



# **Comprehensive School Improvement Plan**

Woodford County Middle School  
Woodford County

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## Introduction

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

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

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

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

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

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

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

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

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

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

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

22% of our teachers have 3 years experience or less. Many new teachers require much support from the school and the district. We have set up a new teacher cadre to assist these new teachers. None of our educators are teaching out of their field. We have a very low percentage of ELL students and students with disabilities compared to neighboring districts. Almost half of our students receive free or reduced lunch assistance. Minority students only make up 19% of the total population of the school. Our minority teacher population only makes up 8% of our classroom teachers. This is less than half the percentage of minority students in the school.

**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.**

We have two major barriers-high teacher turnover and a lack of minority teachers not truly reflective of the student body. One reason for high teacher turnover in the past has been associated with teacher dissatisfaction with the way the school was run by previous administration. We also had three teachers retire at the end of last school year. Also, many teachers with experience accept jobs in neighboring Fayette County due to the increase in salary and therefore the increase in their retirement.

We have not had many minority teacher candidates apply for posted vacancies at our school. This may be due to the perception that we are a more rural school in a smaller county.

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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:**

Increase the percentage of proficient and distinguished reading scores to 69.6%

**Measurable Objective 1:**

70% of All Students will demonstrate student proficiency (pass rate) on the KPREP test in English Language Arts by 05/31/2017 as measured by studying MAP and Common Assessment results for students from Fall to Spring.

**Strategy1:**

Formative Assessment - Teachers will complete formal formative assessments every 3 weeks, and submit results to administration. Results will be analyzed in PLC and discussed with admin team. Students who don't reach proficiency will have increased interventions.

Category: Learning Systems

Research Cited: formative assessment--Hattie, Marzano, Dufour

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	12/01/2016	12/31/2017	\$0 - District Funding	Tracy Bruno

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## Goal 2:

Increase the percentage of proficient and distinguished math scores to 59.7%

### Measurable Objective 1:

60% of All Students will demonstrate student proficiency (pass rate) on KPREP in Mathematics by 05/31/2017 as measured by studying MAP and Common Assessment results for students from Fall to Spring.

### Strategy1:

Formative Assessment - teachers will meet in PLCS to analyze data and student results. Teachers will also meet with admin to discuss results of formal formative assessments and determine if further interventions are needed for students

Category: Professional Learning & Support

Research Cited: Marzano, Hattie and Dufour

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
formal formative assessments will be given every 3 weeks to determine what strategies are necessary for students to reach proficiency	Academic Support Program	12/01/2016	05/31/2017	\$0 - No Funding Required	Tracy Bruno

## Goal 3:

Decrease the percentage of Novice students in reading to 14.9%

### Measurable Objective 1:

A 10% decrease of All Students will increase student growth in Reading on the KPREP test in Reading by 05/31/2017 as measured by KPREP test.

### Strategy1:

Formative Assessment - admin will work with teachers individually and through PLC process to identify interventions for students not reaching proficiency

Category: Professional Learning & Support

Research Cited: Marzano, Hattie and Dufour

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
formal formative assessment	Academic Support Program	12/01/2016	05/31/2017	\$0 - No Funding Required	Tracy Bruno

## Goal 4:

Decrease the percentage of Novice students in math by 10%

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## Measurable Objective 1:

A 10% decrease of All Students will increase student growth on KPREP test in Mathematics by 05/31/2017 as measured by studying MAP and Common Assessment results for students from Fall to Spring.

## Strategy1:

Formative Assessment - work with admin and PLC teams to identify interventions for students not reaching proficiency

Category: Continuous Improvement

Research Cited: Marzano, Hattie, Dufour

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
formal formative assessments will be given every 3 weeks and discussed in PLCs and with administration to identify interventions necessary for students not reaching proficiency	Academic Support Program	12/01/2016	05/31/2017	\$0 - No Funding Required	Tracy Bruno

## Narrative:

Teachers will participate in PLCs each week. Teachers will come together and unit plan by subject and grade level. Teachers will agree on a standard(s) to teach in the upcoming unit along with the learning targets that align with the standards. Teachers will then create a unit test for students. Teachers will take the unit tests to ensure their learning targets are aligned with the standards. Teachers will also bring student products or activities to the PLCs so they can present them to their colleagues. Teachers use Hess's matrices to give feedback to the presenter along with suggestions on ways to increase rigor.

Once every three weeks, teachers get together by grade level and subject to study the results of their latest formal formative assessments. Students that score below 80% are given interventions. Students that consistently struggle are given adult advocates. Students check in with their advocate/mentor daily.

Once a month we hold learning cadres. Teachers lead the cadres. Cadre topics include co-teaching, building relationships with students, student feedback, writing across the curriculum, and new teacher support.

The leadership team meets to discuss the TELL and Val-Ed surveys to identify opportunities for growth.

# **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?**

The primary source of information for this survey was done through the AdvancED accreditation survey that was administered spring of 2014.

We will implement a survey this spring to address these issues and find ways to gain more involvement from all stakeholders.

