



# Comprehensive School Improvement Plan

Edmonson County Middle School  
Edmonson County School District

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## **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 2014. 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.

# 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. <br><br> 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?**

Edmonson County Middle School is comprised of 286 students in grades seven and eight. The faculty is made up of three language arts teachers, four math teachers, four teachers in the areas of science and social studies, three special education faculty members, two practical living/vocational studies teachers, one band teacher, one Gifted and Talented teacher, one half time librarian and several support staff.

We are located in the county seat of Brownsville and adjoin with our local high school.

In the last three years, we have seen a decrease in faculty including two certified teachers and a curriculum coordinator. This has presented our school with the unique challenges of increased class sizes and greater responsibility among certified personnel. These changes forced a revision to the master schedule that increased our core content class time but eliminated block scheduling of classes such as algebra and language arts. Our staff has worked diligently to implement the Common Core Academic Standards in the areas of language arts and math. This year we eliminated all blocked classes at the beginning of the year, but decided to re-block Social Studies and Science after Christmas break. This will allow us to keep our high level of success in those two areas as we are limited in staff.

Unique challenges associated with our rural county include poverty, a high unemployment rate that ranges between 8-18%, drug abuse, high rate of teenage pregnancy, and limited diversity. Many parents must travel to neighboring counties for work due to the limited opportunities for employment in our area.



## **School's Purpose**

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

School philosophy:

We believe that students will rise to the occasion when those around them expect their best each and every day. Learning to be a productive member of our ever-changing society demands excellence in core academic areas, leadership skills, responsible behavior, and individuality. Maximizing each students' talents and encouraging them to pursue success with both intrinsic and extrinsic motivation will ensure their prosperity long after they leave our school.

In order to meet college and career readiness standards, teachers, students, parents, and community stakeholders must work together to provide unique educational opportunities. We believe that education must be valued as the fundamental element for success in life.

Mission statement:

The mission of Edmonson County Middle School is to prepare students to think independently, to encourage students to become lifelong learners, and to provide the skills necessary to be happy, healthy, and productive members of a democratic society.

Vision statement:

Edmonson County Middle School believes that:

- \*every student deserves rigorous instruction that promotes high-level thinking.
- \*relationships are the foundation for educational success.
- \*motivating students helps them to achieve their goals.
- \*school should be a warm, safe, and inviting environment.

Edmonson County Middle School offers the following programs to support and enhance student learning: Extended School Services, Gifted and Talented services, RTI services, Title I services, PBIS and Special Education services.

## **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.**

Over the last three years, Edmonson County Middle School has established a tradition of academic success. Even with the challenges of new standards and a new state testing system, our test scores have shown improvement each year. ECMS has participated in the Green River Region Education Cooperative's (GRREC) literacy coaching program, professional development to aid in the implementation of new standards, and the establishment of professional learning communities.

In order for ECMS to experience continued academic gains, we must monitor student performance throughout the year using ThinkLink, CIITS assessments, common classroom assessments, and formative assessment. Professional learning communities will monitor student performance using data walls that will be updated at least four times during the school year. We believe that by tracking students progress throughout the year, we can pinpoint areas that need improvement year-round.

In the next three years, Edmonson County Middle School will:

- 1) provide rigorous, differentiated instruction in all areas
- 2) use data to monitor student achievement
- 3) provide intervention services to enhance individual student performance
- 4) maintain distinguished ranking on K-PREP

## **Additional Information**

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

During the 2013-2014 school year, Edmonson County Middle School will continue to have high expectations for faculty, staff, and students, use strategies appropriate for teaching Kentucky's Core Academic Standards, monitor student mastery of standards using a variety of methods, continue to work in professional learning communities to advance student achievement and instructional strategies among teachers, and use effective formative and summative assessment to maintain and increase academic success.

# **Plan for Comprehensive School Improvement Plan 2013-2014**

## Overview

### Plan Name

Plan for Comprehensive School Improvement Plan 2013-2014

### Plan Description

The 2012-2013 assessment data showed that Edmonson County Middle School scored 71.1, which ranked them in the 97th percentile when compared to other Kentucky middle schools. This CSIP shows the school's plans for improvement over the 2013-2014 school year.

## 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	To develop a system to monitor student progress	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Increase the proficiency rating in the combined reading and math to 58.1 by 2014 as evidenced by the school report card.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
3	Increase the percentage of proficient scores in writing by 5%	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
4	All students will be proficient in the Areas of Arts/Humanities, Practical Living and Writing	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: To develop a system to monitor student progress

### Measurable Objective 1:

collaborate to create a system to collect data by 05/14/2014 as measured by a system used by practical living and vocational studies teachers to collect assessment data.

### Strategy 1:

Data Collection - Teachers will work with the curriculum coordinator to develop a system to assess students and collect data. This system will allow teachers to monitor progress and address student needs.

Activity - Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a process for collecting data in practical living and vocational studies classes and monitor student progress toward learning goals.	Academic Support Program	08/01/2013	05/14/2014	\$0	No Funding Required	Practical living and vocational studies teachers, curriculum coordinator

## Goal 2: Increase the proficiency rating in the combined reading and math to 58.1 by 2014 as evidenced by the school report card.

### Measurable Objective 1:

58% of All Students will demonstrate a proficiency on the K-PREP in Reading by 05/14/2014 as measured by having 58% of students perform at proficiency as evidenced by the K-PREP .

