Comprehensive School Improvement Plan

Estill County Middle School

Estill County

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TABLE OF CONTENTS

Phase I - Needs Assessment

Comprehensive School Improvement Plan 2017

Phase II - KDE Assurances - Schools

Phase II - KDE Compliance and Accountability - Schools

Executive Summary

Introduction

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

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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.

A large population of our students (almost 3/4) receive free and reduced lunch.

2/3 of our teachers have 4 or more years of experience.

All of our teachers are highly qualified to teach their subject area, according to the LEAD report.

5 of our teachers are in the National Board Certified program.

Our teacher turnover rate of 27.8% is higher than the district and state.

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.

Our barrier of a higher teacher turnover rate is due to the fact that we have numerous inter-district transfers and a reduction in staff over time.

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.		Copy of School_Equity_Goals.xlsx

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

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

OR

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:

Decrease the percentage of students scoring novice in reading from 34.9% to 17.45% by 2020 . Decrease the percentage of students scoring novice in math from 17.5% to 8.75% by 2020.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring novice in reading from 35.8% to 27.92% and reduce novice students in math from 20.3% to 14.1% by 05/19/2017 as measured by KPREP data.

Strategy1:

NR 2 Strategy 2017: - Develop and monitor a systematic approach in order to design and deliver core instruction to ensure 80% of students achieve mastery in Tier 1 instruction for reading and math as measured by formative assessment data daily/weekly/monthly.

Category: Continuous Improvement

Research Cited: Key Core Work Processes - Baldrige

Activity - NR 2-1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school leadership team will share high yield instructional strategies, modeled by the District Instruction Core Team, to ensure implementation to support reaching the novice reduction goal. The school's 30/60/90 day plan will reflect the implementation of the high yield instructional strategies and the monitoring of effectiveness through school level PLC's. The school leadership will share impact of high yield instructional strategies based on formative data with the district leadership team.	Direct Instruction	01/03/2017	12/29/2017	$0 - No Funding Required	Andrea Williams

Goal 2:

Increase the number of students scoring proficiency in reading from 43.4% to 70.8% by 2019. Increase the number of students scoring proficiency in math from 40.0% to 68.6% by 2019.

Measurable Objective 1:

collaborate to increase the number of students scoring proficiency by 05/19/2017 as measured by KPREP scores in reading from 43.4% to 59.1% and math from 40.0% to 56.0%.

Strategy1:

Profciency 1 Strategy 2017 - Develop a systematic approach to effectively design and deploy standards through the PDSA/PLC protocol by analyzing data from MAP, Fountas and Pinnell, Reading Plus, and formative assessments on a weekly and monthly basis in order to monitor the rigor and congruence of assessments to standards.

Category: Continuous Improvement

Research Cited: Key Core Work Processes - Baldrige

Activity - Prof 1.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will monitor intentional question planning guides weekly to ensure higher order thinking questions align with KAS. If monitoring determines that planning guide documents are incomplete or need further revision teacher will be notified and addressed through component PLC's.	Direct Instruction	01/03/2017	12/29/2017	$10000 - Title VI	Andrea Williams

Strategy2:

Profciency 2 Strategy 2017 - Develop a systematic approach to ensure that all teachers design and deliver instruction which mirrors the direct/explicit instructional model/process (including before, during, and after learning) as measured by the walk through(s) on a weekly basis to monitor core instruction for reading and math.

Category: Continuous Improvement

Research Cited: Key Core Work Processes - Baldrige

Activity - Prof 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct walk through(s) to monitor student engagement and questioning to monitor core instruction. Administration will provide feedback and next steps to school leadership team bi-weekly. Leadership will discuss/identify specific strategies to address actionable items on "next step process" in 30/60/90 day plan.	Direct Instruction	01/03/2017	12/29/2017	$0 - No Funding Required	Tim Burkhart and Andrea Williams

Goal 3:

Increase the number of students scoring proficiency in the non-duplicated GAP group in reading from 35.4% to 70.8% by 2019. Increase the number of students scoring proficiency in the non-duplicated GAP group in math from 32.2% to 68.6% by 2019.

Measurable Objective 1:

collaborate to Increase the GAP students scoring P/D in reading from 35.4 to 53.9%, F/R from 35.6 to 54%, IEP's from 19.6 to 38.5%; for math increase P/D for GAP students from 32.2 to 51.1%, F/R from 32.2 to 51.4% and IEP's from 5.9 to 35.3% by 05/19/2017 as measured by KPREP data.

Strategy1:

GAP 2 Strategy 2017 - Staff and students will develop an awareness of the growth mindset model in order to establish a learning culture and environment that supports a "not yet" academic belief that promotes student success as evidenced by attendance, academic, and behavioral data as measured by ADA, KPREP, formative data, and PBIS data on a weekly and monthly basis.

Category: Integrated Methods for Learning

Research Cited: Key Core Work Processes - Baldrige

Activity - GAP 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a growth mindset for all stakeholders that creates a culture for learning to ensure learning occurs through effort by all students. Review student goal setting and reflections of student assessment during advisory period to create a "not yet" mentality for both staff and students.	Academic Support Program	01/03/2017	12/29/2017	$1500 - Title I Part A	Donald Norton Sarah Beard Brianna Hibbard

Strategy2:

GAP 1 Strategy 2017 - Develop a systematic approach to establish a learning culture and environment by implementing evidence based practices through a PDSA model by analyzing data from PBIS, formative assessments, MAP, F&P, surveys, and progress monitoring data on a weekly and/or monthly basis to ensure appropriate support for behavioral, academic, and social-emotional needs of all students are met.

Category: Integrated Methods for Learning

Research Cited: Key Core Work Processes - Baldrige

Comprehensive School Improvement Plan

Estill County Middle School

Activity - GAP 1.2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the effectiveness of core instruction, rigor, questioning, and student engagement through walkthrough data and PDSA model. Analyze data points during PLC's to determine effectiveness of instruction and interventions, 80% of all students will be successful in Tier I instruction. If not, the "next steps" will be addressed through the 30/60/90 day plan to aid in closing the achievement gap.	Direct Instruction	01/03/2017	12/29/2017	$0 - No Funding Required	Sarah Hood Donald Norton Sarah Beard Amanda Owens Christina Bucher (PLC Leads)

Activity - GAP 1.1 2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor a district wide system of interventions that includes positive behavior supports and response to intervention for reading and math based on Kentucky System of Interventions (KSI). Ensure the district plan is implemented with fidelity through a school intervention plan which includes universal screeners, schedule for assessments, frequent data collection and analysis, and progress monitoring. Progress monitoring data will be analyzed by intervention team monthly to determine the effectiveness of interventions both academic and behavioral.	Academic Support Program	01/03/2017	03/31/2017	$0 - No Funding Required	Tim Burkhart Andrea Williams Seth Horn Allyson Banks Tonya Beard

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?