**Relationship Building**

Overall Rating: 2.71

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

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

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

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

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

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

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

**Communications**

Overall Rating: 2.86

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

**Decision Making**

Overall Rating: 2.43

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

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

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

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

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

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

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

**Advocacy**

Overall Rating: 2.67

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

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

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

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

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

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

Learning Opportunities

Overall Rating: 3.17

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

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

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

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

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

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

## Community Partnerships

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

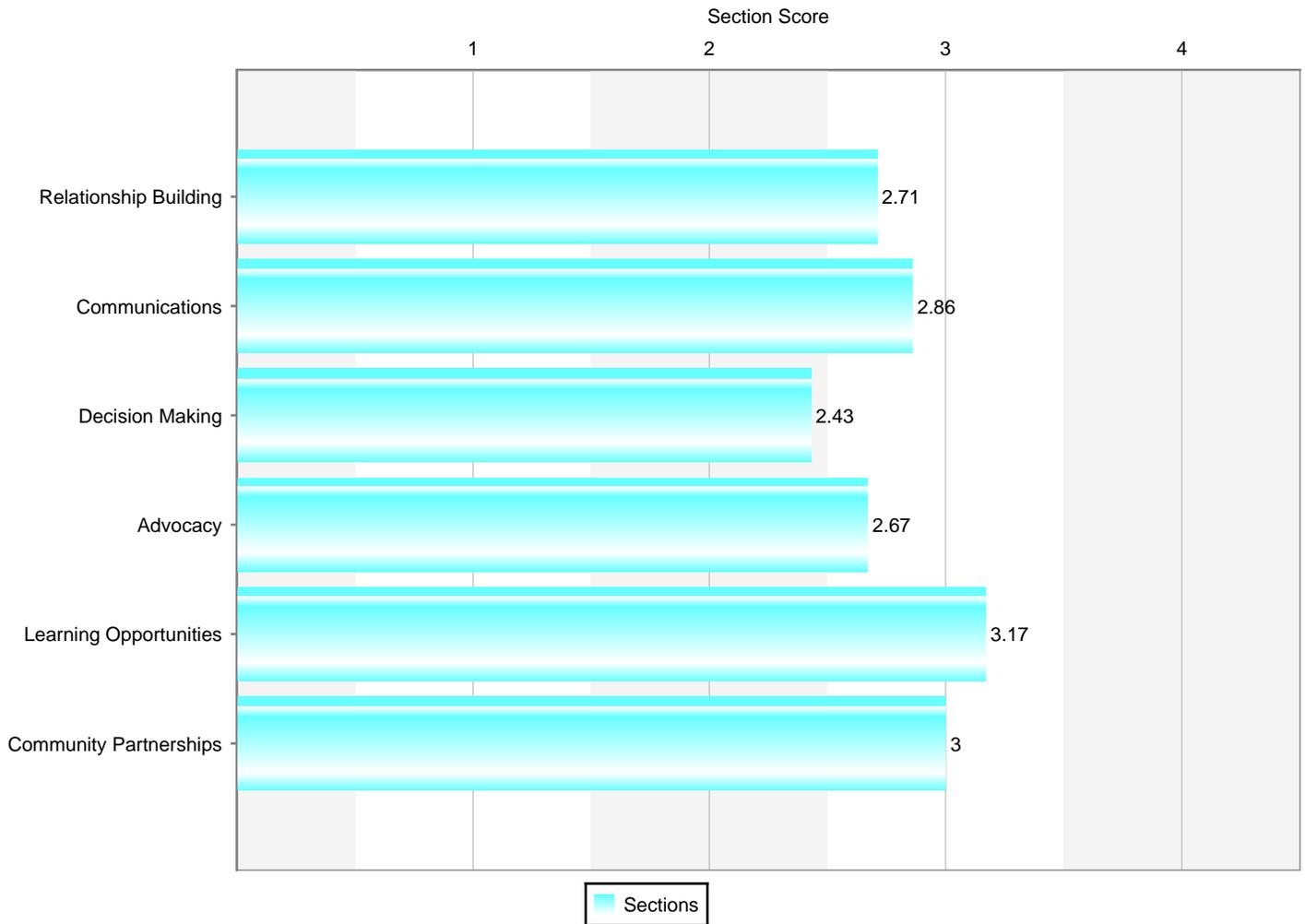
## Reflection

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

An area of strength is our openness about how we teach the standards and the communication with parents regarding expectations. We must continue to strive to make parents a more integral part of the decision-making process. We offer parents the opportunity to volunteer at the school. They do everything from making copies to reading with our students. We have instituted PBL this year and will reach out to area businesses and government entities to partner with our student groups during their projects. This will expose our students to differing job opportunities. The businesses will also be the audience for our projects after completion. Our student council representatives from each grade attend our PTSO meetings so they can represent the students and give students a voice in decision-making. We started student-led parent/teacher conferences this fall in several classrooms. This process will be school-wide in the Spring. We continue to work with M and M's to provide mentors and tutoring to many of our EL students. Mrs. Rall continues to advocate for our EL population by providing them the opportunity to visit colleges and speak to professionals. We continue our Tiger Tutoring program on Tuesdays and Thursdays. We also need to be more flexible when it comes to meeting with parents regarding students. We could set up meetings at churches or community centers in neighborhoods for parents that cannot drive to the school. A student-led newsletter would provide students with more ownership in the school and give the community a student's perspective.

## 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 CSIP is written and reviewed by two main committees within our school. The school leadership committee, which is composed of department chairs from all school departments, administration and our school counselors. The SBDM committee, which is composed of teachers and parents also plays a significant role in writing and reviewing the plan as well as approving.

Draft copies of the CSIP are provided to department chairs to review with their department through PLCs in order to ensure all stakeholders have access.

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

The stakeholders that contribute to the development of the plan include teachers, parents, and school administration.

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

The final plan is posted to our school website for all interested parties.

# **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?**

Ultimately we need to answer the questions; "Are our students growing to their full potential academically because of the instruction and environment that we provide at Woodford County Middle School?". The only way to truly answer this question is to use various and balanced methods of assessment. K-PREP proficiency data is useful in determining if a student learned and retained the standards. With the addition of growth data, K-PREP tells which students grew at a rate faster or slower than their academic peers. For our growth focus at WCMS, this information is extremely valuable. The limitation of K-PREP is that it is summative. The data provided by our K-PREP scores allows us to look at which grade levels, or subject areas were successful at growing their students academically the previous year.

At Woodford County Middle School, we have implemented several monitors which inform us at more regular intervals. This allows us to make the needed changes to our school and instruction as the year progresses. These include; common assessments, formal formative assessments, MAP testing, Fast Bridge progress monitoring, and data tracking each student within each class.

While the K-PREP data is fairly extensive, there is some information that would be beneficial to planning and preparation purposes. The KPREP score reports do not break down student performance by multiple choice questions and by extended response.

## **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?**

Our overall percentage of students who were proficient or distinguished was above the state averages in all tested areas. These scores along with other data points, have ranked our middle school 33rd in the state. Our students grew 7 percentage points in Math and English. Our writing scores went up 20 percentage points. We only had 2.8 percent of our students score Novice in Social Studies. All of this designated us as a "Distinguished School" and a "High Progress" school.

In all tested areas, from which we have data, our African American students outperformed the state average for that subgroup.

Our program review areas scored proficient or distinguished across the board which is a testament to our exploration options and courses that are offered to our students.

## **Opportunities for Improvement**

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

Reducing the number of students scoring novice in math and reading is an area that we are focusing on through several of our activities. One strategy is to increase the use of support classes to supplement math and reading skills to address basic skill deficits. WCMS has added more time to our RTI periods this year. This time allows for all students performing below the 25th percentile to receive interventions in reading or math. During the second semester of the 2016-17 school year, we will take time to focus on organization, time management, and test-taking skills. Our students have identified these as areas of need. We also did not meet our AMO for our EL students in Math or Reading. We have set up afterschool and in-school tutoring opportunities for those students.

## **Conclusion**

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

The method in which changes are made is crucial to their success. The model that WCMS uses to create new systems and programs is one in which teachers and staff members are integral. Our school Data Team is responsible for much of the informational and data sharing with the staff. Once the staff is made aware of what the data shows, we work together to find solutions. Most of the strategies and activities in our School Improvement Plan, are in the second year of development. School administration, our Leadership Team and Data Team will monitor the success of these activities to ensure our students are growing as a result. We strive to maintain a consistent focus and hold the course long enough to see the fruits of our endeavors. We must continue to use formative data to drive programs and policies here at WCMS. Waiting until the end of the year to make changes is not a true reflection of our expectations for teachers so we need to model this process.

# **Comprehensive School Improvement Plan 2016- 2017**

## **Overview**

### **Plan Name**

Comprehensive School Improvement Plan 2016-2017

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the percentage of proficient and distinguished reading scores to 69.6%	Objectives: 1 Strategies: 7 Activities: 8	Academic	\$29250
2	Increase the percentage of proficient and distinguished math scores to 59.7%	Objectives: 1 Strategies: 7 Activities: 8	Academic	\$29000
3	Decrease the percentage of Novice students in reading to 14.9%	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$29250
4	Decrease the percentage of Novice students in math to 9%	Objectives: 1 Strategies: 6 Activities: 10	Academic	\$34600
5	WCMS will institute a school-wide discipline plan in order to consistently enforce school rules.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	WCMS will indentify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
7	WCMS will indentify specific strategies to increase the percentage of distinguished programs in Writing	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
8	Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 41.3% in 2016 to 51.3% in 2017.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$5600
9	WCMS will indentify specific strategies to increase the percentage of distinguished programs in PL/CS	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0

## Goal 1: Increase the percentage of proficient and distinguished reading scores to 69.6%

**Measurable Objective 1:**

70% of All Students will demonstrate student proficiency (pass rate) on the KPREP test in English Language Arts by 05/31/2017 as measured by studying MAP and Common Assessment results for students from Fall to Spring.

**Strategy 1:**

Formative Assessment - Teachers will complete formal formative assessments every 3 weeks, and submit results to administration. Results will be analyzed in PLC and discussed with admin team. Students who don't reach proficiency will have increased interventions.

Category: Learning Systems

Research Cited: formative assessment--Hattie, Marzano, Dufour

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using our Professional Learning Communities, teachers will review and discuss student work products, plan future instruction, and discuss formative data and how that data will affect instruction. Teachers will meet to share lesson plans. They will provide feedback to each other in order to increase the rigor of student work. After lesson is taught, they will meet to examine student products to determine if the rigor level was met by students.	Professional Learning	12/01/2016	12/31/2017	\$0	District Funding	Tracy Bruno

**Strategy 2:**

Professional Learning and Support - Every teacher will be provided professional development in research-based instructional strategies.

Teachers will be expected to incorporate strategies into instruction in order to increase complexity of thinking and student product. Strategies include; Kagan Cooperative Learning Strategies,

Project-Based Learning, feedback techniques, and others as needed.

Category: Professional Learning & Support

Research Cited: Buck Institute, Kagan Cooperative Learning

Activity - Train Teaching Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction.	Professional Learning	08/10/2016	12/29/2017	\$22000	District Funding	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley

## Comprehensive School Improvement Plan

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### Strategy 3:

Continuous Improvement - Teachers are required to track specific data points for every student. In doing so, teachers will have a better grasp of which students are not meeting growth as well as which instructional standards need more attention.

