



Comprehensive School Improvement Plan

Edmonson County Middle School

Edmonson County

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 Goal 1: Reducing Barriers to Learning Goal - Coordinate with Federal, State, and local funds to reduce barriers to learning and increase student achievement. 34

 Goal 2: Gap Goal - Increase the overall average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 78.8% by 2019. 34

 Goal 3: Professional Growth Goal - The Edmonson County Middle School faculty/staff will continue to collaborate to improve instruction school-wide. 35

 Goal 4: Proficiency Goal - Edmonson County Middle School will reach the delivery target of 78.8% proficient/distinguished in combined reading and mathematics by 2019. 36

 Goal 5: Novice Reductions Goal: Decrease the average percentage of students scoring novice in reading and math combined by 10% each year. 37

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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.		School Equity Diagnostic

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.

Edmonson County Middle School has an enrollment of 298 students in seventh and eighth grades. Of those students, 64% come from poverty, 2% are minority students, 0.34% are English Language Learners, and 13.42% receive special education services. Edmonson County Middle School employs 16.45 certified teachers. Of those teachers, only two have less than 3 years of experience. There are no principals or assistant principals with fewer than 4 years of administrative experience. Edmonson County Middle School chose two self-selected indicators for the purpose of equitable access diagnostic. Currently, there is one National Board Certified teachers. Additionally, the PGES Overall Effectiveness Rating among teachers and principals is 100%.

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.

Edmonson County Middle School has an enrollment of 298 students in seventh and eighth grades. Of those students, 64% come from poverty, 2% are minority students, 0.34% are English Language Learners, and 13.42% receive special education services. Edmonson County Middle School employs 16.45 certified teachers. Of those teachers, only two have less than 3 years of experience. There are no principals or assistant principals with fewer than 4 years of administrative experience. Edmonson County Middle School chose two self-selected indicators for the purpose of equitable access diagnostic. Currently, there is one National Board Certified teachers. Additionally, the PGES Overall Effectiveness Rating among teachers and principals is 100%.

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

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

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

OR

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

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

Goal 1:

Proficiency Goal - Edmonson County Middle School will reach the delivery target of 78.8% proficient/distinguished in combined reading and mathematics by 2019.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in combined reading and mathematics in English Language Arts by 05/31/2017 as measured by school report card.

Strategy1:

Highly Qualified Educators - Teachers will utilize highly effective learning strategies and reflect on instructional practices to ensure that all students are receiving appropriate learning opportunities.

Category: Teacher PGES

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate teaching strategies that improve student learning.	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Literacy Specialist, Teachers

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Strategy2:

RTI Math and Reading - Providing either intervention or enrichment, based on student need

Category: Learning Systems

Research Cited: RTI research

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR data will be used to monitor student progress toward benchmarks. All students will be tested at least 4 times per year; intervention students will be monitored every two weeks.	Academic Support Program Technology	08/03/2015	05/31/2017	\$2000 - Booster Fund	RTI Coordinator, principal, teachers

Activity - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of RTI groups that are fluid, based on student need throughout the year	Academic Support Program	08/03/2015	05/31/2017	\$0 - No Funding Required	RTI coordinator, teachers, principal

Strategy3:

ThinkLink (Discovery Education) Testing - ThinkLink data will be used to target individual students, as well as to make predictions about future assessment needs.

Category: Continuous Improvement

Research Cited:

Activity - ThinkLink data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data from ThinkLink to guide instruction and meet individual student needs.	Academic Support Program Technology	08/03/2015	05/31/2017	\$1600 - General Fund	Principal, teachers

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?

Brandon Prunty, Principal

Kelly Rich, Counselor

Renee Webb, Literacy Specialist

Morgan Esters, YSC

Greg Carter, Teacher

Karen Treece, Teacher

Chris Hay, Teacher

Jennifer VanMeter, Parent

Chris Stewart, Parent

Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 2.71

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

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

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

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

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

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

Decision Making

Overall Rating: 1.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	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 has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	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 sends council minutes to largest parent organization with no follow-up.	Novice

	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: 2.5

	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 participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

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

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

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

Learning Opportunities

Overall Rating: 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: 2.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership 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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	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 make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