Rhonda Hardy - Parent member SBDM council

Beth O'Hair - Parent member SBDM council

YSC advisory council

YSC Parent survey responders

Relationship Building

Overall Rating: 3.14

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

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 3.14

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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

Decision Making

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

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

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

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

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

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

Advocacy

Overall Rating: 3.0

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

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

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

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

	Statement or Question	**Response**	**Rating**
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	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: 3.0

	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 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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 3.0

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

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

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

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

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

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

Reflection

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

1. Relationship building: The school staff builds productive, personal relationships with parents of all their students.

*76% of the parents see ECMS as a friendly and welcoming place.

*All parents are asked for feedback on the school's efforts to welcome and engage parents. This feedback is used to improve the climate and culture of the school.

*FRYSC asks parents to complete a needs assessment to determine the necessary resources needed for their child's academic success.

*ECMS encourages parents to attend school events. (E-newsletter, One Call, letters, social media)

*Tri-terms are sent home every three weeks to notify parents of academic progress. We also give out information to link to Parent Portal to keep up with a daily account of student performance.

2. Communications: Two way information in many forms flows regularly between school staff and parents about student's academic achievement and individual needs.

*Varied ways to share information with parents about classroom performance (Phone and email contacts, online gradebook, Remind, social media, webpages, parent conferences.)

*School staff offers parents opportunities to discuss school wide achievement issues, including assessment data, at least once a semester.

*Parent survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.

3. Decision making: School staff encourages,supports and expects parent to be involved in school improvement decisions and to monitor and assist school improvement.

*Correct protocol is followed in the nomination and voting process for all SBDM parent elections and nominations.

*SBDM policies ensure active role for parents in council and committees, and other groups making decisions about school improvement.

4. Advocacy: For each student, the school staff identifies and supports a parent or another adult who takes personal responsibility for understanding and speaking for each child's learning needs.

*ECMS staff ensures that every student has a parent/guardian who knows how to communicate for their child regarding their academic goals and individual needs.

*Parents are actively involved in planning for individual learning needs. (IEP, ILP, GSP, and 504)

5. Learning Opportunities: School staff ensures that families have multiple learning opportunities to understand how to support their child's learning.

*Parents have the opportunity to serve on SBDM council and committees.

*Proficient work is displayed in the hallways and classrooms.

*Parent workshops are offered to help parents develop skills to aid in their child's learning and the school's improvement efforts.

6. Community Partnerships: The school staff engages and partners with community members to plan and implement substantive work to improve student achievement.

*ECMS develops partnerships with the businesses in our community. We also work with a nearby university to deepen a college going atmosphere.

*Parents make use of the resources provided to them by FRYSC and other agencies.

*FRYSC offers activities aligned with our curriculum.

Report Summary

Scores By Section

Section Score
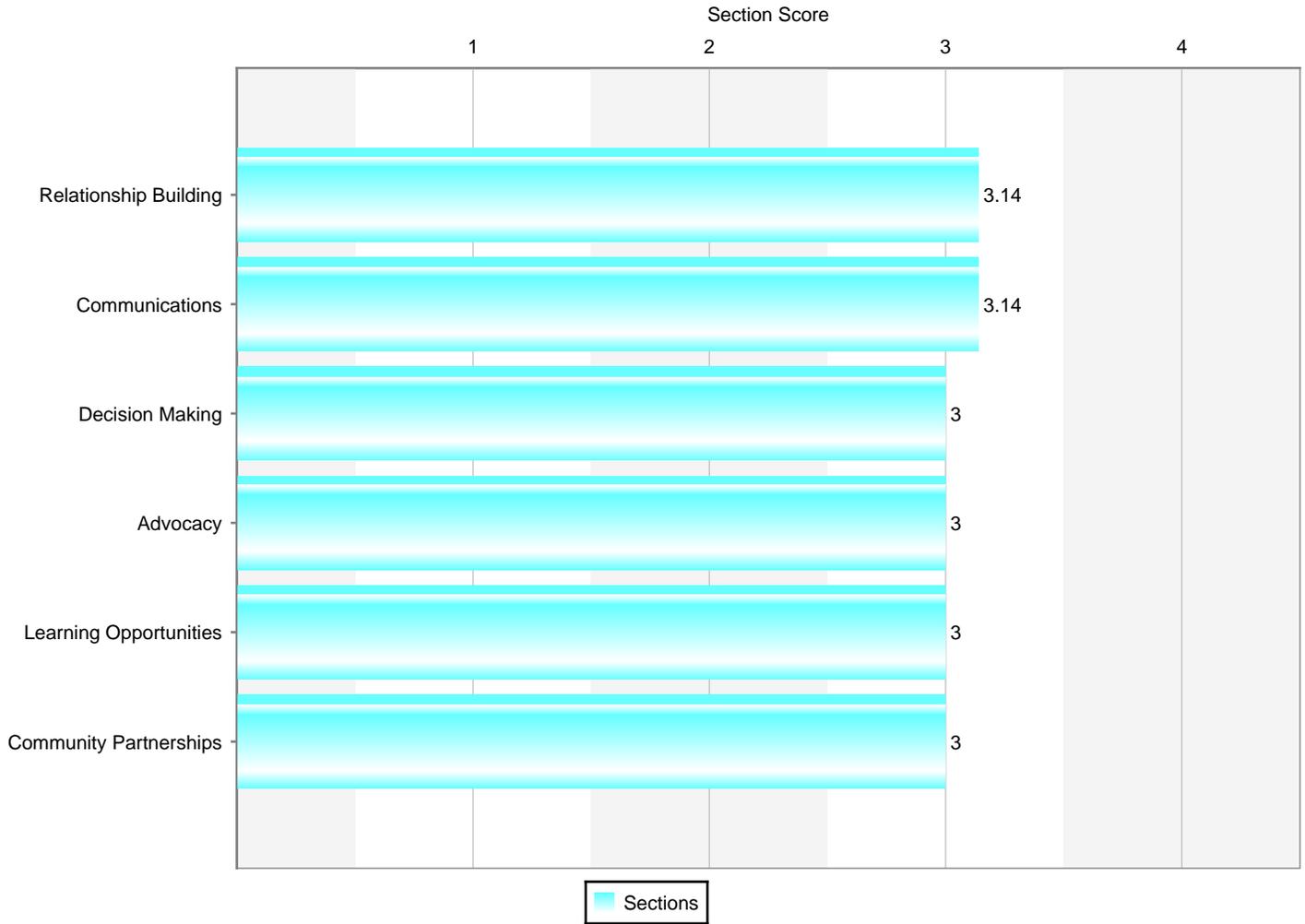
Improvement Plan Stakeholder Involvement