Category: Continuous Improvement

Research Cited: Davenport and Anderson

Activity - Formal Formative Assessment Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet every other week with an administrator to review the last formal formative assessment given. These assessments are 5 multiple choice and one short answer. At the meeting, the team will discuss the proficiency level of the class and what interventions will take place for students that have not mastered the standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley, certified teachers

Activity - MAP and Common Assessment Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will graph all current students' growth and proficiency. This will give teachers the ability to focus their instruction on growth or proficiency within each class period. After each MAP session, graphs will be revisited to monitor student movement.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, certified teachers

### Strategy 4:

Integrated Methods for Learning - Increase rigor of student products. Teachers will increase the rigor of the products that are asked of students. This includes the level of cognitive complexity of the product as well as the quality of student work completed.

Category: Integrated Methods for Learning

Research Cited: Davenport and Anderson

Activity - Administrative Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly school walkthroughs form will include ability to measure the rigor of student product using Hess's Cognitive Rigor Matrix. This will allow administrators to measure and provide feedback to teachers on the level of student products. Administrators will also use the Danielson framework to measure and give feedback on different aspects of the classroom.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Administration, Central Office Staff

## Comprehensive School Improvement Plan

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### Strategy 5:

Learning Services - RTI Classes - An intervention and enrichment period will be built into the schedule. This will allow all students performing below the 25th percentile to receive remediation in math or reading.

Category: Learning Systems

Research Cited: Davenport and Anderson

Activity - Read 180 and System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These web-based intervention systems aid students that struggle in Reading. These systems build reading foundation skills to increase reading fluency and comprehension.	Academic Support Program	08/10/2016	12/29/2017	\$7250	District Funding	Jimmy Brehm, Tracy Bruno

### Strategy 6:

Learning Services-Advanced - Advanced Placement Classes-We have restructured our advanced classes to provide more rigorous instruction to students at or above grade level.

Category: Learning Systems

Research Cited: Holloway

Activity - PLC Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers that teach advanced classes will meet in their departments to plan and review student work against Hess's matrix to ensure rigor in the assignments.	Professional Learning	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno

### Strategy 7:

Persistence to Graduation - Individual Learning Plans - Individual Learning Plans (ILPs) will be completed by students and used to guide career exploration classes and offerings.

Category: Persistence to Graduation

Research Cited: James

Activity - Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout year, students will update ILPs. This information will be used to guide career exploration into high school.	Career Preparation/Orientation	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Kelly Sayre

## Goal 2: Increase the percentage of proficient and distinguished math scores to 59.7%

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## Measurable Objective 1:

60% of All Students will demonstrate student proficiency (pass rate) on KPREP in Mathematics by 05/31/2017 as measured by studying MAP and Common Assessment results for students from Fall to Spring.

### Strategy 1:

Formative Assessment - Teachers will complete formal formative assessments every 3 weeks, and submit results to administration. Results will be analyzed in PLC and discussed with admin team. Students who don't reach proficiency will have increased interventions.

Category: Professional Learning & Support

Research Cited: Marzano, Hattie and Dufour

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using our Professional Learning Communities, teachers will review and discuss student work products, plan future instruction, and discuss formative data and how that data will affect instruction. Teachers will meet to share lesson plans. They will provide feedback to each other in order to increase the rigor of student work. After lesson is taught, they will meet to examine student products to determine if the rigor level was met by students.	Academic Support Program	12/01/2016	05/31/2017	\$0	No Funding Required	Tracy Bruno

### Strategy 2:

Professional Learning and Support - Every teacher will be provided professional development in research-based instructional strategies.

Teachers will be expected to incorporate strategies into instruction in order to increase complexity of

thinking and student product. Strategies include; Kagan Cooperative Learning Strategies,

Problem-Based Learning, feedback techniques, and others as needed.

Category: Professional Learning & Support

Research Cited: Buck Institute, Kagan Cooperative Learning

Activity - Train Teaching Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction.	Academic Support Program	08/10/2016	12/29/2017	\$22000	District Funding	Tracy Bruno

### Strategy 3:

Continuous Improvement - Teachers are required to track specific data points for every student. In doing so, teachers will have a better grasp of which students are not meeting growth as well as which instructional standards need

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more attention.

Category: Continuous Improvement

Research Cited: Davenport and Anderson

Activity - Formal Formative Assessment Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet every three weeks with an administrator to review the last formal formative assessment given. These assessments are 5 multiple choice and one short answer. At the meeting, the team will discuss the proficiency level of the class and what interventions will take place for students that have not mastered the standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Liz Kirk, Jeff Rhode, Jeff Hundley, certified teachers

Activity - MAP and Common Assessment Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will graph all current students' growth and proficiency. This will give teachers the ability to focus their instruction on growth or proficiency within each class period. After each MAP session, graphs will be revisited to monitor student movement.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, certified teachers

## Strategy 4:

Integrated Methods for Learning - Increase rigor of student products. Teachers will increase the rigor of the products that are asked of students. This includes the level of cognitive complexity of the product as well as the quality of student work completed.

Category: Integrated Methods for Learning

Research Cited: Davenport and Anderson

Activity - Administrative Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly school walkthroughs form will include ability to measure the rigor of student product using Hess's Cognitive Rigor Matrix. This will allow administrators to measure and provide feedback to teachers on the level of student products. Administrators will also use the Danielson framework to measure and give feedback on different aspects of the classroom.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Administration, Central Office Staff

## Strategy 5:

Learning Services - RTI Classes - An intervention and enrichment period will be built into the schedule. This will allow all students performing below the 25th percentile to receive remediation in math or reading.

Category: Learning Systems

SY 2016-2017

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Research Cited: Davenport and Anderson

Activity - Marilyn Burns, Dreambox, IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These web-based intervention systems aid students that struggle in Math. These systems build math foundation skills to increase reading fluency and comprehension.	Academic Support Program	08/10/2016	12/29/2017	\$7000	District Funding	Jimmy Brehm, Tracy Bruno

### Strategy 6:

Learning Services-Advanced - We have restructured our advanced classes to provide more rigorous instruction to students at or above grade level.

Category: Learning Systems

Research Cited: Holloway

Activity - PLC Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers that teach advanced classes will meet in their departments to plan and review student work against Hess's matrix to ensure rigor in the assignments.	Professional Learning	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno

### Strategy 7:

Persistence to Graduation - Individual Learning Plans - Individual Learning Plans (ILPs) will be completed by students and used to guide career exploration classes and offerings.

Category: Persistence to Graduation

Research Cited: James

Activity - Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Throughout year, students will update ILPs. This information will be used to guide career exploration into high school academies.	Career Preparation/Orientation	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Kelly Sayre

## Goal 3: Decrease the percentage of Novice students in reading to 14.9%

### Measurable Objective 1:

A 10% decrease of All Students will increase student growth in Reading on the KPREP test in Reading by 05/31/2017 as measured by KPREP test.

## Comprehensive School Improvement Plan

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### Strategy 1:

Formative Assessment - admin will work with teachers individually and through PLC process to identify interventions for students not reaching proficiency

Category: Professional Learning & Support

Research Cited: Marzano, Hattie and Dufour

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to share lesson plans. They will provide feedback to each other in order to increase the rigor of student work. After lesson is taught, they will meet to examine student products to determine if the rigor level was met by students.	Academic Support Program	12/01/2016	05/31/2017	\$0	No Funding Required	Tracy Bruno

### Strategy 2:

Special Education Instruction in Core Support Classes - Special Education Instruction - Special education instruction will incorporate research-based strategies to increase performance of students.

Category: Learning Systems

Research Cited: Kaufmann

Activity - Core Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with more severe deficits (within 1 - 10 percentile on MAP test) in math or language arts may be scheduled into Focus class. The purpose of these classes is to support grade level content by providing students with focused intervention to address their deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Hannah Scott

Activity - Co-teach Core Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teams of co-teach teachers will participate in the CT4GC (Co-Teach For Gap Closure) cohort. These staff will be trained in the instructional methods as well as data systems used by the cohort. The teachers will share these practices with co-teachers at the middle school.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Hannah Scott

### Strategy 3:

Integrated Methods for Learning - RTI Classes - All students tested below the 25th percentile will be scheduled in a support class in math or reading. Some students will be scheduled in both areas. Increase rigor of student products. Teachers will increase the rigor of the products that are asked of students. This includes the level of cognitive complexity of the product as well as the quality of student work completed.