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

Reflection

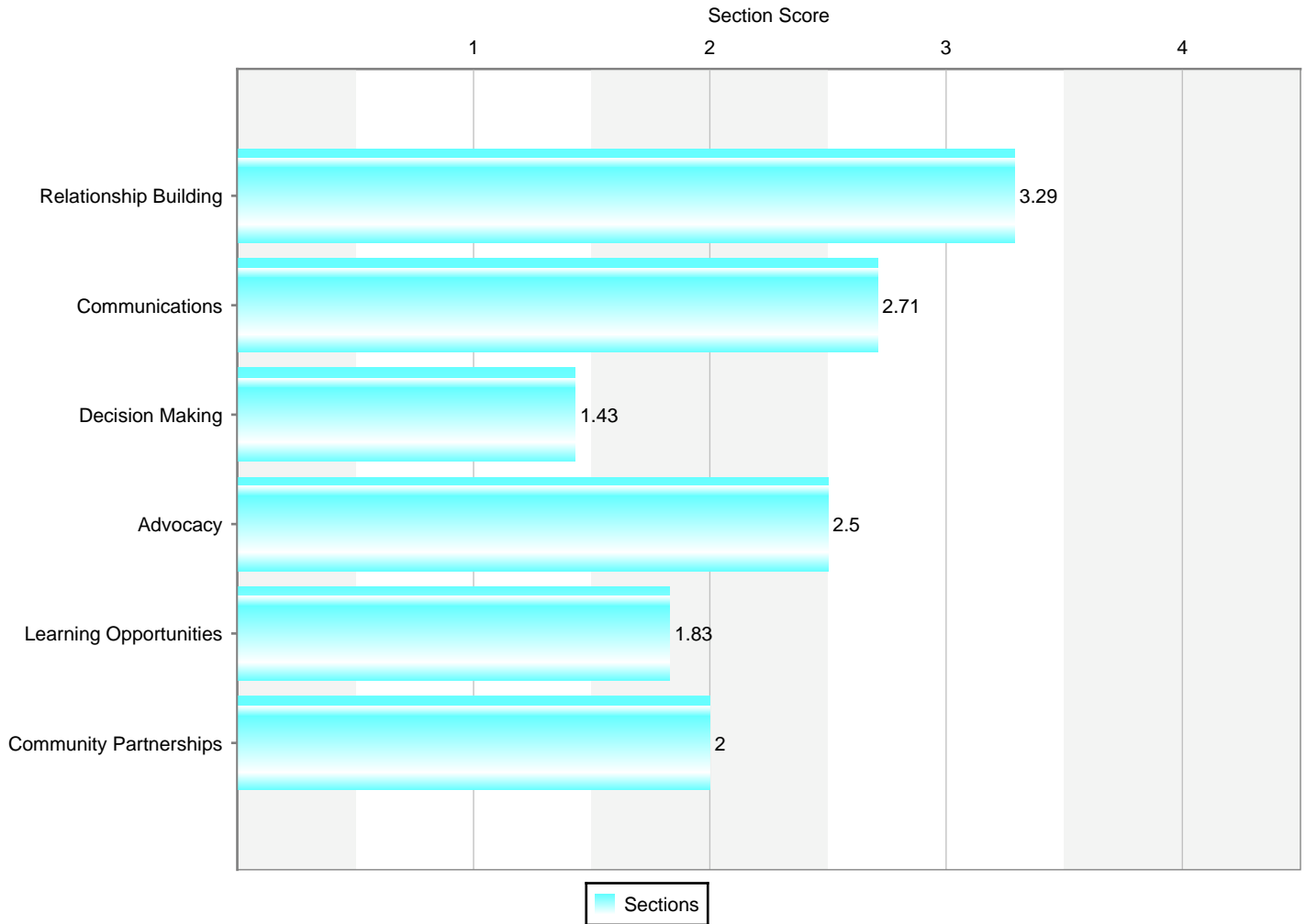
Reflect upon your responses to each of the Missing Piece objectives.

Areas of strength include relationship building with parents and other stakeholders. YSC surveys show that parents have a favorable view of the school and staff and feel welcome and comfortable discussing their child and their progress.

However, an area of weakness is in decision making. Facilitation of parent participation in committees and other groups making decisions have been unsuccessful so far.

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.

The primary personnel/stakeholders responsible for the development of our school's improvement plan are the principal and the literacy specialist with input from certified and classified personnel. In September, staff members met to review last year's CSIP and look at current K-Prep data to make decisions regarding the impact of last year's goals and objectives. This committee recommended changes to be made to the improvement plan including changing of some goals/objectives and a continuation of others.

The SBDM council also reviews the plan and may make adjustments as necessary throughout the school year. Our council meets each month in our school's conference room. The Improvement plan is shared at least two times annually with our SBDM Council and is ultimately approved by our council. At any given time or meeting of the council, there is opportunity for Improvement Plan items to be placed on the agenda for discussion and/or approval regarding the plan. Stakeholders on the council were selected with teachers voting for three teacher representatives and parents at a spring PTO meeting electing two parent representatives. Aside from the parent representatives on the council, officers of our parent teacher organization are also invited to be part of our planning process. Other stakeholders may include our local board of education members consisting of our superintendent and five elected representatives from various districts in our school district. Although our local board does not approve our school's Improvement Plan, it does receive the opportunity to make suggestions and/or ask questions of the school's administration when our Improvement Plan components are presented at the school's annual board meeting. Furthermore, the board uses our school's improvement plan in order to help develop our district's improvement plan.