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.

SBDM parent representatives were selected following the protocol for nominations and elections set forth by KASC. Our parent representatives were involved in the development and approval of the current CSIP. Correspondence was in person, phone, and email.

Our Leadership team was established by a representative chosen from each grade level and content area to get a fair representation of the needs and views of all stakeholders. This group meets bimonthly to assess the 30/60/90 day plan and its alignment with our current CSIP.

Component PLC's are held weekly to evaluate the progress being made in core instruction and the utilization of the 30/60/90 day plan and CSIP.

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

The following stakeholder groups provided input on how to improve reading achievement and math achievement. A variety of initiatives were introduced to gain awareness in college and career readiness and closing the gap.

*SBDM Council
*Leadership Team
*District and school PLC's
*Outside agencies (KDE Novice Reduction Team, Thoughtful Ed, LDC, Growth Mindset)

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 finalized 2017 plan was adopted at the December 19, 2016 council meeting. At that time it was forwarded on for district approval. The 2017 CSIP will be posted in the front lobby of our school, school library, and school and district webpages. Stakeholders will have easy access to this plan. Staff members will receive an electronic copy.

Progress will be monitored through our 30/60/90 day plan during our Leadership Meetings and weekly Component PLC's.

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?

How can we improve core instruction to increase the number of students scoring proficient and distinguished in reading and math and decrease the number of students scoring novice in those areas?

1. What does the data tell us?

GAP

- 35.6% of our F/R lunch students are scoring P/D in reading and 32.2% in math.

- 19.6% of our students with disabilities are scoring P/D in reading and 5.9% in math.

- Math showed the largest increase in novice for students with disabilities (from 52.6% to 62.7%) and free and reduced lunch (from 21.8% to 24.7%).

- Reading increased novice for students with disabilities (from 60.5% to 60.8%) and free and reduced lunch (from 40.6% to 41.5%).

- For our F/R lunch students we had a 4.0% gain and students with disabilities had an 11.7% gain in the P/D area of reading.

- For our F/R lunch students we showed a 3.1% gain and students with disabilities had a .6% gain in P/D area for math.

- There are fewer proficient and distinguished in math than reading. Free and reduced lunch P/D for math 32.2% and IEP P/D 5.9%. Reading free and reduced lunch P/D was 35.6% and IEP P/D was 19.6%.

Proficiency and CCR

Girls scored 7.4% higher in proficient/distinguished in reading than the male students. Math data was irrelevant in gender.

Free and reduced lunch had a proficient and distinguished reading score of 35.6% and students with disabilities scored 19.6% proficient and distinguished. This is 8% lower for F/R and 24% lower for students with IEP than the overall proficient and distinguished population.

Free and reduced lunch had a proficient and distinguished math score of 32.2% and students with disabilities scored 5.9% proficient and distinguished. This is 7.8% lower for F/R and 34.1% lower for students with IEP than the overall population.

Reading must increase by 15.7% (from 43.4% to 59.1%) and math must increase by 16.0% (from 40.0% to 56.0%) to meet our goal of proficient and distinguished in 2017.

Novice Reduction

- Estill County Middle School increased the percentage of novice students in Reading from 34.9% to 35.6%.

- Estill County Middle School increased the percentage of novice students in math from 17.5% to 20.3%.

- The goal for reducing novice scores by 10% was not met.

- Middle school increased their novice scores 0.7% in reading. Went from 34.9% to 35.6%.

- Middle School increased the percentage of students scoring novice in math from 17.5% to 20.3%.

- Reading Plus Diagnostic was given on 10/20/16 for 390 of our students. The results are as follows:

32% (124 students) were at or above grade level, 8% (32) were 1 grade below, 10% (36) were 2 grade levels below, 14% (53) were 3 grade levels below, 10% (39) were 4 grade levels below, and 27% (104) were 5 grade levels below.

43.4% of our students are scoring proficient in reading and 40% in math.

Content	Baseline %	% to increase each year to meet goal	Goal 2016	Actual 2016 %	% to increase each year to meet or get back on target	Goal 2017%
Re	41.6	4.16	53.3	43.4	9.9	53.3
Math	37.2	3.72	49.8	40.0	16.0	56.0

Content	2014-2015 Actual Score P/D %	2015-2016 Actual ScoreP/D %	Percent Gain
Reading	39.1	43.6	4.5
Math	35.8	40.0	4.2

Schools	Baseline	% to Reduce Each Year to Meet 2020 Goal	GOAL 2016	Actual 2016	% to Reduce to Meet or Get Back on Target	Goal 2017
ECMS	34.9	3.49	31.4	35.8	7.89	27.9

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Reading	Baseline %	% to increase each year to meet 2020 goal	Goal 2016 %	Actual 2016 %	% to increase to meet or get back on target	Goal 2017%
Free/Reduced Lunch	34.3	3.43	54.0	35.6	18.4	57.4
Students with disabilities	12.2	1.22	38.5	19.6	18.9	39.7

Math	Baseline %	% to increase each year to meet 2020 goal	Goal 2016 %	Actual 2016 %	% to increase to meet or get back on target	Goal 2017%
Free/Reduced Lunch	30.5	3.05	51.4	32.2	19.2	54.5
Students with disabilities	7.5	0.75	35.3	5.9	29.4	36.1

Subgroups	2014-2015 Actual Score P/D %	2015-2016 Actual Score P/D %	Percent Gain
F/R Math	29.1	32.2	3.1

F/R Reading	31.6	35.6	4
IEP Math	5.3	5.9	0.6
IEP Reading	7.9	19.6	11.7

2. What does the data not tell us?

GAP

- Are students receiving modifications and accommodations that have an IEP?