Category: Integrated Methods for Learning

Research Cited: Marzano

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Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times per year, administration, school psychologists, counselors, and teachers will meet to review RTI student data and placement of students. The purpose is to ensure students will receive targeted interventions in either reading or math based on their tested deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Liz Kirk, Jeff Rhode

Activity - Administrative Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly school walkthroughs form will include ability to measure the rigor of student product using Hess's Cognitive Rigor Matrix. This will allow administrators to measure and provide feedback to teachers on the level of student products. Administrators will also use the Danielson framework to measure and give feedback on different aspects of the classroom.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Administration, Central Office Staff

### Strategy 4:

Learning Services - Tiger Lab Tutoring - School will provide tutoring two days per week in order to provide students with extra support in areas of weakness. Students will be referred by teachers, parents, or be available for student choice.

Category: Learning Systems

Research Cited: Marzano

Activity - Tiger Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic Support Program, Extra Curricular	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Scott Hundley, Troy Chafin

Activity - RTI Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Classes - An intervention and enrichment period will be built into the schedule. This will allow all students performing below the 25th percentile to receive remediation in math or reading. Read 180 is the program used.	Academic Support Program	08/10/2016	12/29/2017	\$7250	District Funding, No Funding Required	Tracy Bruno, Liz Kirk, Jeff Rhode

### Strategy 5:

Professional Learning and Support - Every teacher will be provided professional development in research-based instructional strategies.

Teachers will be expected to incorporate strategies into instruction in order to increase complexity of

## Comprehensive School Improvement Plan

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thinking and student product. Strategies include; Kagan Cooperative Learning Strategies, Problem-Based Learning, feedback techniques, and others as needed.

Category: Professional Learning & Support

Research Cited: Buck Institute, Kagan Cooperative Learning

Activity - Train Teaching Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction.	Professional Learning	08/10/2016	12/29/2017	\$22000	District Funding	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley

### Strategy 6:

Continuous Improvement - Teachers are required to track specific data points for every student. In doing so, teachers will have a better grasp of which students are not meeting growth as well as which instructional standards need more attention.

Category: Continuous Improvement

Research Cited: Davenport and Anderson

Activity - Formal Formative Assessment Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet every three weeks with an administrator to review the last formal formative assessment given. These assessments are 5 multiple choice and one short answer. At the meeting, the team will discuss the proficiency level of the class and what interventions will take place for students that have not mastered the standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley, certified teachers

Activity - MAP and Common Assessment Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will graph all current students' growth and proficiency. This will give teachers the ability to focus their instruction on growth or proficiency within each class period. After each MAP session, graphs will be revisited to monitor student movement.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, certified teachers

## Goal 4: Decrease the percentage of Novice students in math to 9%

### Measurable Objective 1:

## Comprehensive School Improvement Plan

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A 10% decrease of All Students will increase student growth on KPREP test in Mathematics by 05/31/2017 as measured by studying MAP and Common Assessment results for students from Fall to Spring.

### Strategy 1:

Formative Assessment - work with admin and PLC teams to identify interventions for students not reaching proficiency

Category: Continuous Improvement

Research Cited: Marzano, Hattie, Dufour

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
formal formative assessments will be given every 3 weeks and discussed in PLCs and with administration to identify interventions necessary for students not reaching proficiency	Academic Support Program	12/01/2016	05/31/2017	\$0	No Funding Required	Tracy Bruno

### Strategy 2:

Special Education Instruction in Core Support Classes - Special Education Instruction - Special education instruction will incorporate research-based strategies to increase performance of students.

Category: Integrated Methods for Learning

Research Cited: Kaufmann

Activity - Core Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with more severe deficits (within 1 - 10 percentile on MAP test) in math or language arts may be scheduled into Focus class. The purpose of these classes is to support grade level content by providing students with focused intervention to address their deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Hannah Scott

Activity - Co-teach Core Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teams of co-teach teachers will participate in the CT4GC (Co-Teach For Gap Closure) cohort. These staff will be trained in the instructional methods as well as data systems used by the cohort. The teachers will share these practices with co-teachers at the middle school.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Hannah Scott

### Strategy 3:

Integrated Methods for Learning - RTI Classes - All students tested below the 25th percentile will be scheduled in a support class in math or reading. Some students will be scheduled in both areas.

Category: Integrated Methods for Learning

Research Cited: Marzano

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Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times per year, administration, school psychologists, counselors, and teachers will meet to review RTI student data and placement of students. The purpose is to ensure students will receive targeted interventions in either reading or math based on their tested deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Liz Kirk, Jeff Rhode

Activity - Administrative Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly school walkthroughs form will include ability to measure the rigor of student product using Hess's Cognitive Rigor Matrix. This will allow administrators to measure and provide feedback to teachers on the level of student products. Administrators will also use the Danielson framework to measure and give feedback on different aspects of the classroom.	Professional Learning, Academic Support Program	08/10/2016	12/29/2017	\$0	Race to the Top	Administration, Central Office Staff

### Strategy 4:

Learning Services - Tiger Lab Tutoring - School will provide tutoring two days per week in order to provide students with extra support in areas of weakness. Students will be referred by teachers, parents, or be available for student choice.

Category: Learning Systems

Research Cited: Marzano

Activity - Tiger Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic Support Program, Extra Curricular	08/10/2016	12/29/2017	\$5600	District Funding	Tracy Bruno, Scott Hundley, Troy Chafin

Activity - RTI Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Classes - An intervention and enrichment period will be built into the schedule. This will allow all students performing below the 25th percentile to receive remediation in math or reading. Marilyn Burns and System 44 are the programs used.	Academic Support Program	08/10/2016	12/29/2017	\$7000	District Funding	Tracy Bruno, Liz Kirk, Jeff Rhode

### Strategy 5:

Professional Learning and Support - Every teacher will be provided professional development in research-based instructional strategies.

Teachers will be expected to incorporate strategies into instruction in order to increase complexity of

## Comprehensive School Improvement Plan

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thinking and student product. Strategies include; Kagan Cooperative Learning Strategies, Problem-Based Learning, feedback techniques, and others as needed.

Category: Professional Learning & Support

Research Cited: Buck Institute, Kagan Cooperative Learning

Activity - Train Teaching Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction.	Professional Learning	08/10/2016	12/29/2017	\$22000	District Funding	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley

### Strategy 6:

Continuous Improvement - Teachers are required to track specific data points for every student. In doing so, teachers will have a better grasp of which students are not meeting growth as well as which instructional standards need more attention.

Category: Continuous Improvement

Research Cited: Davenport and Anderson

Activity - Formal Formative Assessment Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet every three weeks with an administrator to review the last formal formative assessment given. These assessments are 5 multiple choice and one short answer. At the meeting, the team will discuss the proficiency level of the class and what interventions will take place for students that have not mastered the standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley certified teachers

Activity - MAP and Common Assessment Data Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will graph all current students' growth and proficiency. This will give teachers the ability to focus their instruction on growth or proficiency within each class period. After each MAP session, graphs will be revisited to monitor student movement.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, certified teachers

**Goal 5: WCMS will institute a school-wide discipline plan in order to consistently enforce school rules.**

**Measurable Objective 1:**

demonstrate a behavior by enforcing school rules more consistently and communicate office referral results with teachers in a timely manner by 12/29/2017 as measured by the staff response to school discipline on the 2017 TELL survey.

**Strategy 1:**

Progressive Discipline Plan - The school leadership scored low on: School administrators consistently enforce rules for student conduct. Only 71.8% of the staff agreed. We have collectively created a school-wide progressive discipline plan that outlines specific consequences and rewards for students. Steps include support by the guidance counselor, communication with the parent, and referrals to the office. The administration also strives to communicate the consequence back to the teachers after a student is sent to the office.

Category: Management Systems

Research Cited: Webster

Activity - WCMS Progressive Discipline Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will enact a behavioral system that issues demerits for small infractions. The consequences for the demerits progress as the student collects them. Consequences range from parent communication to detention, to ISS. Students with 6 or fewer demerits in a month attend intramural activities. We also have a behavior tier system for students that are consistently referred to the office. These students could end up on behavior sheets or admitted to our School Within a School program.	Behavioral Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	All WCMS staff

**Goal 6: WCMS will indentify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities.**

**Measurable Objective 1:**

100% of All Students will demonstrate a proficiency on common assessments in Art & Humanities by 12/29/2017 as measured by student performance toward mastery of standards .

**Strategy 1:**

Formative Assessment - teachers will meet in PLCs to analyze data and student results. Teachers will also meet with admin to discuss results of formal formative assessments and determine if further interventions are needed for students

Category: Professional Learning & Support

Research Cited: Dufour, Marzano, Hattie

## Comprehensive School Improvement Plan

Woodford County Middle School

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno

### Strategy 2:

Equitable Scheduling - We will enact a schedule where all students are offered all Arts and Humanities classes.