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

In September, school staff members review prior year CSIP and use current K-Prep data to make recommendations for updating the improvement plan. The principal and literacy specialist use these recommendations to draft a new improvement plan. Once a first draft has been developed, other stakeholders are invited to review and make recommendations for improvement. The final step is for the SBDM council to review and make recommendations for improvement. Once, all of these changes have been made, the draft for approval is communicated with all stakeholders and a final draft is submitted to the SBDM council for approval.

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

In mid-December, a final copy of the improvement plan is e-mailed to stakeholders. Upon approval of the SBDM council, an electronic copy is posted on the school's website. The council will review the plan an additional two times over the course of the school year in order to obtain updates and progresses being made towards goals. At this time, there is opportunity for changes to the improvement plan if needed.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

The data Edmonson County Middle School received from the 2015-2016 K-PREP assessment showed ECMS is a Proficient School with an overall score of 69. Students in seventh grade are currently tested in the areas of reading and math. Eighth grade students are tested in the areas of reading, math, social studies, and on-demand writing.

K-PREP ACHIEVEMENT DATA:

What percentage of students are scoring at the proficient or distinguished levels in each subject area? Has the percentage of proficient and distinguished scores increased or decreased from 2015?

Reading: 63% (2014- 65% 2015 - 68%)

Math : 57% (2014 - 56% 2015- 61%)

Social Studies: 74% (2014 - 68% 2015-81%)

On-Demand Writing 63% (2014 - 46% 2015-55%)

Analysis:

On-Demand Writing had a significant increase from previous years, however, all other subject areas had a decrease. Trend scores for that group of students show that they typically score lower than other student groups have scored at the same grade level. Scores are still well above state averages in all content areas.

K-PREP GAP DATA

Are our gap students performing as well as their non-gap group peers? What is the percentage of students scoring proficient and distinguished in each area?

Reading: 57% (2014- 61% 2015 - 72%)

Math : 51% (2014 - 51% 2015- 55%)

Social Studies: 70% (2014-61% 2015-77%)

On-Demand Writing: 56% (2014-40% 2015-49%)

Analysis:

Gap students followed the same trend as the overall group with decreases in all content areas other than on-demand writing.

Novice reduction targets for free/reduced lunch and non-duplicated gap group were not met.

K-PREP GROWTH DATA :

What percent of students had typical or higher than average growth? (Student Growth Percentile)

Reading: 61.7% met growth goal

Math : 61.3% met growth goal

What percent of students moved from a performance level (NAPD) to a higher level or remained at proficient or distinguished? (Categorical Growth)

Reading: 69.2%

Math: 662.8%

Analysis: Students were above the state averages for SGP and categorical growth in math and CG in reading and math.

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Tell Survey Results: ECMS had 100% participation in the 2015 TELL survey.

Areas of strength included facilities and resources and managing student conduct.

Concerns identified included areas of professional development: 1) sufficient resources available for PD 2) PD that deepens teachers' content knowledge and 3) PD is evaluated and results are communicated to teachers.

Family Resource Center Community Needs Survey Results: 469 surveys were returned during the 2015-2016 survey for grades 7-12.

Respondents were asked to identify problems or issues that the school needed to address. Below is a ranking of the problems/issues identified along with the number of responses identifying that issue.

Bullying/Harassment - 268

Alcohol & drug use - 218

Child Abuse - 159

Teenage Pregnancy Prevention - 122

The survey does not include specifics on the types of bullying (i.e. Physical bullying, verbal bullying, Covert or hidden bullying, or cyber-bullying).

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:

1. ECMS was above the state average for overall Achievement in all content areas.
2. ECMS on-demand writing scores have been trending higher each year.

Academic achievement is an area of strength. ECMS maintains a rigorous curriculum which includes formative and summative assessments in order to meet the intent of the Common Core Standards. While we were above the state average for all of our tested areas under the Next Generation Learner profile and celebrate our successes, we feel that all areas require due vigilance in order to meet individual student needs and continue to progress.

Continued use of PLCs for reflection and identifying student needs will help promote further academic achievement. Utilizing all personnel in their area of expertise (i.e. special education, gifted & talented, instructional assistants) will enable teachers to focus on individual student achievement, novice reduction and growth.