- Overall student achievement is not recognized as it relates to scale score gains in reading and math.

- Which SED students are underperforming based on their ability level.

- Which at-risk students are underperforming in reading and math.

Proficiency and CCR

The amount of effort put forth on that day and if they completed in the required time or guessed due to time constraints.

Was attendance a factor?

What impact does poverty and culture play on the proficient and distinguished scores?

The tweaking of the schedule to allow for more math and reading instruction.

What are the formative assessments showing toward mastery?

Are the teachers using the available resources?

Novice Reduction

- Are the students that are scoring novice receiving additional instruction/intervention

- Are we enabling students to be successful with help we are offering? Curriculum? Interventions? Services?

- Are students receiving modifications and accommodations that have an IEP?

- Was attendance a factor?

- What about gender? Are there more boys or girls scoring novice?

- The amount of effort put forth on that day and if they completed in the required time or guessed due to time constraints.

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?

For all students:

6th grade math showed a 6% decrease in novice students. Went from 23% to 17%.

7th grade reading showed a 10% decrease in novice. Went from 43% to 33%.

This is data comparing the same group of students from 14-15 school year to 15-16 school year.

7th grade reading showed an increase in proficiency from 30% to 42% and 8th grade reading showed an increase in proficiency from 43% to 46%.

6th grade math showed an increase in proficiency from 30% to 43%, 7th grade math showed an increase in proficiency from 25% to 36%, and 8th grade math showed an increase in proficiency from 37% to 42%.

This is comparing the same group of students from 14-15 KPREP data to 15-16 KPREP data.

All students Increased reading proficiency from 39.1% to 43.6%, a 4.5% gain.

All students Increased math proficiency from 35.8 % to 40.0 %, a 4.2% gain.

For our F/R lunch students we had a 4.0% gain from 31.6 to 35.6% and students with disabilities had an 11.7% gain from 7.9% to 19.6% in the P/D area of reading.

For our F/R lunch students we showed a 3.1% gain from 29.1% to 32.2% and students with disabilities had a .6% gain from 5.3% to 5.9% in P/D area for math.

Subgroups	2014-2015 Actual Score	2015-2016 Actual Score	Percent Gain
F/R Math	29.1	32.2	3.1
F/R Reading	31.6	35.6	4
IEP Math	5.3	5.9	0.6
IEP Reading	7.9	19.6	11.7

Using a continuous improvement model to monitor and evaluate core instruction and student performance to see growth in student achievement.

Opportunities for Improvement

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

For all students:

Reading - Improve core instruction to aid in the 15.7% gain in proficiency from 43.4% to 59.1%.

Math - Improve core instruction to aid in the 16.0% gain in proficiency from 40.0% to 56.0%.

We did not meet the proficiency goal in reading or math. This needs to improve for both areas

Improve core instruction to aid in the 18.4% gain necessary in the P/D scores of F/R lunch and 18.9% for students with disabilities in reading.

Improve core instruction to aid in the 19.2% gain necessary in the P/D scores of F/R lunch and 29.4% for students with disabilities in math.

Moving through daily learning targets before students have mastered the content and re-teaching.

Number of novice students that are not just GAP students.

We didn't reach the goal of reducing novice students by 10%. Overall decrease in Reading by .5%.

6th grade reading had a 5% increase in novice. Went from 31% to 36%.

Improve core instruction to aid in the 7.7% decrease of novice students in reading (from 35.6% to 27.92%) and 6.3% decrease of novice students in math (from 20.3% to 14.0%)   necessary to reach the novice scores goal of 27.92% in reading and 14.0% in math for novice students.

We are seeing an increase in novice students in ELA/reading (34.9% to 35.6%) and math (17.5% to 20.3%) areas.

Improve core instruction by conducting SWEEP's during PLC's to ensure rigor of questioning.

Determine if Tier 1 core instruction has 80% of students scoring mastery.

Are differentiation strategies being used to target the different learning styles of all students?

Look at interventions provided. Are they successful? Are they meeting the needs of students?

Look at curriculum to ensure that it meets the rigor level of the standards.

Improve core instruction to ensure the rigor of instruction meets the level of the standard.

Continuous improvement model (PDSA) for PLC's.

Develop a growth mindset for all stakeholders.

Weekly monitoring of 30/60/90 day plan, and walkthrough data.

CT4GC training to improve proficient and distinguished scores for students with disabilities in reading and math.

Using district and school initiatives we are improving core instruction to meet the needs of all of our students.

Conclusion

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

Novice Reduction work with KDE and district personnel.

Improve core instruction by conducting SWEEP's during PLC's to ensure rigor of questioning.

Determine if Tier 1 core instruction has 80% of students scoring mastery.

Are differentiation strategies being used to target the different learning styles of all students?

Look at interventions provided. Are they successful? Are they meeting the needs of students?

Look at curriculum to ensure that it meets the rigor level of the standards.

Improve core instruction to ensure the rigor of instruction meets the level of the standard.

Continuous improvement model (PDSA) for PLC's.

Develop a growth mindset for all stakeholders.

Weekly monitoring of 30/60/90 day plan, and walkthrough data.

CT4GC training to improve proficient and distinguished scores for students with disabilities in reading and math.

Using district and school initiatives we are improving core instruction to meet the needs of all of our students.