Category: Other - Equitable Scheduling

Research Cited: Darling-Hammond

Activity - Equitable Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at WCMS will have the opportunity to choose from any Arts and Humanities class	Policy and Process, Class Size Reduction	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Kelly Sayre

## Goal 7: WCMS will indentify specific strategies to increase the percentage of distinguished programs in Writing

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency on common assessments in Writing by 05/26/2017 as measured by student performance toward mastery of standards .

### Strategy 1:

Formative Assessment - teachers will meet in PLCs to analyze data and student results. Teachers will also meet with admin to discuss results of formal formative assessments and determine if further interventions are needed for students

Category: Professional Learning & Support

Research Cited: Dufour, Marzano, Hattie

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno

### Strategy 2:

Equitable Scheduling - We will enact a schedule where all students are offered Writing class.

Category: Other - Equitable Scheduling

Research Cited: Darling-Hammond

Activity - Equitable Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at WCMS will have the opportunity to choose a Writing class as part of their exploration rotation.	Policy and Process, Class Size Reduction	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Kelly Sayre

**Goal 8: Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 41.3% in 2016 to 51.3% in 2017.**

**Measurable Objective 1:**

52% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on the KPREP test in Reading by 05/26/2017 as measured by KPREP test.

**(shared) Strategy 1:**

Special Education Instruction in Core Support Classes - Students with more severe deficits (within 1 - 10 percentile on MAP test) in language arts or math may be scheduled into Focus class. The purpose of these classes is to support grade level content by providing students with focused intervention to address their deficits.

Category: Integrated Methods for Learning

Research Cited: Kaufmann

Activity - Core Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will rotate between stations in class-for language arts they will use System 44, independent reading, and small group comprehension strategies with the teacher. In math, students will rotate between whole group instruction, small group instruction (Marilyn Burns), and Dreambox software. Students are progressed monitored on a regular basis to gauge the effectiveness of the intervention.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Tracy Bruno, Hannah Scott

Activity - Co-teach Core Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teams of co-teach teachers will participate in the CT4GC (Co-Teach For Gap Closure) cohort. These staff will be trained in the instructional methods as well as data systems used by the cohort. The teachers will share these practices with the co-teachers at the middle school.	Behavioral Support Program, Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Hannah Scott

## Comprehensive School Improvement Plan

Woodford County Middle School

### (shared) Strategy 2:

RTI Classes - All students tested below the 25th percentile will be scheduled in a support class in math or reading. Some students will be scheduled in both areas.

Category: Learning Systems

Research Cited: Marzano

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times per year, administration, school psychologists, counselors, and teachers will meet to review RTI student data and placement of students. The purpose is to ensure students will receive targeted interventions in either reading or math based on their tested deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Liz Kirk, Jeff Rhode

### (shared) Strategy 3:

Tiger Tutoring - School will provide tutoring two days per week in order to provide students with extra support in areas of weakness. Students will be referred by teachers, parents, or be available for student choice. A teacher from each subject area will be available for students.

Category: Learning Systems

Research Cited: Marzano

Activity - Tiger Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic Support Program, Extra Curricular	08/10/2016	12/29/2017	\$5600	District Funding	Tracy Bruno, Scott Hundley, Troy Chafin

### Measurable Objective 2:

52% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency on the KPREP test in Mathematics by 05/26/2017 as measured by KPREP test.

### (shared) Strategy 1:

Special Education Instruction in Core Support Classes - Students with more severe deficits (within 1 - 10 percentile on MAP test) in language arts or math may be scheduled into Focus class. The purpose of these classes is to support grade level content by providing students with focused intervention to address their deficits.

Category: Integrated Methods for Learning

Research Cited: Kaufmann

## Comprehensive School Improvement Plan

Woodford County Middle School

Activity - Core Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will rotate between stations in class-for language arts they will use System 44, independent reading, and small group comprehension strategies with the teacher. In math, students will rotate between whole group instruction, small group instruction (Marilyn Burns), and Dreambox software. Students are progressed monitored on a regular basis to gauge the effectiveness of the intervention.	Academic Support Program	08/10/2016	05/26/2017	\$0	No Funding Required	Tracy Bruno, Hannah Scott

Activity - Co-teach Core Support Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teams of co-teach teachers will participate in the CT4GC (Co-Teach For Gap Closure) cohort. These staff will be trained in the instructional methods as well as data systems used by the cohort. The teachers will share these practices with the co-teachers at the middle school.	Behavioral Support Program, Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Hannah Scott

### (shared) Strategy 2:

RTI Classes - All students tested below the 25th percentile will be scheduled in a support class in math or reading. Some students will be scheduled in both areas.

Category: Learning Systems

Research Cited: Marzano

Activity - RTI Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times per year, administration, school psychologists, counselors, and teachers will meet to review RTI student data and placement of students. The purpose is to ensure students will receive targeted interventions in either reading or math based on their tested deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Liz Kirk, Jeff Rhode

### (shared) Strategy 3:

Tiger Tutoring - School will provide tutoring two days per week in order to provide students with extra support in areas of weakness. Students will be referred by teachers, parents, or be available for student choice. A teacher from each subject area will be available for students.

Category: Learning Systems

Research Cited: Marzano

Activity - Tiger Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Woodford County Middle School

Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic Support Program, Extra Curricular	08/10/2016	12/29/2017	\$5600	District Funding	Tracy Bruno, Scott Hundley, Troy Chafin
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## Goal 9: WCMS will indentify specific strategies to increase the percentage of distinguished programs in PL/CS

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency on common assessments in Practical Living by 05/26/2017 as measured by student performance toward mastery of standards .

### Strategy 1:

Formative Assessment - teachers will meet in PLCs to analyze data and student results. Teachers will also meet with admin to discuss results of formal formative assessments and determine if further interventions are needed for students

Category: Professional Learning & Support

Research Cited: Dufour, Hattie, Marzano

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno

### Strategy 2:

Equitable Scheduling - We will enact a schedule where all students are offered all PL/CS classes.

Category: Other - Equitable Scheduling

Research Cited: Darling-Hammond

Activity - Equitable Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students at WCMS will have the opportunity to choose from any PL/CS classes	Policy and Process, Class Size Reduction	08/10/2016	12/29/2017	\$0	No Funding Required	Tracy Bruno, Kelly Sayre

## 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
Co-teach Core Support Classes	Two teams of co-teach teachers will participate in the CT4GC (Co-Teach For Gap Closure) cohort. These staff will be trained in the instructional methods as well as data systems used by the cohort. The teachers will share these practices with the co-teachers at the middle school.	Behavioral Support Program, Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Hannah Scott
Core Support Classes	Students with more severe deficits (within 1 - 10 percentile on MAP test) in math or language arts may be scheduled into Focus class. The purpose of these classes is to support grade level content by providing students with focused intervention to address their deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Hannah Scott
PLC	meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	08/10/2016	12/29/2017	\$0	Tracy Bruno
MAP and Common Assessment Data Tracking	Teachers will graph all current students' growth and proficiency. This will give teachers the ability to focus their instruction on growth or proficiency within each class period. After each MAP session, graphs will be revisited to monitor student movement.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, certified teachers
PLC Work	Teachers that teach advanced classes will meet in their departments to plan and review student work against Hess's matrix to ensure rigor in the assignments.	Professional Learning	08/10/2016	12/29/2017	\$0	Tracy Bruno
MAP and Common Assessment Data Tracking	Teachers will graph all current students' growth and proficiency. This will give teachers the ability to focus their instruction on growth or proficiency within each class period. After each MAP session, graphs will be revisited to monitor student movement.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, certified teachers