Opportunities for Improvement

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

Continued improvement in all three areas of Achievement, Gap and Growth are needed in order to return to our distinguished status. Some improvement steps have already been introduced prior to release of data and are ongoing:

1. RTI classes that are in-depth and monitored frequently.
2. Review of standards implementation.
3. Assignment of support personnel to better meet individual needs in the areas of reading and math.
4. Implementation of reading and math diagnostics to help guide instruction and remediation.
5. Use of ThinkLink to help gauge student progress towards K-PREP readiness.
6. Use of STAR Enterprise data to help guide individual and group instruction.
7. Careful assignment of personnel who provides accommodations. (Build rapport)
8. Model classroom assessments after state testing format.
8. Provide Professional Development on effective teaching strategies.

As with most schools, we need to continue working to close the gap among our non duplicated gap students. This year we are continuing to focus on gap students and providing additional support for them where needed.

Because we are a 7-8 school, our growth score stems from student growth from sixth to seventh grade and then seventh to eighth. Aside from having more difficult learning standards, these students must learn new staff members along with a new building, Because there is no longer a data set that shows how school's are performing in the different subgroups (i.e. Operations & Algebraic Thinking, Number and Operations in Base Tens, Fractions, Measurement & Geometry) on the KPREP, it is difficult to try and determine where students are having the most success and/or difficulties.

Instructional time has been adjusted to allow for more individual and small group instruction in order for ALL students to improve, not just those who scored novice or apprentice. To increase higher level thinking and student performance on extended response items, classes will continue to implement strategies for:

1. Close Reading (Directed Reading - Thinking Activity)
2. Higher level questioning strategies
3. Small group work using Common Core Clinics
4. Extended Response items built into regular classroom assessments.
5. Timed testing

To address the non-academic areas of concern, the principal has elected to set a PG goal pertaining to professional development. Teachers were surveyed and results were used to schedule PD opportunities for the year.

Conclusion

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

Through PLCs, frequent conversations take place between teachers and school administration. Continuous improvement is a school-wide goal. ECMS has experienced much success in the last few years, and the goal is to continue. The keys will be to continue with a culture of high expectations and continue to build relationships with students. As the state assessment model changes, as it pertains to science and social studies, it will be important to make careful decisions about instruction in those areas.

Edmonson County Middle School 2016-2017 CSIP

Overview

Plan Name

Edmonson County Middle School 2016-2017 CSIP

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	Reducing Barriers to Learning Goal - Coordinate with Federal, State, and local funds to reduce barriers to learning and increase student achievement.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$38000
2	Gap Goal - Increase the overall average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 78.8% by 2019.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
3	Professional Growth Goal - The Edmonson County Middle School faculty/staff will continue to collaborate to improve instruction school-wide.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$500
4	Proficiency Goal - Edmonson County Middle School will reach the delivery target of 78.8% proficient/distinguished in combined reading and mathematics by 2019.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$3600
5	Novice Reductions Goal: Decrease the average percentage of students scoring novice in reading and math combined by 10% each year.	Objectives: 2 Strategies: 1 Activities: 3	Organizational	\$0
6	CCR Goal - Increase the number of students meeting college and/or career ready benchmarks	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Reducing Barriers to Learning Goal - Coordinate with Federal, State, and local funds to reduce barriers to learning 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 05/31/2017 as measured by data from K-Prep.

Strategy 1:

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.

Category:

Activity - Title I	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Funding for instructional supports	Academic Support Program	08/01/2014	05/31/2017	\$38000	Title I Schoolwide	Principal, teachers, Central office

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given additional instruction after school to understand and assistance with completing homework assignments.	Academic Support Program	09/08/2016	04/20/2017	\$0	Grant Funds	Principal and teachers

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through affiliations with GRREC and other resources, teachers can receive quality professional development in best practices, assessment, and interventions.	Professional Learning	08/03/2016	05/31/2017	\$0	Title II Part D	Principal, teachers, and literacy specialist

Goal 2: Gap Goal - Increase the overall average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 78.8% by 2019.

Measurable Objective 1:

Comprehensive School Improvement Plan

Edmonson County Middle School

66% of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in combined reading and math in Mathematics by 05/31/2017 as measured by Kentucky school report card.

Strategy 1:

RTI Math and Reading - Through tiered intervention, students will receive additional instruction in math and reading

Category: Learning Systems

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scheduling of students into RTI classes based on need	Academic Support Program	08/06/2014	05/30/2019	\$0	No Funding Required	RTI Coordinator

Strategy 2:

Special Education scheduling - Special Education teachers will collaborate with their students' regular education content area teachers in each class. Those students will also participate in a study skills class with their special education teacher.

Category: Management Systems

Activity - Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will collaborate in core content classes with the regular education teacher	Academic Support Program, Direct Instruction	08/03/2015	05/30/2019	\$0	No Funding Required	Principal, special education teacher, classroom teacher

Goal 3: Professional Growth Goal - The Edmonson County Middle School faculty/staff will continue to collaborate to improve instruction school-wide.