Comprehensive School Improvement Plan 2017

Overview

Plan Name

Comprehensive School Improvement Plan 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	Decrease the percentage of students scoring novice in reading from 34.9% to 17.45% by 2020 . Decrease the percentage of students scoring novice in math from 17.5% to 8.75% by 2020.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
2	Increase the number of students scoring proficiency in reading from 43.4% to 70.8% by 2019. Increase the number of students scoring proficiency in math from 40.0% to 68.6% by 2019.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	$13000
3	Increase the number of students scoring proficiency in the non-duplicated GAP group in reading from 35.4% to 70.8% by 2019. Increase the number of students scoring proficiency in the non-duplicated GAP group in math from 32.2% to 68.6% by 2019.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$1500
4	CCR: Increase the number of students scoring proficiency in reading from 43.4% to 70.8% by 2019. Increase the number of students scoring proficiency in math from 40.0% to 68.6% by 2019.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0

Goal 1: Decrease the percentage of students scoring novice in reading from 34.9% to 17.45% by 2020 . Decrease the percentage of students scoring novice in math from 17.5% to 8.75% by 2020.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring novice in reading from 35.8% to 27.92% and reduce novice students in math from 20.3% to 14.1% by 05/19/2017 as measured by KPREP data.

Strategy 1:

NR 1 Strategy 2017: - Improve and sustain a continuous improvement model through the PDSA/PLC protocol, by analyzing data from MAP, F&P, Reading Plus, and formative assessments, on a weekly and a monthly basis in order to monitor the students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Key Core Work Processes - Baldrige

Activity - NR 1-1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team will analyze and review selected data bi-weekly to measure student achievement and will create an actionable "next step process" for Novice Reduction in the school. Leadership Team will progress monitor movement towards goals through evaluating formative data bi-weekly. Leadership team will discuss/identify specific strategies to address actionable items listed on "next step process" that will feed into individual schools 30/60/90 day plans.	Policy and Process	01/03/2017	12/29/2017	$0	No Funding Required	Tim Burkhart School Leadership Team

Activity - NR 1-2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team will meet bi-weekly to monitor progress on the school's 30-60-90 day plan and determine needs within the school. The 30/60/90 day plan is regularly reviewed and modified bi-weekly to ensure progress is being made toward Novice Reduction goals.	Policy and Process	01/03/2017	12/29/2017	$0	No Funding Required	Andrea Williams School Leadership Team

Strategy 2:

NR 2 Strategy 2017: - Develop and monitor a systematic approach in order to design and deliver core instruction to ensure 80% of students achieve mastery in Tier 1 instruction for reading and math as measured by formative assessment data daily/weekly/monthly.

Category: Continuous Improvement

Research Cited: Key Core Work Processes - Baldrige

Activity - NR 2-1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership team will share high yield instructional strategies, modeled by the District Instruction Core Team, to ensure implementation to support reaching the novice reduction goal. The school's 30/60/90 day plan will reflect the implementation of the high yield instructional strategies and the monitoring of effectiveness through school level PLC's. The school leadership will share impact of high yield instructional strategies based on formative data with the district leadership team.	Direct Instruction	01/03/2017	12/29/2017	$0	No Funding Required	Andrea Williams School Leadership Team

Goal 2: Increase the number of students scoring proficiency in reading from 43.4% to 70.8% by 2019. Increase the number of students scoring proficiency in math from 40.0% to 68.6% by 2019.

Measurable Objective 1:

collaborate to increase the number of students scoring proficiency by 05/19/2017 as measured by KPREP scores in reading from 43.4% to 59.1% and math from 40.0% to 56.0%.

Strategy 1:

Profciency 1 Strategy 2017 - Develop a systematic approach to effectively design and deploy standards through the PDSA/PLC protocol by analyzing data from MAP, Fountas and Pinnell, Reading Plus, and formative assessments on a weekly and monthly basis in order to monitor the rigor and congruence of assessments to standards.

Category: Continuous Improvement

Research Cited: Key Core Work Processes - Baldrige

Activity - Prof 1.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will monitor intentional question planning guides weekly to ensure higher order thinking questions align with KAS. If monitoring determines that planning guide documents are incomplete or need further revision teacher will be notified and addressed through component PLC's.	Direct Instruction	01/03/2017	12/29/2017	$10000	Title VI	Andrea Williams School Leadership Team

Activity - Prof 1.2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Administrative team will ensure curriculum documents are reviewed and revised monthly in school PLC's to ensure rigor of instruction and assessments are congruent to standards and all curriculum documents are complete. Administration will ensure that PLC's are using the District Engineer Planning Forms as part of the PLC school protocol process. | Policy and Process | 01/03/2017 | 12/29/2017 | $0 | No Funding Required | Tim Burkhart, PLC leads (Donald Norton, Sarah Hood, Christina Bucher, Sarah Beard, and Amanda Owens) |

Activity - Prof 1.3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District will provide opportunities for teachers to create science curriculum aligned to NGSS science standards. The science curriculum documents will be for grades 6-8.	Professional Learning	06/05/2017	07/28/2017	$3000	Title VI	Lisa Reece and Teresa Miller-Ruiz

Strategy 2:

Profciency 2 Strategy 2017 - Develop a systematic approach to ensure that all teachers design and deliver instruction which mirrors the direct/explicit instructional

model/process (including before, during, and after learning) as measured by the walk through(s) on a weekly basis to monitor core instruction for reading and math.

Category: Continuous Improvement

Research Cited: Key Core Work Processes - Baldrige

Activity - Prof 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will conduct walk through(s) to monitor student engagement and questioning to monitor core instruction. Administration will provide feedback and next steps to school leadership team bi-weekly. Leadership will discuss/identify specific strategies to address actionable items on "next step process" in 30/60/90 day plan.	Direct Instruction	01/03/2017	12/29/2017	$0	No Funding Required	Tim Burkhart and Andrea Williams

Goal 3: Increase the number of students scoring proficiency in the non-duplicated GAP group in reading from 35.4% to 70.8% by 2019. Increase the number of students scoring proficiency in the non-duplicated GAP group in math from 32.2% to 68.6% by 2019.

Measurable Objective 1:

collaborate to Increase the GAP students scoring P/D in reading from 35.4 to 53.9%, F/R from 35.6 to 54%, IEP's from 19.6 to 38.5%; for math increase P/D for GAP students from 32.2 to 51.1%, F/R from 32.2 to 51.4% and IEP's from 5.9 to 35.3% by 05/19/2017 as measured by KPREP data.

Strategy 1:

GAP 1 Strategy 2017 - Develop a systematic approach to establish a learning culture and environment by implementing evidence based practices through a PDSA model by analyzing data from PBIS, formative assessments, MAP, F&P, surveys, and progress monitoring data on a weekly and/or monthly basis to ensure appropriate support for behavioral, academic, and social-emotional needs of all students are met.