### (shared) Strategy 1:

Technology - ECMS has multiple technologies available to us to monitor the progress of individual students. We currently have Accelerated Reading and Math, Think Link, Carnegie Math, and Edmentum. Students participate in these technologies and teachers are able to track and monitor progress. This allows teachers to provide differentiated instruction to students throughout the year, pinpointing strengths and weaknesses among students.

Activity - Edmentum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use Google Chrome Laptops or one of two computer labs to access this technology. They test at their own rate focusing on their own needs.	Technology	10/01/2013	05/14/2014	\$0	District Funding	Principal, teachers, Board of Education

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### Measurable Objective 2:

A 8% increase of All Students will demonstrate a proficiency on the K-PREP in Mathematics by 05/14/2014 as measured by the combined reading and math percentage proficient/distinguished GAP targets on the 2014 K-PREP.

### (shared) Strategy 1:

Technology - ECMS has multiple technologies available to us to monitor the progress of individual students. We currently have Accelerated Reading and Math, Think Link, Carnegie Math, and Edmentum. Students participate in these technologies and teachers are able to track and monitor progress. This allows teachers to provide differentiated instruction to students throughout the year, pinpointing strengths and weaknesses among students.

Activity - Edmentum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use Google Chrome Laptops or one of two computer labs to access this technology. They test at their own rate focusing on their own needs.	Technology	10/01/2013	05/14/2014	\$0	District Funding	Principal, teachers, Board of Education

## Goal 3: Increase the percentage of proficient scores in writing by 5%

### Measurable Objective 1:

demonstrate a proficiency level of 48% in on-demand writing by 05/14/2014 as measured by student performance on the 2014 K-PREP assessment.

### Strategy 1:

School-Wide Writing Initiative - Teachers in all content areas will be responsible for providing samples of writing to learn, writing to demonstrate learning, and writing for publication.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing plan requires teachers in every content area to submit samples of student writing two times each nine weeks. These samples can take the form of exit slips, short answer responses, extended responses, and/or on-demand writing. In addition to this writing, content areas have been assigned a publication piece during one nine weeks of the school year. Math is responsible for producing an informative/explanatory writing piece during the first nine weeks of the school year; social studies is responsible for producing a narrative piece during the second nine weeks; during the third nine weeks, students produce an argumentative piece in science class; and practical living/vocational studies teachers produce either an informative or argumentative piece during fourth nine weeks.	Academic Support Program	08/05/2013	05/14/2014	\$0	No Funding Required	Principal, Writing Teacher, Content Area Teachers

### Strategy 2:

Writing Class - Students will have a specific writing class for one semester during both their seventh and eighth grade years. This will allow for specific instruction in writing that will complement all content areas.



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Activity - Academic Instruction in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In writing class, students will learn about the different modes of writing. These modes will be taught in conjunction with the school writing plan: informative/explanatory writing during the first nine weeks; narrative writing during the second nine weeks; and argumentative writing during the third nine weeks. Students will also apply knowledge of grammar and conventions to their writing pieces.	Academic Support Program	08/01/2013	05/14/2014	\$0	No Funding Required	Principal, Writing Teacher

## Goal 4: All students will be proficient in the Areas of Arts/Humanities, Practical Living and Writing

### Measurable Objective 1:

85% of All Students will demonstrate a proficiency on skills and performance assessments in Arts and Humanities in Art & Humanities by 05/14/2014 as measured by as measured by the Program Review documentation.

### Strategy 1:

Curriculum mapping - Teachers will collaborate with the Arts and Humanities teacher and go through the curriculum to designate what the Arts/Humanities teacher will cover and what the rest of the regular staff will cover. This will provide clear boundaries for what needs to be taught, by whom, and how much.

Activity - Program Review meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will utilize the Arts and Humanities Curriculum, Practical Living, and Writing Curriculum maps to integrate these areas into Reading, Math, Social Studies, and Science.	Academic Support Program	08/01/2013	05/14/2014	\$0	No Funding Required	Principal, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Plan	The writing plan requires teachers in every content area to submit samples of student writing two times each nine weeks. These samples can take the form of exit slips, short answer responses, extended responses, and/or on-demand writing. In addition to this writing, content areas have been assigned a publication piece during one nine weeks of the school year. Math is responsible for producing an informative/explanatory writing piece during the first nine weeks of the school year; social studies is responsible for producing a narrative piece during the second nine weeks; during the third nine weeks, students produce an argumentative piece in science class; and practical living/vocational studies teachers produce either an informative or argumentative piece during fourth nine weeks.	Academic Support Program	08/05/2013	05/14/2014	\$0	Principal, Writing Teacher, Content Area Teachers
Program Review meetings	PLC teams will utilize the Arts and Humanities Curriculum, Practical Living, and Writing Curriculum maps to integrate these areas into Reading, Math, Social Studies, and Science.	Academic Support Program	08/01/2013	05/14/2014	\$0	Principal, Teachers
Data Collection	Teachers will develop a process for collecting data in practical living and vocational studies classes and monitor student progress toward learning goals.	Academic Support Program	08/01/2013	05/14/2014	\$0	Practical living and vocational studies teachers, curriculum coordinator
Academic Instruction in Writing	In writing class, students will learn about the different modes of writing. These modes will be taught in conjunction with the school writing plan: informative/explanatory writing during the first nine weeks; narrative writing during the second nine weeks; and argumentative writing during the third nine weeks. Students will also apply knowledge of grammar and conventions to their writing pieces.	Academic Support Program	08/01/2013	05/14/2014	\$0	Principal, Writing Teacher
<b>Total</b>					\$0	