# Comprehensive School Improvement Plan

Woodford County Middle School

Adminstrative Walkthroughs	Weekly school walkthroughs form will include ability to measure the rigor of student product using Hess's Cognitive Rigor Matrix. This will allow administrators to measure and provide feedback to teachers on the level of student products. Administrators will also use the Danielson framework to measure and give feedback on different aspects of the classroom.	Academic Support Program	08/10/2016	12/29/2017	\$0	Administration , Central Office Staff
Core Support Classes	Students with more severe deficits (within 1 - 10 percentile on MAP test) in math or language arts may be scheduled into Focus class. The purpose of these classes is to support grade level content by providing students with focused intervention to address their deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Hannah Scott
Co-teach Core Support Classes	Two teams of co-teach teachers will participate in the CT4GC (Co-Teach For Gap Closure) cohort. These staff will be trained in the instructional methods as well as data systems used by the cohort. The teachers will share these practices with co-teachers at the middle school.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Hannah Scott
MAP and Common Assessment Data Tracking	Teachers will graph all current students' growth and proficiency. This will give teachers the ability to focus their instruction on growth or proficiency within each class period. After each MAP session, graphs will be revisited to monitor student movement.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, certified teachers
Adminstrative Walkthroughs	Weekly school walkthroughs form will include ability to measure the rigor of student product using Hess's Cognitive Rigor Matrix. This will allow administrators to measure and provide feedback to teachers on the level of student products. Administrators will also use the Danielson framework to measure and give feedback on different aspects of the classroom.	Academic Support Program	08/10/2016	12/29/2017	\$0	Administration , Central Office Staff
RTI Meetings	Three times per year, administration, school psychologists, counselors, and teachers will meet to review RTI student data and placement of students. The purpose is to ensure students will receive targeted interventions in either reading or math based on their tested deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Liz Kirk, Jeff Rhode
PLC	Using our Professional Learning Communities, teachers will review and discuss student work products, plan future instruction, and discuss formative data and how that data will affect instruction. Teachers will meet to share lesson plans. They will provide feedback to each other in order to increase the rigor of student work. After lesson is taught, they will meet to examine student products to determine if the rigor level was met by students.	Academic Support Program	12/01/2016	05/31/2017	\$0	Tracy Bruno

# Comprehensive School Improvement Plan

Woodford County Middle School

Equitable Scheduling	All students at WCMS will have the opportunity to choose from any PLCS classes	Policy and Process, Class Size Reduction	08/10/2016	12/29/2017	\$0	Tracy Bruno, Kelly Sayre
Core Support Classes	Students will rotate between stations in class-for language arts they will use System 44, independent reading, and small group comprehension strategies with the teacher. In math, students will rotate between whole group instruction, small group instruction (Marilyn Burns), and Dreambox software. Students are progressed monitored on a regular basis to gauge the effectiveness of the intervention.	Academic Support Program	08/10/2016	05/26/2017	\$0	Tracy Bruno, Hannah Scott
Equitable Scheduling	All students at WCMS will have the opportunity to choose from any Arts and Humanities class	Policy and Process, Class Size Reduction	08/10/2016	12/29/2017	\$0	Tracy Bruno, Kelly Sayre
WCMS Progressive Discipline Plan	We will enact a behavioral system that issues demerits for small infractions. The consequences for the demerits progress as the student collects them. Consequences range from parent communication to detention, to ISS. Students with 6 or fewer demerits in a month attend intramural activities. We also have a behavior tier system for students that are consistently referred to the office. These students could end up on behavior sheets or admitted to our School Within a School program.	Behavioral Support Program	08/10/2016	12/29/2017	\$0	All WCMS staff
Formal Formative Assessment Meetings	Teachers will meet every other week with an administrator to review the last formal formative assessment given. These assessments are 5 multiple choice and one short answer. At the meeting, the team will discuss the proficiency level of the class and what interventions will take place for students that have not mastered the standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley, certified teachers
RTI Meetings	Three times per year, administration, school psychologists, counselors, and teachers will meet to review RTI student data and placement of students. The purpose is to ensure students will receive targeted interventions in either reading or math based on their tested deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Liz Kirk, Jeff Rhode
PLC	meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	08/10/2016	12/29/2017	\$0	Tracy Bruno
RTI Meetings	Three times per year, administration, school psychologists, counselors, and teachers will meet to review RTI student data and placement of students. The purpose is to ensure students will receive targeted interventions in either reading or math based on their tested deficits.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Liz Kirk, Jeff Rhode
Equitable Scheduling	All students at WCMS will have the opportunity to choose a Writing class as part of their exploration rotation.	Policy and Process, Class Size Reduction	08/10/2016	12/29/2017	\$0	Tracy Bruno, Kelly Sayre

# Comprehensive School Improvement Plan

Woodford County Middle School

Formal Formative Assessment Meetings	Teachers will meet every three weeks with an administrator to review the last formal formative assessment given. These assessments are 5 multiple choice and one short answer. At the meeting, the team will discuss the proficiency level of the class and what interventions will take place for students that have not mastered the standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Liz Kirk, Jeff Rhode, Jeff Hundley, certified teachers
Career Exploration	Throughout year, students will update ILPs. This information will be used to guide career exploration into high school academies.	Career Preparation/Orientation	08/10/2016	12/29/2017	\$0	Tracy Bruno, Kelly Sayre
RTI Classes	RTI Classes - An intervention and enrichment period will be built into the schedule. This will allow all students performing below the 25th percentile to receive remediation in math or reading. Read 180 is the program used.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Liz Kirk, Jeff Rhode
Tiger Tutoring	Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic Support Program, Extra Curricular	08/10/2016	12/29/2017	\$0	Tracy Bruno, Scott Hundley, Troy Chafin
PLC Work	Teachers that teach advanced classes will meet in their departments to plan and review student work against Hess's matrix to ensure rigor in the assignments.	Professional Learning	08/10/2016	12/29/2017	\$0	Tracy Bruno
Formal Formative Assessment Meetings	Teachers will meet every three weeks with an administrator to review the last formal formative assessment given. These assessments are 5 multiple choice and one short answer. At the meeting, the team will discuss the proficiency level of the class and what interventions will take place for students that have not mastered the standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley, certified teachers
PLC	formal formative assessments will be given every 3 weeks and discussed in PLCs and with administration to identify interventions necessary for students not reaching proficiency	Academic Support Program	12/01/2016	05/31/2017	\$0	Tracy Bruno
PLC	Teachers will meet to share lesson plans. They will provide feedback to each other in order to increase the rigor of student work. After lesson is taught, they will meet to examine student products to determine if the rigor level was met by students.	Academic Support Program	12/01/2016	05/31/2017	\$0	Tracy Bruno
Career Exploration	Throughout year, students will update ILPs. This information will be used to guide career exploration into high school.	Career Preparation/Orientation	08/10/2016	12/29/2017	\$0	Tracy Bruno, Kelly Sayre

## Comprehensive School Improvement Plan

Woodford County Middle School

Formal Formative Assessment Meetings	Teachers will meet every three weeks with an administrator to review the last formal formative assessment given. These assessments are 5 multiple choice and one short answer. At the meeting, the team will discuss the proficiency level of the class and what interventions will take place for students that have not mastered the standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley certified teachers
PLC	meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	08/10/2016	12/29/2017	\$0	Tracy Bruno
Administrative Walkthroughs	Weekly school walkthroughs form will include ability to measure the rigor of student product using Hess's Cognitive Rigor Matrix. This will allow administrators to measure and provide feedback to teachers on the level of student products. Administrators will also use the Danielson framework to measure and give feedback on different aspects of the classroom.	Academic Support Program	08/10/2016	12/29/2017	\$0	Administration, Central Office Staff
MAP and Common Assessment Data Tracking	Teachers will graph all current students' growth and proficiency. This will give teachers the ability to focus their instruction on growth or proficiency within each class period. After each MAP session, graphs will be revisited to monitor student movement.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, certified teachers
Co-teach Core Support Classes	Two teams of co-teach teachers will participate in the CT4GC (Co-Teach For Gap Closure) cohort. These staff will be trained in the instructional methods as well as data systems used by the cohort. The teachers will share these practices with co-teachers at the middle school.	Academic Support Program	08/10/2016	12/29/2017	\$0	Tracy Bruno, Hannah Scott
<b>Total</b>					<b>\$0</b>	

### Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Administrative Walkthroughs	Weekly school walkthroughs form will include ability to measure the rigor of student product using Hess's Cognitive Rigor Matrix. This will allow administrators to measure and provide feedback to teachers on the level of student products. Administrators will also use the Danielson framework to measure and give feedback on different aspects of the classroom.	Professional Learning, Academic Support Program	08/10/2016	12/29/2017	\$0	Administration, Central Office Staff
<b>Total</b>					<b>\$0</b>	