Category: Integrated Methods for Learning

Research Cited: Key Core Work Processes - Baldrige

Activity - GAP 1.1 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor a district wide system of interventions that includes positive behavior supports and response to intervention for reading and math based on Kentucky System of Interventions (KSI). Ensure the district plan is implemented with fidelity through a school intervention plan which includes universal screeners, schedule for assessments, frequent data collection and analysis, and progress monitoring. Progress monitoring data will be analyzed by intervention team monthly to determine the effectiveness of interventions both academic and behavioral.	Academic Support Program	01/03/2017	03/31/2017	$0	No Funding Required	Tim Burkhart Andrea Williams Seth Horn Allyson Banks Tonya Beard

Activity - GAP 1.2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the effectiveness of core instruction, rigor, questioning, and student engagement through walkthrough data and PDSA model. Analyze data points during PLC's to determine effectiveness of instruction and interventions, 80% of all students will be successful in Tier I instruction. If not, the "next steps" will be addressed through the 30/60/90 day plan to aid in closing the achievement gap.	Direct Instruction	01/03/2017	12/29/2017	$0	No Funding Required	Sarah Hood Donald Norton Sarah Beard Amanda Owens Christina Bucher (PLC Leads)

Strategy 2:

GAP 2 Strategy 2017 - Develop a systematic approach to establish a learning culture and environment that ensures all students on the cusp (those who are 1-3 points away from the next performance rating) are "named and claimed" to monitor growth toward proficiency in reading and math as measured by formative, summative, MAP, F & P, on a bi-monthly basis in order to close the achievement gap.

Category: Integrated Methods for Learning

Research Cited: Key Core Work Processes - Baldrige

Activity - GAP 2.1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| The School Leadership Team will monitor progress of CUSP students through the PLC protocol and will create an actionable "next steps" process for gap closure, to be addressed in 30-60-90 day plans on a bi-monthly basis. | Academic Support Program | 01/03/2017 | 12/29/2017 | $1500 | Title I Part A | Donald Norton Sarah Beard Brianna Hibbard |

Goal 4: CCR: Increase the number of students scoring proficiency in reading from 43.4% to 70.8% by 2019. Increase the number of students scoring proficiency in math from 40.0% to 68.6% by 2019.

Measurable Objective 1:

collaborate to increase the number of students scoring proficiency (CCR) by 05/26/2017 as measured by KPREP data in reading from 43.4% to 59.1% and math from 40.0% to 56.0%.

Strategy 1:

CR 1.1 2017 - All stakeholders collaborate to develop and create vision, mission, belief and value statements that promote a learning culture and environment which increases the percentage of students that are college and/or career ready as measured by KPREP, MAP, Reading Plus, diagnostic and formative assessments on a monthly/quarterly/bi-annually and national test dates basis.

Category: Persistance to Graduation

Research Cited: Key Core Work Processes - Baldrige

Activity - CCR 1.1 Strategy 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All stakeholders will communicate vision/mission/belief statements to ensure the learning culture and environment promotes college and/or career success after high school graduation as aligned with the district vision/mission/belief statements. School leadership and SBDM council will review and assess the current school vision, mission, and beliefs to determine alignment with district vision, belief, and mission statements.	Career Preparation/Orientation	01/03/2017	12/29/2017	$0	No Funding Required	Tim Burkhart, SBDM Council, and School Leadership Team

Strategy 2:

CCR 2.1 2017 - The school will ensure that all students (6-8 grades) have equitable access and opportunities for advanced course work and career pathways that support a learning culture and environment in all grade levels by implementing and improving the process by which students utilize the Individual Learning Plan/Unbridled Careers to develop a course of study that meets the student's needs and goals to be monitored by the ILP Completion Reports.

Category: Career Readiness Pathways

Research Cited: Key Core Work Processes - Baldrige

Comprehensive School Improvement Plan

Estill County Middle School

Activity - CCR 2.1 Strategy 2017	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete the ILP through grade level teams for exposure and awareness of career and college pathways. Completion results will be monitored by the team leader on a monthly basis. The completion of the ILP will be based on the grade level school plan.	Career Preparation/Orientation	01/03/2017	12/29/2017	$0	No Funding Required	Team Leaders (Brian McKinney, Sarah Beard, Brianna HIbbard, Donald Norton, Amanda Owens)

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GAP 2.1	The School Leadership Team will monitor progress of CUSP students through the PLC protocol and will create an actionable "next steps" process for gap closure, to be addressed in 30-60-90 day plans on a bi-monthly basis.	Academic Support Program	01/03/2017	12/29/2017	$1500	Donald Norton Sarah Beard Brianna Hibbard
				Total	$1500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
NR 1-1	The school leadership team will analyze and review selected data bi-weekly to measure student achievement and will create an actionable "next step process" for Novice Reduction in the school. Leadership Team will progress monitor movement towards goals through evaluating formative data bi-weekly. Leadership team will discuss/identify specific strategies to address actionable items listed on "next step process" that will feed into individual schools 30/60/90 day plans.	Policy and Process	01/03/2017	12/29/2017	$0	Tim Burkhart School Leadership Team
GAP 1.1 2017	Monitor a district wide system of interventions that includes positive behavior supports and response to intervention for reading and math based on Kentucky System of Interventions (KSI). Ensure the district plan is implemented with fidelity through a school intervention plan which includes universal screeners, schedule for assessments, frequent data collection and analysis, and progress monitoring. Progress monitoring data will be analyzed by intervention team monthly to determine the effectiveness of interventions both academic and behavioral.	Academic Support Program	01/03/2017	03/31/2017	$0	Tim Burkhart Andrea Williams Seth Horn Allyson Banks Tonya Beard
NR 1-2	The school leadership team will meet bi-weekly to monitor progress on the school's 30-60-90 day plan and determine needs within the school. The 30/60/90 day plan is regularly reviewed and modified bi-weekly to ensure progress is being made toward Novice Reduction goals.	Policy and Process	01/03/2017	12/29/2017	$0	Andrea Williams School Leadership Team