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## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edmentum	Students use Google Chrome Laptops or one of two computer labs to access this technology. They test at their own rate focusing on their own needs.	Technology	10/01/2013	05/14/2014	\$0	Principal, teachers, Board of Education
<b>Total</b>					\$0	

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

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

The data Edmonson County Middle School received from the 2012-2013 K-PREP assessment gave ECMS a Distinguished ranking. With an overall score of 71.1, Edmonson County Middle School fell in the 97th percentile when compared to other middle schools in Kentucky. Out of 333 middle schools in the state, ECMS was ranked 7th and when looking at all Kentucky schools, we were ranked in the top 1%. Students in seventh grade are tested in the areas of reading, math, and science. Eighth grade students are tested in the areas of reading, math, social studies, and on-demand writing.

## **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?**

The data Edmonson County Middle School received from the 2012-2013 K-PREP assessment showed that ECMS is a Distinguished school. With an overall score of 71.1, Edmonson County Middle School fell in the 97th percentile when compared to other middle schools in Kentucky. Students in seventh grade are tested in the areas of reading, math, and science. Eighth grade students are tested in the areas of reading, math, social studies, and on-demand writing.

Achievement data:

Achievement data accounts for 28% of our school's overall score. The raw score represents the number of points earned in a specific content area. The number of points gained represents the "extra points" given to a school for the percentage of proficient and distinguished scores.

In the area of reading, students achieved a raw score of 76.2, with 15.9 points gained.

The math raw score was 73.7, with a gain of 15.4.

Science and Social Studies both achieved raw scores of 100+, showing 20.8 points gained.

The writing raw score was 82.6, with a 13.8 point gain.

ECMS' overall raw score was 86.7. That represents 24.3 points gained.

Gap data:

Gap data accounts for an additional 28% of our overall accountability. For Edmonson County Middle School, the gap group includes all students receiving free/reduced lunch, special education, and/or ESL services. Approximately 61% of ECMS' students are part of the gap group.

In Reading for the gap group, the raw score was 53.2 with a 11.1 point gain.

In Math, the raw score was 46.8 with 9.8 points gained.

In Science, the raw score was 89.2 with 18.7 points gained.

The Social Studies raw score was 69.9 with 14.6 points gained.

Writing saw a raw score of 54.2 with 9.0 points gained.

Overall, the raw score for the gap group was 63.2, showing 10.2 points gained.

Growth data:

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Growth data also accounts for an additional 28% of our accountability. Edmonson County Middle School received Reading and Math growth information for both seventh and eighth grade students. The school received 70.3 points for a combined Reading and Math growth score. We had 19.7 points gained.

College and Career Readiness:

College and career readiness makes up the last 16% of accountability for our school. Eighth grade students took the Explore assessment in September. These scores show an overall raw score of 58.6 with 9.4 points gained.

The benchmark score for reading is 15 and 46.7% of our students met this goal. The benchmark score for English is 13 and 75.9% of our students met this goal. The math benchmark score is 17 and 53.3% of our students met this goal.



## **Opportunities for Improvement**

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

With an overall score of 71.1, Edmonson County Middle School has much to celebrate. We can also see areas of improvement and many actions have already been taken to address these areas.

One specific area of improvement is increasing the number of students who score proficient or distinguished in Reading. While adjusting our master schedule, we decided it necessary to allow every student to have a reading class and a writing class. We believe this adjustment will increase student achievement in these areas. We have also piloted Edmentum this year. We are using this to pin point specific learning areas for children. Our hope is that by knowing exactly where a child is having an issue in Reading, we can address each individual child's learning needs.

Writing is also an area of concern. While we saw some improvement in last year's scores, a large number of students are scoring at the apprentice level. Each student has a writing class for half of the school year where they receive specific instruction in this area. Writing performance is also monitored in all content areas. All teachers must submit two samples of student writing each nine weeks. This writing must encompass writing to learn and writing to demonstrate learning. These pieces are kept in a cumulative writing folder that students analyze on a regular basis. On-demand writing is also incorporate in all content areas. As a school, we focus on informative writing during the first quarter of the school year, narrative writing during the second quarter, and argumentative writing during the third quarter. Not only are students writing these pieces in their writing class, they are also writing these types of pieces in other content areas.

While RTI time is intentionally scheduled during the school day, teachers realize that they are responsible for using intervention strategies in all classes when students are struggling. ECMS has a committee devoted to reviewing RTI strategies and completing the necessary paperwork for students who are receiving services. Our counselor, along with other committee members, monitors the use of strategies and meets regularly with teachers to discuss student placement/movement among the tiers.

While our test scores show the hard work that takes place at ECMS each day, all faculty and staff understand that we must keep working diligently to maintain and improve student achievement.

## **Conclusion**

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

While we were pleased by our student's efforts and achievements, Edmonson County Middle School is still looking for ways to improve upon past years' successes. We have a plan in place that will allow us to continue to utilize the strengths of our faculty/staff and students yet address areas of concern.

## **KDE Assurances - School**

## 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	We meet annually and have a day set aside in the district calendar to review academic achievement data for all students. We use this information to make adjustments and determine what areas we need to focus on as a school. Throughout the year, we monitor the progress of the school to see where we are going and plot out how to get there. These meetings are held during PLC's and faculty meetings.	