Measurable Objective 1:

collaborate to raise proficiency levels in tested areas by 05/31/2017 as measured by K-Prep data and analysis.

Strategy 1:

Tell Survey - Use the results from the Tell survey to make improvements to the school setting.

Category: Continuous Improvement

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Edmonson County Middle School

Goals/Activities are reviewed throughout the year to address weaknesses from the most recent Tell Survey.	Professional Learning	07/01/2015	05/31/2017	\$0	No Funding Required	Principal
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Strategy 2:

Professional Development - Each certified staff member must have 24 hours of professional learning. The district mandates 6 hours for data disaggregation. The other 18 hours is based on each school's needs, including PGES.

Category: Professional Learning & Support

Activity - Professional learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each certified staff member must have 24 hours of PD. The district mandates 6 hours for data disaggregation. The other 18 hours is based upon the school's needs, including PGES.	Professional Learning	07/01/2015	05/20/2016	\$500	District Funding	Principal

Strategy 3:

Program Reviews - Program review teams will regularly meet to self-assess the areas of writing, practical living/career studies, visual and performing arts, and global competencies/ world language. Evidence will continuously be gathered to support scores assigned by the program review team.

Category: Continuous Improvement

Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review teams will monitor progress towards meeting expectations of each program.	Policy and Process	08/01/2016	05/31/2017	\$0	No Funding Required	Principal

Goal 4: Proficiency Goal - Edmonson County Middle School will reach the delivery target of 78.8% proficient/distinguished in combined reading and mathematics by 2019.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in combined reading and mathematics in English Language Arts by 05/31/2017 as measured by school report card.

Strategy 1:

RTI Math and Reading - Providing either intervention or enrichment, based on student need

Category: Learning Systems

Research Cited: RTI research

Activity - RTI Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Edmonson County Middle School

Creation of RTI groups that are fluid, based on student need throughout the year	Academic Support Program	08/03/2015	05/31/2017	\$0	No Funding Required	RTI coordinator, teachers, principal
Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR data will be used to monitor student progress toward benchmarks. All students will be tested at least 4 times per year; intervention students will be monitored every two weeks.	Academic Support Program, Technology	08/03/2015	05/31/2017	\$2000	Booster Fund	RTI Coordinator, principal, teachers

Strategy 2:

ThinkLink (Discovery Education) Testing - ThinkLink data will be used to target individual students, as well as to make predictions about future assessment needs.

Category: Continuous Improvement

Activity - ThinkLink data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data from ThinkLink to guide instruction and meet individual student needs.	Academic Support Program, Technology	08/03/2015	05/31/2017	\$1600	General Fund	Principal, teachers

Strategy 3:

Highly Qualified Educators - Teachers will utilize highly effective learning strategies and reflect on instructional practices to ensure that all students are receiving appropriate learning opportunities.

Category: Teacher PGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate teaching strategies that improve student learning.	Professional Learning	08/01/2016	05/31/2017	\$0	No Funding Required	Principal, Literacy Specialist, Teachers

Goal 5: Novice Reductions Goal: Decrease the average percentage of students scoring novice in reading and math combined by 10% each year.

Measurable Objective 1:

collaborate to decrease the average percentage of students scoring novice in reading to 13.5%. by 05/31/2017 as measured by school report card.

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(shared) Strategy 1:

Target the novice population - Administrators and teachers will use data to identify students who scored novice on last year's KPREP assessment and then provide interventions to move them toward proficiency

Category: Continuous Improvement

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored novice on last year's KPREP will receive targeted intervention strategies to help keep them from scoring novice in the current year	Academic Support Program	08/03/2015	05/31/2017	\$0	No Funding Required	Principal, teachers
Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will use last year's KPREP data, as well as current ThinkLink and STAR data, to identify novice students	Academic Support Program	08/03/2015	05/31/2017	\$0	No Funding Required	Principal, teachers
Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use STAR and ThinkLink to monitor student progress toward current goals	Academic Support Program	08/03/2015	05/31/2017	\$0	No Funding Required	Teachers, principal

Measurable Objective 2:

collaborate to decrease the average percentage of students scoring novice in math to 10% by 05/31/2017 as measured by school report card.