Prof 2.1	Administration will conduct walk through(s) to monitor student engagement and questioning to monitor core instruction. Administration will provide feedback and next steps to school leadership team bi-weekly. Leadership will discuss/identify specific strategies to address actionable items on "next step process" in 30/60/90 day plan.	Direct Instruction	01/03/2017	12/29/2017	$0	Tim Burkhart and Andrea Williams
CCR 1.1 Strategy 2017	All stakeholders will communicate vision/mission/belief statements to ensure the learning culture and environment promotes college and/or career success after high school graduation as aligned with the district vision/mission/belief statements. School leadership and SBDM council will review and assess the current school vision, mission, and beliefs to determine alignment with district vision, belief, and mission statements.	Career Preparation/Orientation	01/03/2017	12/29/2017	$0	Tim Burkhart, SBDM Council, and School Leadership Team
Prof 1.2	Administrative team will ensure curriculum documents are reviewed and revised monthly in school PLC's to ensure rigor of instruction and assessments are congruent to standards and all curriculum documents are complete. Administration will ensure that PLC's are using the District Engineer Planning Forms as part of the PLC school protocol process.	Policy and Process	01/03/2017	12/29/2017	$0	Tim Burkhart, PLC leads (Donald Norton, Sarah Hood, Christina Bucher, Sarah Beard, and Amanda Owens)
CCR 2.1 Strategy 2017	All students will complete the ILP through grade level teams for exposure and awareness of career and college pathways. Completion results will be monitored by the team leader on a monthly basis. The completion of the ILP will be based on the grade level school plan.	Career Preparation/Orientation	01/03/2017	12/29/2017	$0	Team Leaders (Brian McKinney, Sarah Beard, Brianna HIbbard, Donald Norton, Amanda Owens)
GAP 1.2	Monitor the effectiveness of core instruction, rigor, questioning, and student engagement through walkthrough data and PDSA model. Analyze data points during PLC's to determine effectiveness of instruction and interventions, 80% of all students will be successful in Tier I instruction. If not, the "next steps" will be addressed through the 30/60/90 day plan to aid in closing the achievement gap.	Direct Instruction	01/03/2017	12/29/2017	$0	Sarah Hood Donald Norton Sarah Beard Amanda Owens Christina Bucher (PLC Leads)

Comprehensive School Improvement Plan
Estill County Middle School

NR 2-1	The school leadership team will share high yield instructional strategies, modeled by the District Instruction Core Team, to ensure implementation to support reaching the novice reduction goal. The school's 30/60/90 day plan will reflect the implementation of the high yield instructional strategies and the monitoring of effectiveness through school level PLC's. The school leadership will share impact of high yield instructional strategies based on formative data with the district leadership team.	Direct Instruction	01/03/2017	12/29/2017	$0	Andrea Williams School Leadership Team
				Total	$0	

Title VI

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Prof 1.3	District will provide opportunities for teachers to create science curriculum aligned to NGSS science standards. The science curriculum documents will be for grades 6-8.	Professional Learning	06/05/2017	07/28/2017	$3000	Lisa Reece and Teresa Miller-Ruiz
Prof 1.1	The administrative team will monitor intentional question planning guides weekly to ensure higher order thinking questions align with KAS. If monitoring determines that planning guide documents are incomplete or need further revision teacher will be notified and addressed through component PLC's.	Direct Instruction	01/03/2017	12/29/2017	$10000	Andrea Williams School Leadership Team
				Total	$13000	

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	KPREP, MAP, TELL Survey, Student Voice Survey, YSC survey, Val-Ed survey, STW Survey, Attendance data, Discipline data, Reading Plus data, Reflex Math,	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	Core Instruction improvement through KDE Novice Reduction, Curriculum alignment to KCAS for reading and math, Questioning - Thoughtful Ed, Continuous Improvement Model	

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	ESS tutor provides additional instruction during a remediation period targeted to areas of student's identified weakness..	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Work with regional universities and KMSA for recruitment purposes.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Accelerated Math and Study Island are programs utilized for remediation and enrichment activities.	

Comprehensive School Improvement Plan

Estill County Middle School

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	SWP criteria is utilized in planning goals, strategies, and activities and is documented in the improvement plan.	

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	Highly qualified professional development was outlined by the district and adapted to meet individual school and teacher needs.	

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	Monitored by our 30-60-90 day plan	

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Name and Claim student progress is monitored weekly by the core teachers, and students do goal setting with their advisory teacher.	

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 one paraprofessional works with the FMD students in their mainstreamed classes.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	School wide Title 1 school	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Work closely with YSC director to insure that all stakeholders have input on the Parent Compact and Parent Involvement Policy and to strengthen communication.	

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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.estill.k12.ky.us/2/Home	

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	As per board policy	

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

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

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

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.	N/A		

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		

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the number of students scoring proficiency in the non-duplicated GAP group in reading from 35.4% to 70.8% by 2019. Increase the number of students scoring proficiency in the non-duplicated GAP group in math from 32.2% to 68.6% by 2019.

Measurable Objective 1:

collaborate to Increase the GAP students scoring P/D in reading from 35.4 to 53.9%, F/R from 35.6 to 54%, IEP's from 19.6 to 38.5%; for math increase P/D for GAP students from 32.2 to 51.1%, F/R from 32.2 to 51.4% and IEP's from 5.9 to 35.3% by 05/19/2017 as measured by KPREP data.

Strategy1:

GAP 1 Strategy 2017 - Develop a systematic approach to establish a learning culture and environment by implementing evidence based practices through a PDSA model by analyzing data from PBIS, formative assessments, MAP, F&P, surveys, and progress monitoring data on a weekly and/or monthly basis to ensure appropriate support for behavioral, academic, and social-emotional needs of all students are met.

Category: Integrated Methods for Learning

Research Cited: Key Core Work Processes - Baldrige

Activity - GAP 1.2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the effectiveness of core instruction, rigor, questioning, and student engagement through walkthrough data and PDSA model. Analyze data points during PLC's to determine effectiveness of instruction and interventions, 80% of all students will be successful in Tier I instruction. If not, the "next steps" will be addressed through the 30/60/90 day plan to aid in closing the achievement gap.	Direct Instruction	01/03/2017	12/29/2017	$0 - No Funding Required	Sarah Hood Donald Norton Sarah Beard Amanda Owens Christina Bucher (PLC Leads)

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

Goal 1:

Increase the number of students scoring proficiency in reading from 43.4% to 70.8% by 2019. Increase the number of students scoring proficiency in math from 40.0% to 68.6% by 2019.