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	This is not applicable to our 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		

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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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		

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Teachers have received training in RTI, PBIS, reviewed the TELL survey, content specific training, Edmentum training, and other things as needed.	

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	Teachers meet every month in faculty meetings to address needs and concerns. They also meet in PLC's to go over data to make changes as needed. We have an embedded PD every year to address test scores and address any changes that should be made.	

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		

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Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	The school uses multiple technologies to track and monitor students as well as data from the classroom to address needs of kids. The school constantly monitors best practices and implements those to make sure students needs are met. We have monthly meetings to go over info. There are also RTI meetings to address needs of targeted kids. In PLC's we look at data and make plans for all children.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	All of our Special needs kids stay in the classroom as to provide the least restrictive environment. We use technology with all of our kids to also help in the endeavor. We meet, as needed, to discuss and develop plans for individual students.	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://boe.edmonson.k12.ky.us/comprehensive-improvement-plan">http://boe.edmonson.k12.ky.us/comprehensive-improvement-plan</a>	

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		



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

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

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

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

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

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

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

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

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

## Component 1: Comprehensive Needs Assessment

### Comprehensive Needs Assessment

#### Goal 1:

Increase the proficiency rating in the combined reading and math to 58.1 by 2014 as evidenced by the school report card.

#### Measurable Objective 1:

58% of All Students will demonstrate a proficiency on the K-PREP in Reading by 05/14/2014 as measured by having 58% of students perform at proficiency as evidenced by the K-PREP .

#### Strategy1:

Technology - ECMS has multiple technologies available to us to monitor the progress of individual students. We currently have Accelerated Reading and Math, Think Link, Carnegie Math, and Edmentum. Students participate in these technologies and teachers are able to track and monitor progress. This allows teachers to provide differentiated instruction to students throughout the year, pinpointing strengths and weaknesses among students.

Research Cited:

Tier:

Activity - Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use Google Chrome Laptops or one of two computer labs to access this technology. They test at their own rate focusing on their own needs.	Technology			10/01/2013	05/14/2014	\$0 - District Funding	Principal, teachers, Board of Education

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## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

#### Goal 1:

Teachers will use models in the classroom to encourage rigorous work.

#### Measurable Objective 1:

A 50% increase of All Students will demonstrate a behavior Use models of proficient and distinguished work to encourage high-quality work and performances in Art & Humanities by 05/10/2013 as measured by increase in proficiency of student work.

#### Strategy1:

Work Models - Models will be used in arts and humanities class to show proficient and distinguished artwork, musical pieces, dance performances, drama performances, and writing samples.

Research Cited: null

Tier:

Activity - Using Models to Increase Student Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and humanities teacher will use models to increase student performance.	Direct Instruction			08/01/2012	05/10/2013	\$0 - No Funding Required	Arts and humanities teacher

## Component 3: Instruction By Highly Qualified Teachers and Paraeducators

### Instruction By Highly Qualified Teachers and Paraeducators

**Goal 1:**

Proficiency- Increase the averaged combined reading and math K-Prep scores from 59 to 64 as evidenced by the school report card.

**Measurable Objective 1:**

collaborate to increase scores in reading and math by 05/30/2014 as measured by 2014 K-Prep scores.

**Strategy1:**

Professional Development - Provide professional development in the areas of Reading, Math, and Technology.

Research Cited:

Tier:

Activity - Highly Qualified Educators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified educators and paraprofessionals.	Recruitment and Retention			08/01/2013	05/30/2014	\$0 - District Funding	Principal, SBDM

## Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

### High Quality Professional Development for Principals, Teachers, and Paraprofessionals

**Goal 1:**

Teachers have professional development that is differentiated for individual needs and aligned with improvement plan

**Measurable Objective 1:**

collaborate to call attention to specific needs in professional development for individual teachers by 05/14/2014 as measured by results from the TELL survey.

**Strategy1:**

Professional Development - Teachers will fill out Professional Growth plans that have PD items that are global for the school and individual to their needs. Teachers will then participate in PD activities at least once a year specific to their content area.

Research Cited:

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PD that is content specific through GRREC, PD 360, and other means as we can afford. Teachers will go to PD's and bring back information to school as is pertinent.	Professional Learning			08/01/2013	05/14/2014	\$600 - School Council Funds	Principal, SBDM, staff



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## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

#### Goal 1:

Strategy to attract highly qualified teachers

#### Measurable Objective 1:

collaborate to attract highly qualified teachers to our school by 05/30/2014 as measured by evaluation of teachers.

#### Strategy1:

Recruiting and Hiring - Positions will be posted with KDE and district web site, also when needed, check with placement services at WKU. Interview questions will be developed and refined over time to find applicants that meet our criteria of good teaching.

Research Cited:

Tier:

Activity - Highly Qualified Educators	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Follow all district and SBDM protocols to ensure that students are receiving services from highly qualified teachers.	Recruitment and Retention			08/01/2013	05/30/2014	\$0 - District Funding	Principal and SBDM

**Component 6: Parent Involvement**

**Parent Involvement**

**Goal 1:**

Involve parents in the educational process so that they may be part of the team that helps their child grow and learn at school.

**Measurable Objective 1:**

collaborate to involve parents in PTO meetings. by 05/30/2014 as measured by data we receive from parent surveys and general feedback..