(shared) Strategy 1:

Target the novice population - Administrators and teachers will use data to identify students who scored novice on last year's KPREP assessment and then provide interventions to move them toward proficiency

Category: Continuous Improvement

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who scored novice on last year's KPREP will receive targeted intervention strategies to help keep them from scoring novice in the current year	Academic Support Program	08/03/2015	05/31/2017	\$0	No Funding Required	Principal, teachers
Activity - Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will use last year's KPREP data, as well as current ThinkLink and STAR data, to identify novice students	Academic Support Program	08/03/2015	05/31/2017	\$0	No Funding Required	Principal, teachers

Comprehensive School Improvement Plan

Edmonson County Middle School

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use STAR and ThinkLink to monitor student progress toward current goals	Academic Support Program	08/03/2015	05/31/2017	\$0	No Funding Required	Teachers, principal

Goal 6: CCR Goal - Increase the number of students meeting college and/or career ready benchmarks

Measurable Objective 1:

72% of All Students will achieve college and career readiness by scoring proficient and/or distinguished on K-Prep. in English Language Arts by 05/31/2017 as measured by school report card.

(shared) Strategy 1:

Differentiated Instruction - Teachers will scaffold instruction to better meet the needs of students.

Category: Integrated Methods for Learning

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
scaffold instruction	Direct Instruction	08/03/2016	05/31/2017	\$0	No Funding Required	Principal, Teachers

Measurable Objective 2:

68% of All Students will achieve college and career readiness by scoring proficient and/or distinguished on K-Prep. in Mathematics by 05/31/2017 as measured by school report card.

(shared) Strategy 1:

Differentiated Instruction - Teachers will scaffold instruction to better meet the needs of students.

Category: Integrated Methods for Learning

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
scaffold instruction	Direct Instruction	08/03/2016	05/31/2017	\$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
RTI Schedule	Creation of RTI groups that are fluid, based on student need throughout the year	Academic Support Program	08/03/2015	05/31/2017	\$0	RTI coordinator, teachers, principal
Co-teaching	Special education teachers will collaborate in core content classes with the regular education teacher	Academic Support Program, Direct Instruction	08/03/2015	05/30/2019	\$0	Principal, special education teacher, classroom teacher
Identification	School staff will use last year's KPREP data, as well as current ThinkLink and STAR data, to identify novice students	Academic Support Program	08/03/2015	05/31/2017	\$0	Principal, teachers
Differentiated Instruction	scaffold instruction	Direct Instruction	08/03/2016	05/31/2017	\$0	Principal, Teachers
Professional Learning	Goals/Activities are reviewed throughout the year to address weaknesses from the most recent Tell Survey.	Professional Learning	07/01/2015	05/31/2017	\$0	Principal
Interventions	Students who scored novice on last year's KPREP will receive targeted intervention strategies to help keep them from scoring novice in the current year	Academic Support Program	08/03/2015	05/31/2017	\$0	Principal, teachers
Progress monitoring	Teachers will use STAR and ThinkLink to monitor student progress toward current goals	Academic Support Program	08/03/2015	05/31/2017	\$0	Teachers, principal
Professional Development	Teachers will incorporate teaching strategies that improve student learning.	Professional Learning	08/01/2016	05/31/2017	\$0	Principal, Literacy Specialist, Teachers
Program Reviews	Program review teams will monitor progress towards meeting expectations of each program.	Policy and Process	08/01/2016	05/31/2017	\$0	Principal
RTI Scheduling	Scheduling of students into RTI classes based on need	Academic Support Program	08/06/2014	05/30/2019	\$0	RTI Coordinator
Total					\$0	

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Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Students are given additional instruction after school to understand and assistance with completing homework assignments.	Academic Support Program	09/08/2016	04/20/2017	\$0	Principal and teachers
Total					\$0	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PD	Through affiliations with GRREC and other resources, teachers can receive quality professional development in best practices, assessment, and interventions.	Professional Learning	08/03/2016	05/31/2017	\$0	Principal, teachers, and literacy specialist
Total					\$0	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress monitoring	STAR data will be used to monitor student progress toward benchmarks. All students will be tested at least 4 times per year; intervention students will be monitored every two weeks.	Academic Support Program, Technology	08/03/2015	05/31/2017	\$2000	RTI Coordinator, principal, teachers
Total					\$2000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title I	Funding for instructional supports	Academic Support Program	08/01/2014	05/31/2017	\$38000	Principal, teachers, Central office
Total					\$38000	

District Funding

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

Edmonson County Middle School

Professional learning	Each certified staff member must have 24 hours of PD. The district mandates 6 hours for data disaggregation. The other 18 hours is based upon the school's needs, including PGES.	Professional Learning	07/01/2015	05/20/2016	\$500	Principal
Total					\$500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ThinkLink data analysis	Teachers will use data from ThinkLink to guide instruction and meet individual student needs.	Academic Support Program, Technology	08/03/2015	05/31/2017	\$1600	Principal, teachers
Total					\$1600	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

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

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

Comprehensive School Improvement Plan

Edmonson County Middle School

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Edmonson County Middle School

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

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

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

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

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

Comprehensive School Improvement Plan

Edmonson County Middle School

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

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

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

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

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

Comprehensive School Improvement Plan

Edmonson County Middle School

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

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

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

Professional Growth Goal - The Edmonson County Middle School faculty/staff will continue to collaborate to improve instruction school-wide.