### District Funding

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

Woodford County Middle School

RTI Classes	RTI Classes - An intervention and enrichment period will be built into the schedule. This will allow all students performing below the 25th percentile to receive remediation in math or reading. Marilyn Burns and System 44 are the programs used.	Academic Support Program	08/10/2016	12/29/2017	\$7000	Tracy Bruno, Liz Kirk, Jeff Rhode
PLC	Using our Professional Learning Communities, teachers will review and discuss student work products, plan future instruction, and discuss formative data and how that data will affect instruction. Teachers will meet to share lesson plans. They will provide feedback to each other in order to increase the rigor of student work. After lesson is taught, they will meet to examine student products to determine if the rigor level was met by students.	Professional Learning	12/01/2016	12/31/2017	\$0	Tracy Bruno
Train Teaching Staff	Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction.	Academic Support Program	08/10/2016	12/29/2017	\$22000	Tracy Bruno
Read 180 and System 44	These web-based intervention systems aid students that struggle in Reading. These systems build reading foundation skills to increase reading fluency and comprehension.	Academic Support Program	08/10/2016	12/29/2017	\$7250	Jimmy Brehm, Tracy Bruno
Train Teaching Staff	Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction.	Professional Learning	08/10/2016	12/29/2017	\$22000	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley
Marilyn Burns, Dreambox, IXL Math	These web-based intervention systems aid students that struggle in Math. These systems build math foundation skills to increase reading fluency and comprehension.	Academic Support Program	08/10/2016	12/29/2017	\$7000	Jimmy Brehm, Tracy Bruno
RTI Classes	RTI Classes - An intervention and enrichment period will be built into the schedule. This will allow all students performing below the 25th percentile to receive remediation in math or reading. Read 180 is the program used.	Academic Support Program	08/10/2016	12/29/2017	\$7250	Tracy Bruno, Liz Kirk, Jeff Rhode
Tiger Tutoring	Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic Support Program, Extra Curricular	08/10/2016	12/29/2017	\$5600	Tracy Bruno, Scott Hundley, Troy Chafin
Tiger Tutoring	Tutoring will take place on Tuesdays and Thursdays. A teacher from each academic area will be available for instruction and support.	Academic Support Program, Extra Curricular	08/10/2016	12/29/2017	\$5600	Tracy Bruno, Scott Hundley, Troy Chafin
Train Teaching Staff	Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction.	Professional Learning	08/10/2016	12/29/2017	\$22000	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley

**Comprehensive School Improvement Plan**

Woodford County Middle School

Train Teaching Staff	Year-long professional development will be used to train all staff, new and returning in Kagan strategies, PBL, and using formative assessments to drive instruction.	Professional Learning	08/10/2016	12/29/2017	\$22000	Tracy Bruno, Liz Kirk, Jeff Rhode, Scott Hundley
<b>Total</b>					\$127700	

## **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	We also gave students a needs assessment to ensure that students had a say in the effectiveness of what we offer at WCMS.	

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	We used multiple data points to properly place students in grade level and above grade level Reading and Math classes. We did away with 7th period to give more time to core and exploration classes. Our students in RTI classes have those for 64 minutes a day. We use Read 180 and Marilyn Burns Math programs. We have implemented a team schedule this year so students can be supported by a single group of teachers during the day. Teachers were trained by the Buck Institute to provide project-based learning for students this year and beyond.	

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	Our struggling students get RTI and those with IEPs receive Core Support classes that are RTI-like. Students have very specific goals in relation to Reading and Math. Many of our Special Education students are co-taught core classes. They receive additional help from Special Education teachers but are also exposed to teachers that specialize in Math, Reading, Science, and Social Studies.	

# Comprehensive School Improvement Plan

Woodford County Middle School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We have put management and pedagogical supports in place so teachers receive weekly feedback on their instruction. This feedback fuels PD opportunities. We also have a periodic check-in meeting with our first year teachers to answer questions and provide additional support. Our KTIP teachers are assigned a classroom teacher mentor.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	We communicate through email, website, and progress reports to parents. We now have daily parent volunteers in the building. During the November 2015 SBDM meeting we had a first reading our new Parent Involvement Policy. This agreement outlines communication and academic expectations for students, parents, and teachers.	

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	We provide teacher-led learning cadres once a month, Kagan Day 2 in November, and PBL training by the Buck Institute in July. We also sent teachers to a Differentiation Conference and a Renaissance Conference this past summer. Teachers have also been provided Growth Mindset PD and were able to sign up for the district Best Practices Academy that is more tailored to individual needs.	

# Comprehensive School Improvement Plan

Woodford County Middle School

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.	N/A		

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

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.	N/A		

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.	N/A		

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.	N/A		

# Comprehensive School Improvement Plan

Woodford County Middle School

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Our paraprofessionals work closely with the Special Education teachers to provide the proper support in the classroom for our students with disabilities.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	We included a parent compact this year outlining the expectations for teachers, students, and parents.	

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

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.	N/A		

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	Starting in the Spring of 2016, the leadership team and SBDM met to review the goals and objectives of the CSIP and discuss any changes that need to be made. The reviews will take place quarterly.	

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	Linked to our school website: <a href="http://www.woodfordschools.org/userfiles/627/my%20files/csip-2015-16.pdf?id=7479">http://www.woodfordschools.org/userfiles/627/my%20files/csip-2015-16.pdf?id=7479</a>	

# Comprehensive School Improvement Plan

Woodford County Middle School

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	Professional development provided to the staff is focused on strategies aimed to impact our goal areas. The comprehensive needs assessment is used to highlight areas that can be improved to improve college and career readiness.	

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

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

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

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

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.	N/A		

# Comprehensive School Improvement Plan

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

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

## **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:**

WCMS will institute a school-wide discipline plan in order to consistently enforce school rules.

**Measurable Objective 1:**

demonstrate a behavior by enforcing school rules more consistently and communicate office referral results with teachers in a timely manner by 12/29/2017 as measured by the staff response to school discipline on the 2017 TELL survey.

**Strategy1:**

Progressive Discipline Plan - The school leadership scored low on: School administrators consistently enforce rules for student conduct. Only 71.8% of the staff agreed. We have collectively created a school-wide progressive discipline plan that outlines specific consequences and rewards for students. Steps include support by the guidance counselor, communication with the parent, and referrals to the office. The administration also strives to communicate the consequence back to the teachers after a student is sent to the office.

Category: Management Systems

Research Cited: Webster

Activity - WCMS Progressive Discipline Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will enact a behavioral system that issues demerits for small infractions. The consequences for the demerits progress as the student collects them. Consequences range from parent communication to detention, to ISS. Students with 6 or fewer demerits in a month attend intramural activities. We also have a behavior tier system for students that are consistently referred to the office. These students could end up on behavior sheets or admitted to our School Within a School program.	Behavioral Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	All WCMS staff

**Narrative:**

The school leadership scored low on: School administrators consistently enforce rules for student conduct. Only 71.8% of the staff agreed. We have collectively created a school-wide progressive discipline plan that outlines specific consequences and rewards for students. Steps include support by the guidance counselor, communication with the parent, and referrals to the office. The administration also strives to communicate the consequence back to the teachers after a student is sent to the office.

# Comprehensive School Improvement Plan

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

## Goal 1:

Increase the percentage of proficient and distinguished reading scores to 69.6%

### Measurable Objective 1:

70% of All Students will demonstrate student proficiency (pass rate) on the KPREP test in English Language Arts by 05/31/2017 as measured by studying MAP and Common Assessment results for students from Fall to Spring.

### Strategy1:

Formative Assessment - Teachers will complete formal formative assessments every 3 weeks, and submit results to administration. Results will be analyzed in PLC and discussed with admin team. Students who don't reach proficiency will have increased interventions.

Category: Learning Systems

Research Cited: formative assessment--Hattie, Marzano, Dufour

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	12/01/2016	12/31/2017	\$0 - District Funding	Tracy Bruno

## Goal 2:

Increase the percentage of proficient and distinguished math scores to 59.7%

### Measurable Objective 1:

60% of All Students will demonstrate student proficiency (pass rate) on KPREP in Mathematics by 05/31/2017 as measured by studying MAP and Common Assessment results for students from Fall to Spring.