**Strategy1:**

Parental Involvement - Principals and teachers will seek out ways to involve parents in the educational process. We will utilize all available means to have parents be part of decision making processes, we proactive in school functions, help to fund raise, be in the loop in their child's progress through school, help provide unique opportunities to their children via their unique resources, and utilize services like FRC for the benefit of their children.

Research Cited:

Tier:

Activity - PTO	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be offered the opportunity to be part of all PTO meetings so that they may be part of the fundraising events for the school. The school will communicate through various media, (One call, facebook, letter, newspaper, etc) so that parents will know time, dates, and agenda of meetings.	Parent Involvement			08/01/2013	05/30/2014	\$0 - Booster Fund	Principal and teachers

Activity - Title 1 parent compacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, teachers, parents, and children will enter into a compact to work as a team to help solve problems and support each other for the benefit of every child.	Parent Involvement			08/01/2013	05/30/2014	\$0 - Title I School Improvement (ISI)	Principal and teachers

Activity - Booster clubs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be part of booster clubs to help support students in various activities such as sports and academic team.	Parent Involvement			08/01/2013	05/30/2014	\$0 - Booster Fund	Principal and teachers

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Activity - SBDM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will voted in to be part of the SBDM council to help make decisions for the school.	Parent Involvement			08/01/2013	05/30/2014	\$0 - General Fund	Principal and teachers

Activity - FRC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize support activities offered by the FRC	Community Engagement			08/01/2013	05/30/2014	\$0 - FRYSC	Principal, teachers, FRYSC

Activity - Open House	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Multiple Open house will be held annually so that parents may come into the school and meet face to face with teachers and staff to address concerns and celebrate successes.	Parent Involvement			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and teachers.

**Component 7: Transition to Kindergarten**

**Transition to Kindergarten**

**Goal 1:**

Students will be aided in the transition from the 5/6 Center to the Middle School.

**Measurable Objective 1:**

collaborate to ease the transition of students from the 5/6 center to the Middle school. by 05/30/2014 as measured by feedback we receive from the community via surveys..

**Strategy1:**

Assist Transitions - Student transition visits from the 5/6 Center to the Middle School, open house for 5/6 Center students coming to the middle school.

Research Cited:

Tier:

Activity - Student Transition Field Trip	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be bused over from the 5/6 center to take part in a meet and greet with the middle school. They will be able to see students and teachers in action and meet with staff, including the principal so that they may better prepare for the transition to the Middle School	Career Preparation/ Orientation			08/01/2013	05/30/2014	\$0 - General Fund	Principals from 5/6 Center and Middle School and teachers from both schools.

Activity - Open House	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be able to come to the Middle School before school starts to meet with teachers and staff. They will be given supply lists so that they may have materials they need to begin the school year.	Career Preparation/ Orientation			08/01/2013	05/30/2014	\$0 - General Fund	Principal and teachers

## Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

### Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

**Goal 1:**

All teachers are included in selection of academic assessments, participate in analysis of data, and development in over all instruction.

**Measurable Objective 1:**

collaborate to make selections in academic assessments, disaggregation of data, and development of the overall instructional program by 05/30/2014 as measured by data from the K-Prep test.

**Strategy1:**

Including Teachers in School Decisions - Teachers will be made part of the decision making process. As experts in their field they will work together in PLC and Staff meetings to go over all data to plan for the instruction of children, monitor areas of weakness for growth and celebrate areas of strength.

Research Cited:

Tier:

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLCs to share ideas and go over data to make sound decisions for students. This will help us to understand where we are and where we need to be.	Academic Support Program			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and teachers

Activity - Disaggregation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet annually to go over K-PREP scores. They will also meet as needed to analyze data from Think Link, Renaissance Learning, and classroom instruction to modify instruction and address needs of students.	Academic Support Program			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and Teachers

## Component 9: Activities to Ensure that Students Meet State Academic Standards

### Activities to Ensure that Students Meet State Academic Standards

**Goal 1:**

Students will meet common core state standards.

**Measurable Objective 1:**

collaborate to provide effective, timely, and additional interventions for students in danger of not meeting standards. by 05/30/2014 as measured by data gathered from Think Link, Lexia, Explore, Renaissance Learning, Carnegie Math, Edmentum, and scrimmage testing.

**Strategy1:**

Student Monitoring - Teachers will gather data from various resources to monitor student progress. Students that are behind will be identified and placed in to RTI tiers based on data gathered. RTI will be scheduled daily and meetings will be held every two weeks to ensure progress is being made and support is being given to all children in areas unique to the individual.

Research Cited:

Tier:

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be monitored in THINK LINK, Lexia, Renaissance Learning, Edmentum, Carnegie Math, and Scrimmage tests to check for progress across the curriculum.	Academic Support Program			08/01/2013	05/30/2014	\$4000 - Other	Principals and teachers

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be divided up into Tiers based on performance of the various methods listed previously. Teachers will meet every two weeks to discuss student progress and move students from tier to tier as needed.	Academic Support Program			08/01/2013	05/30/2014	\$0 - No Funding Required	Principal and teachers

## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

**Goal 1:**

Coordinate with Federal, State, and local funds to improve instruction and increase student achievement.

**Measurable Objective 1:**

collaborate to coordinate and integrate Federal, State, and local funds for the improvement of instruction and increase student achievement. by 05/30/2014 as measured by data from K-Prep.