Measurable Objective 1:

collaborate to raise proficiency levels in tested areas by 05/31/2017 as measured by K-Prep data and analysis.

Strategy1:

Professional Development - Each certified staff member must have 24 hours of professional learning. The district mandates 6 hours for data disaggregation. The other 18 hours is based on each school's needs, including PGES.

Category: Professional Learning & Support

Research Cited:

Activity - Professional learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each certified staff member must have 24 hours of PD. The district mandates 6 hours for data disaggregation. The other 18 hours is based upon the school's needs, including PGES.	Professional Learning	07/01/2015	05/20/2016	\$500 - District Funding	Principal

Strategy2:

Tell Survey - Use the results from the Tell survey to make improvements to the school setting.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goals/Activities are reviewed throughout the year to address weaknesses from the most recent Tell Survey.	Professional Learning	07/01/2015	05/31/2017	\$0 - No Funding Required	Principal

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

Goal 1:

Proficiency Goal - Edmonson County Middle School will reach the delivery target of 78.8% proficient/distinguished in combined reading and mathematics by 2019.

Comprehensive School Improvement Plan

Edmonson County Middle School

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in combined reading and mathematics in English Language Arts by 05/31/2017 as measured by school report card.

Strategy1:

ThinkLink (Discovery Education) Testing - ThinkLink data will be used to target individual students, as well as to make predictions about future assessment needs.

Category: Continuous Improvement

Research Cited:

Activity - ThinkLink data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data from ThinkLink to guide instruction and meet individual student needs.	Technology Academic Support Program	08/03/2015	05/31/2017	\$1600 - General Fund	Principal, teachers

Strategy2:

RTI Math and Reading - Providing either intervention or enrichment, based on student need

Category: Learning Systems

Research Cited: RTI research

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR data will be used to monitor student progress toward benchmarks. All students will be tested at least 4 times per year; intervention students will be monitored every two weeks.	Technology Academic Support Program	08/03/2015	05/31/2017	\$2000 - Booster Fund	RTI Coordinator, principal, teachers

Activity - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creation of RTI groups that are fluid, based on student need throughout the year	Academic Support Program	08/03/2015	05/31/2017	\$0 - No Funding Required	RTI coordinator, teachers, principal

Strategy3:

Highly Qualified Educators - Teachers will utilize highly effective learning strategies and reflect on instructional practices to ensure that all students are receiving appropriate learning opportunities.

Category: Teacher PGES

Research Cited:

Comprehensive School Improvement Plan

Edmonson County Middle School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate teaching strategies that improve student learning.	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Literacy Specialist, Teachers

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:

Gap Goal - Increase the overall average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 78.8% by 2019.

Measurable Objective 1:

66% of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in combined reading and math in Mathematics by 05/31/2017 as measured by Kentucky school report card.

Strategy1:

RTI Math and Reading - Through tiered intervention, students will receive additional instruction in math and reading

Category: Learning Systems

Research Cited:

Activity - RTI Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scheduling of students into RTI classes based on need	Academic Support Program	08/06/2014	05/30/2019	\$0 - No Funding Required	RTI Coordinator

Strategy2:

Special Education scheduling - Special Education teachers will collaborate with their students' regular education content area teachers in

Comprehensive School Improvement Plan

Edmonson County Middle School

each class. Those students will also participate in a study skills class with their special education teacher.

Category: Management Systems

Research Cited:

Activity - Co-teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will collaborate in core content classes with the regular education teacher	Academic Support Program Direct Instruction	08/03/2015	05/30/2019	\$0 - No Funding Required	Principal, special education teacher, classroom teacher

Goal 2:

Novice Reductions Goal: Decrease the average percentage of students scoring novice in reading and math combined by 10% each year.

Measurable Objective 1:

collaborate to decrease the average percentage of students scoring novice in reading to 13.5%. by 05/31/2017 as measured by school report card.

Strategy1:

Target the novice population - Administrators and teachers will use data to identify students who scored novice on last year's KPREP assessment and then provide interventions to move them toward proficiency

Category: Continuous Improvement

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored novice on last year's KPREP will receive targeted intervention strategies to help keep them from scoring novice in the current year	Academic Support Program	08/03/2015	05/31/2017	\$0 - No Funding Required	Principal, teachers

Activity - Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will use last year's KPREP data, as well as current ThinkLink and STAR data, to identify novice students	Academic Support Program	08/03/2015	05/31/2017	\$0 - No Funding Required	Principal, teachers

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use STAR and ThinkLink to monitor student progress toward current goals	Academic Support Program	08/03/2015	05/31/2017	\$0 - No Funding Required	Teachers, principal

Measurable Objective 2:

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collaborate to decrease the average percentage of students scoring novice in math to 10% by 05/31/2017 as measured by school report card.