### Strategy1:

Formative Assessment - teachers will meet in PLCS to analyze data and student results. Teachers will also meet with admin to discuss results of formal formative assessments and determine if further interventions are needed for students

Category: Professional Learning & Support

Research Cited: Marzano, Hattie and Dufour

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
formal formative assessments will be given every 3 weeks to determine what strategies are necessary for students to reach proficiency	Academic Support Program	12/01/2016	05/31/2017	\$0 - No Funding Required	Tracy Bruno

# Comprehensive School Improvement Plan

Woodford County Middle School

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## Narrative:

We are working with student products using Hess's matrix in our PLCs. We are also discussing which standards will be taught next and discussing formative assessment results.

Administration conducts walkthroughs weekly centered around different domains/indicators from the Danielson Framework. We also meet every other week with teachers individually to discuss formal formative results. We use RTI and Special Education focus classes to give struggling learners the foundation they need to catch up to grade level.

## 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:

Decrease the percentage of Novice students in reading to 14.9%

### Measurable Objective 1:

A 10% decrease of All Students will increase student growth in Reading on the KPREP test in Reading by 05/31/2017 as measured by KPREP test.

### Strategy1:

Formative Assessment - admin will work with teachers individually and through PLC process to identify interventions for students not reaching proficiency

Category: Professional Learning & Support

Research Cited: Marzano, Hattie and Dufour

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
formal formative assessment	Academic Support Program	12/01/2016	05/31/2017	\$0 - No Funding Required	Tracy Bruno

# Comprehensive School Improvement Plan

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## Goal 2:

Decrease the percentage of Novice students in math by 10%

### Measurable Objective 1:

A 10% decrease of All Students will increase student growth on KPREP test in Mathematics by 05/31/2017 as measured by studying MAP and Common Assessment results for students from Fall to Spring.

### Strategy1:

Formative Assessment - work with admin and PLC teams to identify interventions for students not reaching proficiency

Category: Continuous Improvement

Research Cited: Marzano, Hattie, Dufour

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
formal formative assessments will be given every 3 weeks and discussed in PLCs and with administration to identify interventions necessary for students not reaching proficiency	Academic Support Program	12/01/2016	05/31/2017	\$0 - No Funding Required	Tracy Bruno

### Narrative:

We are working with student products using Hess's matrix in our PLCs. We are also discussing which standards will be taught next and discussing formative assessment results.

Administration conducts walkthroughs weekly centered around different domains/indicators from the Danielson Framework. We also meet every other week with teachers individually to discuss formal formative results. We use RTI and Special Education focus classes to give struggling learners the foundation they need to catch up to grade level. We also offer afterschool tutoring for all core classes each Tuesday and Thursday.

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

### Goal 1:

WCMS will identify specific strategies to increase the percentage of distinguished programs in the arts and humanities.

# Comprehensive School Improvement Plan

Woodford County Middle School

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## Measurable Objective 1:

100% of All Students will demonstrate a proficiency on common assessments in Art & Humanities by 12/29/2017 as measured by student performance toward mastery of standards .

### Strategy1:

Formative Assessment - teachers will meet in PLCs to analyze data and student results. Teachers will also meet with admin to discuss results of formal formative assessments and determine if further interventions are needed for students

Category: Professional Learning & Support

Research Cited: Dufour, Marzano, Hattie

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	08/10/2016	12/29/2017	\$0 - No Funding Required	Tracy Bruno

### Strategy2:

Equitable Scheduling - We will enact a schedule where all students are offered all Arts and Humanities classes.

Category: Other - Equitable Scheduling

Research Cited: Darling-Hammond

Activity - Equitable Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at WCMS will have the opportunity to choose from any Arts and Humanities class	Policy and Process Class Size Reduction	08/10/2016	12/29/2017	\$0 - No Funding Required	Tracy Bruno, Kelly Sayre

## Goal 2:

WCMS will identify specific strategies to increase the percentage of distinguished programs in Writing

## Measurable Objective 1:

100% of All Students will demonstrate a proficiency on common assessments in Writing by 05/26/2017 as measured by student performance toward mastery of standards .

### Strategy1:

Equitable Scheduling - We will enact a schedule where all students are offered Writing class.

Category: Other - Equitable Scheduling

Research Cited: Darling-Hammond

# Comprehensive School Improvement Plan

Woodford County Middle School

Activity - Equitable Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at WCMS will have the opportunity to choose a Writing class as part of their exploration rotation.	Policy and Process Class Size Reduction	08/10/2016	12/29/2017	\$0 - No Funding Required	Tracy Bruno, Kelly Sayre

## Strategy2:

Formative Assessment - teachers will meet in PLCs to analyze data and student results. Teachers will also meet with admin to discuss results of formal formative assessments and determine if further interventions are needed for students

Category: Professional Learning & Support

Research Cited: Dufour, Marzano, Hattie

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	08/10/2016	12/29/2017	\$0 - No Funding Required	Tracy Bruno

## Goal 3:

WCMS will identify specific strategies to increase the percentage of distinguished programs in PL/CS

## Measurable Objective 1:

100% of All Students will demonstrate a proficiency on common assessments in Practical Living by 05/26/2017 as measured by student performance toward mastery of standards .

## Strategy1:

Formative Assessment - teachers will meet in PLCs to analyze data and student results. Teachers will also meet with admin to discuss results of formal formative assessments and determine if further interventions are needed for students

Category: Professional Learning & Support

Research Cited: Dufour, Hattie, Marzano

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
meeting in professional learning communities to analyze data and instructional strategies	Professional Learning	08/10/2016	12/29/2017	\$0 - No Funding Required	Tracy Bruno

## Strategy2:

Equitable Scheduling - We will enact a schedule where all students are offered all PL/CS classes.

Category: Other - Equitable Scheduling

Research Cited: Darling-Hammond

# Comprehensive School Improvement Plan

Woodford County Middle School

Activity - Equitable Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students at WCMS will have the opportunity to choose from any PL/CS classes	Class Size Reduction Policy and Process	08/10/2016	12/29/2017	\$0 - No Funding Required	Tracy Bruno, Kelly Sayre

# **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?**

Woodford County Middle School is the only public middle school in Woodford County. It serves approximately 980 students from grades 6 through 8. The school is located near Bluegrass Parkway and easily accessible from downtown.

The student population at WCMS closely mirrors the demographics of the surrounding community.

Approximately 74% of the student population is White, 4% African American, and 15% Hispanic. The subgroup that has seen the most growth in the recent past is the number of Hispanic students served at WCMS. 47% of our students qualify for free or reduced lunch.

Our staff is mostly made up of White teachers. Our African American teacher population makes up 3% of the staff.

The community WCMS serves has a strong emphasis on education. The parents and families are tremendous allies in the education of our students.

The community at large has remained relatively stable throughout the past and into the present.

Woodford County continues to experience housing growth and the number of students we serve will grow in the next ten years.

## **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.**

Woodford County Middle School adopted a new mission statement during the summer of 2015. This mission serves as guidance to the culture we are striving to create for our students.

WCMS Mission Statement:

Supporting, Preparing, And Growing Students Toward A Successful Future

During the 2016 school year we adopted a Vision Statement to go along with our Mission Statement.

Vision Statement:

To inspire generations of life-long learners who positively impact their community and world.

School leadership uses our Mission and Vision statements as a filter for all school decision making. Students know that they are expected to grow and are supported in their growth through current school-wide initiatives. Tracking student data is key to having growth conversations with our students. Data tracking also allows staff to monitor growth in all core classes.

## **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.**

Woodford County Middle has many accomplishments this year. From academics to athletics, we take pride in the achievements of our students.

Our school has teams and clubs that have always performed extremely well. These include;

Academic Team, Future Problem Solvers, Kentucky Youth Assembly participation, Football, Basketball, Cheerleading, Volleyball, Baseball, Softball, Band, Choir, Theater, Orchestra, First Lego League.

Our school data showed significant gains from 2015 to 2016. We jumped from the 122nd ranked middle school in the state to 33rd. We achieved "Distinguished" status from the state due to our test scores. We increased proficiency in Reading, Math, Writing, and Social Studies. Our Writing scores jumped 20%.

WCMS met our overall AMO set by the state last year.

We do have an area that needs improvement. We are below the state average in EL for Reading and Math. We are currently addressing these areas of concern with many initiatives which include; an intervention period, RTI classes, and Tiger Lab. We hope to be above the state average in EL achievement in the next three years.

## **Additional Information**

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

We strive to get the community more involved in our school. Students are completing project-based learning activities this year that will deal with real-life problems. In order to solve these problems, students will have to rely on the expertise of community business leaders.