**Strategy1:**

Coordination of Program Funding - The principal and central office staff will work together to make sure all allocated funds are used maximally to increase student achievement and instruction. Monthly meetings are held with all administration to ensure that funds are used properly. Monthly meetings are held by principal with staff to ensure that all teachers and students needs are being meet.

Research Cited:

Tier:

Activity - Safe School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school engages in learning various ways to keep the teachers and students safe by learning best practices for health and safety issues.	Professional Learning			08/01/2013	05/30/2014	\$0 - Other	Principal and teachers

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have access to professional development through PD 360. Students have access to technology through KETS funds and other grants. Technology is used as a tool to do research and gain access to knowledge. We use a wide variety of technology to assess our children, such as but not limited to: Think Link, Edmentum, Renaissance Learning, Carnegie Math, Lexia, Accelerated Reader, and Google laptops.	Technology			08/01/2013	05/30/2014	\$0 - Other	Principal and teachers

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Activity - SBDM Funds	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funds are used to help provide resources to teachers and students to help the learning process.	Academic Support Program			08/01/2013	05/30/2014	\$27120 - School Council Funds	Principal, SBDM, teachers

Activity - Title II	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funding for recruitment and retention of highly qualified staff for Professional Development	Recruitment and Retention			08/01/2013	05/30/2014	\$0 - Title II Part A	Principal, teachers, Central Office

Activity - Title VI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Money will be used to ?	Academic Support Program			08/01/2013	05/30/2014	\$0 - Title VI	Principal, teachers, Central Office

Activity - Title I	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funding for students that are at a disadvantage	Academic Support Program			08/01/2013	05/30/2014	\$38000 - Title I Schoolwide	Principal, teachers, Central office

Activity - PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are given aide to help them to better themselves in areas of weakness on an individual basis and school basis.	Professional Learning			08/01/2013	05/30/2014	\$0 - Title II Part D	Principal and teachers

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given extra support after school to understand and complete homework assignments. This time is also used to work on specific areas of weakness for each child.	Academic Support Program			08/01/2013	05/30/2014	\$0 - Grant Funds	Principal and teachers



# **School Safety Diagnostic**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	September 4th, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 2,2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	The EMP was provided and the school's floor plan as well as exit strategies were updated and resent out.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	As of October 4th, 2013, the EMP was reviewed and revised as needed by all parties listed above.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	July 30, 2013	

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

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

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	October 2nd, 2013	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
11.	Have practices been developed for students to follow during an earthquake?	Yes		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

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

# **Compliance and Accountability - Middle 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 2014. 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 TELL KY Survey results.

**Goal 1:**

Teachers have professional development that is differentiated for individual needs and aligned with improvement plan

**Measurable Objective 1:**

collaborate to call attention to specific needs in professional development for individual teachers by 05/14/2014 as measured by results from the TELL survey.

**Strategy1:**

Professional Development - Teachers will fill out Professional Growth plans that have PD items that are global for the school and individual to their needs. Teachers will then participate in PD activities at least once a year specific to their content area.

Research Cited:

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PD that is content specific through GRREC, PD 360, and other means as we can afford. Teachers will go to PD's and bring back information to school as is pertinent.	Professional Learning			08/01/2013	05/14/2014	\$600 - School Council Funds	Principal, SBDM, staff

**Goal 2:**

Teachers will have a stake in leadership roles as they are part of the decision making process and recognized as experts in their field.

**Measurable Objective 1:**

collaborate to allow teachers to have a voice in decisions the school makes for the school by 05/14/2014 as measured by outcomes on the TELL survey.

**Strategy1:**

Decision Making - Teachers thoughts and input will be evaluated and used as necessary in the decision making process for the school. Teachers are given access to the Principal and SBDM in many forms. They can e-mail, phone, and have one on one or group discussions about the goings on in the school. They are recognized as experts in their chosen field and as such their opinion matter and carry weight. They are the ones in the classrooms everyday and that has to count for something. At any time, teachers are given ample time to say their peace about what is going on or needs to happen in the school.

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Research Cited:

Tier:

Activity - PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate and share ideas in faculty meetings, private meetings, PLC's, and any other stream of media necessary to communicate their thoughts to the leadership of the school.	Policy and Process			08/01/2013	05/14/2014	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers and Staff

### Goal 3:

The Leadership of the school will recognize, support, allow teachers input on issues to take steps to solve issues.

### Measurable Objective 1:

collaborate to include teachers in problem solving for the school, support teachers and recognize them for their efforts. by 05/14/2014 as measured by the TELL survey.

### Strategy1:

Support and Recognition - Teachers should play a vital role in decision making processes for the school. Their input is valuable and should be taken into consideration. Having teacher buy in is paramount to running a successful school and giving them a voice is the way to do that. Teachers will be included in SBDM decisions, daily decisions, and planning decisions. They will be given support from the principal to not only voice those opinions, but to carry out the tasks at hand. When they are successful they will receive the recognition they deserve for a job well done.

Research Cited:

Tier:

Activity - Leadership Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be given multiple opportunities at faculty meetings and private meetings to voice their opinions and concerns for the school. They will also be included in the problem solving process. Support must be given by the principal to encourage success and recognition will be given when goals are meet.	Policy and Process			08/01/2013	05/14/2014	\$0 - No Funding Required	Principal, SBDM, Guidance Counselor, teachers and staff

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

### Goal 1:

Increase the proficiency rating in the combined reading and math to 58.1 by 2014 as evidenced by the school report card.