Strategy1:

Target the novice population - Administrators and teachers will use data to identify students who scored novice on last year's KPREP assessment and then provide interventions to move them toward proficiency

Category: Continuous Improvement

Research Cited:

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use STAR and ThinkLink to monitor student progress toward current goals	Academic Support Program	08/03/2015	05/31/2017	\$0 - No Funding Required	Teachers, principal

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored novice on last year's KPREP will receive targeted intervention strategies to help keep them from scoring novice in the current year	Academic Support Program	08/03/2015	05/31/2017	\$0 - No Funding Required	Principal, teachers

Activity - Identification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will use last year's KPREP data, as well as current ThinkLink and STAR data, to identify novice students	Academic Support Program	08/03/2015	05/31/2017	\$0 - No Funding Required	Principal, teachers

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

N/A (this question does not apply)

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

Goal 1:

Reducing Barriers to Learning Goal - Coordinate with Federal, State, and local funds to reduce barriers to learning 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 05/31/2017 as measured by data from K-Prep.

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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.

Category:

Research Cited:

Activity - Title I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Funding for instructional supports	Academic Support Program	08/01/2014	05/31/2017	\$38000 - Title I Schoolwide	Principal, teachers, Central office

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given additional instruction after school to understand and assistance with completing homework assignments.	Academic Support Program	09/08/2016	04/20/2017	\$0 - Grant Funds	Principal and teachers

Activity - PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through affiliations with GRREC and other resources, teachers can receive quality professional development in best practices, assessment, and interventions.	Professional Learning	08/03/2016	05/31/2017	\$0 - Title II Part D	Principal, teachers, and literacy specialist

Strategy2:

Open House/Transition Visit - Opportunities for students to become familiar with the school, policies, and procedures will be made prior to school starting.

Category: Stakeholder Engagement

Research Cited:

Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents meet with teachers to discuss expectations and discuss concerns.	Parent Involvement	07/28/2016	05/31/2017	\$0 - No Funding Required	Principal, Teachers, YSC

Goal 2:

CCR Goal - Increase the number of students meeting college and/or career ready benchmarks

Measurable Objective 1:

72% of All Students will achieve college and career readiness by scoring proficient and/or distinguished on K-Prep. in English Language Arts by 05/31/2017 as measured by school report card.

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Strategy1:

Differentiated Instruction - Teachers will scaffold instruction to better meet the needs of students.

Category: Integrated Methods for Learning

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
scaffold instruction	Direct Instruction	08/03/2016	05/31/2017	\$0 - No Funding Required	Principal, Teachers

Measurable Objective 2:

68% of All Students will achieve college and career readiness by scoring proficient and/or distinguished on K-Prep. in Mathematics by 05/31/2017 as measured by school report card.

Strategy1:

Differentiated Instruction - Teachers will scaffold instruction to better meet the needs of students.

Category: Integrated Methods for Learning

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
scaffold instruction	Direct Instruction	08/03/2016	05/31/2017	\$0 - No Funding Required	Principal, Teachers

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

Goal 1:

Professional Growth Goal - The Edmonson County Middle School faculty/staff will continue to collaborate to improve instruction school-wide.

Measurable Objective 1:

collaborate to raise proficiency levels in tested areas by 05/31/2017 as measured by K-Prep data and analysis.

Strategy1:

Program Reviews - Program review teams will regularly meet to self-assess the areas of writing, practical living/career studies, visual and performing arts, and global competencies/ world language. Evidence will continuously be gathered to support scores assigned by the program review team.

Category: Continuous Improvement

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Research Cited:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review teams will monitor progress towards meeting expectations of each program.	Policy and Process	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal

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?

Edmonson County Middle School is comprised of 298 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, two special education faculty members, one practical living/vocational studies teacher, one part time band teacher, one part time Gifted and Talented teacher, one half time librarian, one half time literacy specialist and several support staff.

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

In the last few years, we have seen a decrease in faculty including two certified teachers and a curriculum coordinator along with a slight increase in student enrollment. This has presented our school with the unique challenges of increased class sizes and greater responsibility among certified personnel. The past year brought even more changes with the retirement of some veteran teachers and the death of another teacher. These changes have been challenging for students and teachers because of the close relationship between the staff and students.

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 several 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 achievement scores have consistently remained high. ECMS has participated in the Green River Region Education Cooperative's (GRREC) ISLN and science and social studies network meetings 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, STAR 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) reclaim 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 2016-2017 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.