 in 2015-2016.

AREAS FOR IMPROVEMENT

* Improve by increasing the amount of learning during instructional time by creating lessons that are more rigorous and making all students accountable.

* Improve in TELL Survey results in the following categories: Professional development deepens teachers content knowledge, Faculty recognized for accomplishments, and Faculty has effective process for making group decisions to solve problems.

Additional Information

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

Upon the receipt of our 2015-2016 Kentucky School Report Card, teachers and administrators analyzed data at staff meetings, team meetings and later in department meetings. The departments met to complete an initial disaggregation of the data. Using student test result, predictions for each of those students, MAP Data, KASC data, and TELL Survey. Departments identified major areas of concern and needs. The administrative team identified gaps in achievement among our population and sub populations of students and the reasons for those gaps. The administrators, counselors, and teachers also analyzed 2015 TELL Survey results in order to assess needs and perceptions. Parents will have access to the CSIP through the school website and a hard copy will be available in the front office with the school secretary for review and the opportunity to provide feedback. Staff members can also sit down with their designated administrator to analyze data one-on-one during team meetings. Once a final CSIP draft was created, the draft was sent out electronically to all staff members for feedback. Administrators, staff members, parents, and Central Office were invited to give feedback on our plan. This process has been made even more effective and efficient with the implementation of team planning and department meetings at our school. This process includes the following practices:

- * Common department planning with collaborative teams
- * Collaborative teams working together to identify essential standards
- * Common assessments to assess standards
- * Learning targets posted in student friendly language
- * Data tracking of individual students discussed during team plan
- * Tailored, focused interventions taught twice a day
- * Tiered instruction through content classes
- * Rigorous instruction
- * Improved student learning & achievement
- * Daily agendas posted, making teacher and students aware of instructional time
- * Utilize reading strategies for rigorous Language Arts instruction
- * Utilize math strategies for rigorous Math instruction