**Measurable Objective 1:**

A 8% increase of All Students will demonstrate a proficiency on the K-PREP in Mathematics by 05/14/2014 as measured by the combined reading and math percentage proficient/distinguished GAP targets on the 2014 K-PREP.

**Strategy1:**

Technology - ECMS has multiple technologies available to us to monitor the progress of individual students. We currently have Accelerated Reading and Math, Think Link, Carnegie Math, and Edmentum. Students participate in these technologies and teachers are able to track and monitor progress. This allows teachers to provide differentiated instruction to students throughout the year, pinpointing strengths and weaknesses among students.

Research Cited:

Tier:

Activity - Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use Google Chrome Laptops or one of two computer labs to access this technology. They test at their own rate focusing on their own needs.	Technology			10/01/2013	05/14/2014	\$0 - District Funding	Principal, teachers, Board of Education

**Measurable Objective 2:**

58% of All Students will demonstrate a proficiency on the K-PREP in Reading by 05/14/2014 as measured by having 58% of students preform at proficiency as evidenced by the K-PREP .

**Strategy1:**

Technology - ECMS has multiple technologies available to us to monitor the progress of individual students. We currently have Accelerated Reading and Math, Think Link, Carnegie Math, and Edmentum. Students participate in these technologies and teachers are able to track and monitor progress. This allows teachers to provide differentiated instruction to students throughout the year, pinpointing strengths and weaknesses among students.

Research Cited:

Tier:

Activity - Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students use Google Chrome Laptops or one of two computer labs to access this technology. They test at their own rate focusing on their own needs.	Technology			10/01/2013	05/14/2014	\$0 - District Funding	Principal, teachers, Board of Education

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The school identified specific strategies to address subgroup achievement gaps.

**Goal 1:**

Increase the GAP score

**Measurable Objective 1:**

collaborate to raise GAP scores in Reading and Math by 05/14/2014 as measured by as evidenced by the school report card.

**Strategy1:**

Target specific populations - By looking at data from individual K-PREP, Think-Link, Renaissance Learning, and regular classroom instruction we will target specific groups of kids (Free and Reduced lunch and IEP) and use the data to guide instruction and monitor student progress. By focusing attention specific to the needs of particular students should be able to show growth in content specific areas, especially in Reading and Math.

Research Cited:

Tier:

Activity - Edmentum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Edmentum as a way to differentiate their instruction in regular classrooms and RTI classrooms to focus on their specific needs in Reading and Math.	Technology			08/01/2013	05/14/2014	\$2000 - District Funding	Principal, Reading and Math teachers

**Strategy2:**

RTI - Students will assessed by Think link, Accelerated Math and Reading, and observable data from the classroom. Teachers will collaborate to focus on specific needs of a child based on the data collected. There will be bi-weekly meetings to meet and desegregate data to determine specific strategies to use for specific kids and how to implement those strategies. We will also decide if students need to move up or down in RTI based on the data. Goals will be set per individual child and data collected to determine the progress made.

Research Cited:

Tier:

Activity - RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified and separated into tiers, based on ability. Students will be given targeted instruction based on their specific individual needs.	Academic Support Program			08/01/2013	05/14/2014	\$0 - No Funding Required	Principal, guidance counselor, reading and math teachers

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

# Comprehensive School Improvement Plan

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## Goal 1:

All students will participate in and reflect upon art exhibits and live performances.

### Measurable Objective 1:

100% of All Students will demonstrate a behavior Students will be able to view and reflect upon art exhibits and live performances. in Art & Humanities by 03/14/2014 as measured by the number of exhibits and performances that are viewed by students..

### Strategy1:

Exhibits/Performances - Teachers will coordinate opportunities for students to participate in art exhibits and view live performances.

Research Cited: null

Tier:

Activity - Art exhibits/live performances	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will view local art exhibits and watch live performances at Horse Cave Theater, SkyPac and/or production at the High School	Field Trip			08/01/2013	05/14/2014	\$600 - Other	Arts and humanities teacher, supervising teachers, principal

## Goal 2:

Arts and humanities teacher will receive professional development in the content area at least once a school year.

### Measurable Objective 1:

collaborate to incorporate arts and humanities professional development at least once per school year by 05/14/2014 as measured by participation in arts and humanities professional development.

### Strategy1:

Professional Development - The arts and humanities teacher will collaborate with the principal and other school staff to attend content-specific professional development.

Research Cited: null

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities content-specific professional development will be provided.	Professional Learning			08/01/2013	05/14/2014	\$150 - District Funding	Arts and humanities teacher, principal, and SBDM council

## Goal 3:

All students at Edmonson County Middle School will be exposed to more guest speakers, specific health instruction through physical

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education class, and school-based physical education.

## Measurable Objective 1:

100% of All Students will demonstrate a behavior students will participate in three components of a comprehensive school based physical activity program in Health/Physical Education by 05/14/2014 as measured by 30% more students will receive school-based physical education on a daily basis .

## Strategy1:

Extended Physical Activity Time - Students will participate in physical activity for 15 minutes before school and during designated classroom breaks.

Research Cited: null

Tier:

Activity - Physical Activity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement physical activity breaks on a regular basis.	Academic Support Program			08/01/2013	05/14/2014	\$0 - No Funding Required	All staff

## Goal 4:

All students will have opportunities to learn from outside experts about available resources of financial systems

## Measurable Objective 1:

100% of All Students will demonstrate a behavior learn from outside experts about available resources of financial systems in Practical Living by 05/14/2014 as measured by the number of guest speakers will increase from 5 per school year to 10 per school year.

## Strategy1:

Guest Speakers - Practical living teacher will work to secure guest speakers to talk to students about available resources of financial systems.

Research Cited: null

Tier:

Activity - Secure Guest Speakers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A variety of guest speakers from local financial institutions and businesses will speak to students through practical living classes about available resources of financial systems. Speakers from this career sector will also participate in Career Day.	Community Engagement			08/01/2013	05/14/2014	\$0 - No Funding Required	Vocational studies teacher, principal, counselor, and Youth Service Center

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## Goal 5:

Edmonson County Middle School will establish a partnership with local wellness and business committees

### Measurable Objective 1:

collaborate to include students and staff on community advisory committees by 05/14/2014 as measured by student and staff participation in community wellness and business committees.

### Strategy1:

Community Committees - The vocational studies teacher will work with community wellness and business committees to incorporate student and staff input and to increase their impact on the school.

Research Cited: null

Tier:

Activity - Student/Staff Participation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The vocational studies teacher and student council sponsors will collaborate with local wellness and business committees to include student participation and input. Student council members will attend Chamber of Commerce and wellness committee meetings on a regular basis with the opportunity to discuss issues within their school and ways the community can help.	Community Engagement			08/01/2013	05/14/2014	\$0 - No Funding Required	Vocational studies teacher, student council sponsors, Youth Service Center, counselor

## Goal 6:

Students will be recognized in the local newspaper for performance in health/physical education.

### Measurable Objective 1:

collaborate to recognize students for health/physical education-related accomplishments by 05/10/2013 as measured by the number of students included in the local newspaper.

### Strategy1:

Student Recognition - Teachers and computer lab technician will submit photos and articles to recognize student achievement in health and physical education classes. At the end of the school year, top physical education students receive an award. These students will be photographed and included in the local newspaper and the district newsletter.

Research Cited: null

Tier:

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Activity - Student Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be featured in the local newspaper for health/physical education accomplishments.	Community Engagement			08/01/2012	05/10/2013	\$0 - No Funding Required	Computer lab technician, health/physical education teacher, principal

## Goal 7:

The school counselor will conduct a parent ILP training

### Measurable Objective 1:

collaborate to inform parents about their child's ILP progress by 05/14/2014 as measured by parent participation in ILP training.

### Strategy1:

ILP Training - This training will help parents to understand the ILP process and assess their child's post-secondary goals.

Research Cited: null

Tier:

Activity - ILP Parent Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive ILP training to assist their child in creating post-secondary goals.	Parent Involvement			08/01/2013	05/14/2014	\$150 - General Fund	School counselor

## Goal 8:

Increase the percentage of proficient scores in writing by 5%

### Measurable Objective 1:

demonstrate a proficiency level of 48% in on-demand writing by 05/14/2014 as measured by student performance on the 2014 K-PREP assessment.

### Strategy1:

School-Wide Writing Initiative - Teachers in all content areas will be responsible for providing samples of writing to learn, writing to demonstrate learning, and writing for publication.

Research Cited:

Tier:

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Activity - Writing Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing plan requires teachers in every content area to submit samples of student writing two times each nine weeks. These samples can take the form of exit slips, short answer responses, extended responses, and/or on-demand writing. In addition to this writing, content areas have been assigned a publication piece during one nine weeks of the school year. Math is responsible for producing an informative/explanatory writing piece during the first nine weeks of the school year; social studies is responsible for producing a narrative piece during the second nine weeks; during the third nine weeks, students produce an argumentative piece in science class; and practical living/vocational studies teachers produce either an informative or argumentative piece during fourth nine weeks.	Academic Support Program			08/05/2013	05/14/2014	\$0 - No Funding Required	Principal, Writing Teacher, Content Area Teachers

## Strategy2:

Writing Class - Students will have a specific writing class for one semester during both their seventh and eighth grade years. This will allow for specific instruction in writing that will complement all content areas.

Research Cited:

Tier:

Activity - Academic Instruction in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In writing class, students will learn about the different modes of writing. These modes will be taught in conjunction with the school writing plan: informative/explanatory writing during the first nine weeks; narrative writing during the second nine weeks; and argumentative writing during the third nine weeks. Students will also apply knowledge of grammar and conventions to their writing pieces.	Academic Support Program			08/01/2013	05/14/2014	\$0 - No Funding Required	Principal, Writing Teacher

## Goal 9:

All students will be proficient in the Areas of Arts/Humanities, Practical Living and Writing

## Measurable Objective 1:

85% of All Students will demonstrate a proficiency on skills and performance assessments in Arts and Humanities in Art & Humanities by 05/14/2014 as measured by as measured by the Program Review documentation.

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## Strategy1:

Curriculum mapping - Teachers will collaborate with the Arts and Humanities teacher and go through the curriculum to designate what the Arts/Humanities teacher will cover and what the rest of the regular staff will cover. This will provide clear boundaries for what needs to be taught, by whom, and how much.

Research Cited:

Tier:

Activity - Program Review meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will utilize the Arts and Humanities Curriculum, Practical Living, and Writing Curriculum maps to integrate these areas into Reading, Math, Social Studies, and Science.	Academic Support Program			08/01/2013	05/14/2014	\$0 - No Funding Required	Principal, Teachers