Measurable Objective 1:

collaborate to increase the number of students scoring proficiency by 05/19/2017 as measured by KPREP scores in reading from 43.4% to

59.1% and math from 40.0% to 56.0%.

Strategy1:

Profciency 2 Strategy 2017 - Develop a systematic approach to ensure that all teachers design and deliver instruction which mirrors the direct/explicit instructional model/process (including before, during, and after learning) as measured by the walk through(s) on a weekly basis to monitor core instruction for reading and math.

Category: Continuous Improvement

Research Cited: Key Core Work Processes - Baldrige

Activity - Prof 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will conduct walk through(s) to monitor student engagement and questioning to monitor core instruction. Administration will provide feedback and next steps to school leadership team bi-weekly. Leadership will discuss/identify specific strategies to address actionable items on "next step process" in 30/60/90 day plan.	Direct Instruction	01/03/2017	12/29/2017	$0 - No Funding Required	Tim Burkhart and Andrea Williams

Strategy2:

Profciency 1 Strategy 2017 - Develop a systematic approach to effectively design and deploy standards through the PDSA/PLC protocol by analyzing data from MAP, Fountas and Pinnell, Reading Plus, and formative assessments on a weekly and monthly basis in order to monitor the rigor and congruence of assessments to standards.

Category: Continuous Improvement

Research Cited: Key Core Work Processes - Baldrige

Activity - Prof 1.3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide opportunities for teachers to create science curriculum aligned to NGSS science standards. The science curriculum documents will be for grades 6-8.	Professional Learning	06/05/2017	07/28/2017	$3000 - Title VI	Lisa Reece and Teresa Miller-Ruiz

Activity - Prof 1.2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will ensure curriculum documents are reviewed and revised monthly in school PLC's to ensure rigor of instruction and assessments are congruent to standards and all curriculum documents are complete. Administration will ensure that PLC's are using the District Engineer Planning Forms as part of the PLC school protocol process.	Policy and Process	01/03/2017	12/29/2017	$0 - No Funding Required	Tim Burkhart, PLC leads (Donald Norton, Sarah Hood, Christina Bucher, Sarah Beard, and Amanda Owens)

Activity - Prof 1.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will monitor intentional question planning guides weekly to ensure higher order thinking questions align with KAS. If monitoring determines that planning guide documents are incomplete or need further revision teacher will be notified and addressed through component PLC's.	Direct Instruction	01/03/2017	12/29/2017	$10000 - Title VI	Andrea Williams

Goal 2:

Increase the number of students scoring proficiency in the non-duplicated GAP group in reading from 35.4% to 70.8% by 2019. Increase the number of students scoring proficiency in the non-duplicated GAP group in math from 32.2% to 68.6% by 2019.

Measurable Objective 1:

collaborate to Increase the GAP students scoring P/D in reading from 35.4 to 53.9%, F/R from 35.6 to 54%, IEP's from 19.6 to 38.5%; for math increase P/D for GAP students from 32.2 to 51.1%, F/R from 32.2 to 51.4% and IEP's from 5.9 to 35.3% by 05/19/2017 as measured by KPREP data.

Strategy1:

GAP 2 Strategy 2017 - Staff and students will develop an awareness of the growth mindset model in order to establish a learning culture and environment that supports a "not yet" academic belief that promotes student success as evidenced by attendance, academic, and behavioral data as measured by ADA, KPREP, formative data, and PBIS data on a weekly and monthly basis.

Category: Integrated Methods for Learning

Research Cited: Key Core Work Processes - Baldrige

Activity - GAP 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a growth mindset for all stakeholders that creates a culture for learning to ensure learning occurs through effort by all students. Review student goal setting and reflections of student assessment during advisory period to create a "not yet" mentality for both staff and students.	Academic Support Program	01/03/2017	12/29/2017	$1500 - Title I Part A	Donald Norton Sarah Beard Brianna Hibbard

Strategy2:

GAP 1 Strategy 2017 - Develop a systematic approach to establish a learning culture and environment by implementing evidence based practices through a PDSA model by analyzing data from PBIS, formative assessments, MAP, F&P, surveys, and progress monitoring data on a weekly and/or monthly basis to ensure appropriate support for behavioral, academic, and social-emotional needs of all students are met.

Category: Integrated Methods for Learning

Research Cited: Key Core Work Processes - Baldrige

Activity - GAP 1.2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the effectiveness of core instruction, rigor, questioning, and student engagement through walkthrough data and PDSA model. Analyze data points during PLC's to determine effectiveness of instruction and interventions, 80% of all students will be successful in Tier I instruction. If not, the "next steps" will be addressed through the 30/60/90 day plan to aid in closing the achievement gap.	Direct Instruction	01/03/2017	12/29/2017	$0 - No Funding Required	Sarah Hood Donald Norton Sarah Beard Amanda Owens Christina Bucher (PLC Leads)

Activity - GAP 1.1 2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor a district wide system of interventions that includes positive behavior supports and response to intervention for reading and math based on Kentucky System of Interventions (KSI). Ensure the district plan is implemented with fidelity through a school intervention plan which includes universal screeners, schedule for assessments, frequent data collection and analysis, and progress monitoring. Progress monitoring data will be analyzed by intervention team monthly to determine the effectiveness of interventions both academic and behavioral.	Academic Support Program	01/03/2017	03/31/2017	$0 - No Funding Required	Tim Burkhart Andrea Williams Seth Horn Allyson Banks Tonya Beard

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the number of students scoring proficiency in the non-duplicated GAP group in reading from 35.4% to 70.8% by 2019. Increase the number of students scoring proficiency in the non-duplicated GAP group in math from 32.2% to 68.6% by 2019.

Measurable Objective 1:

collaborate to Increase the GAP students scoring P/D in reading from 35.4 to 53.9%, F/R from 35.6 to 54%, IEP's from 19.6 to 38.5%; for

math increase P/D for GAP students from 32.2 to 51.1%, F/R from 32.2 to 51.4% and IEP's from 5.9 to 35.3% by 05/19/2017 as measured by KPREP data.

Strategy1:

GAP 2 Strategy 2017 - Staff and students will develop an awareness of the growth mindset model in order to establish a learning culture and environment that supports a "not yet" academic belief that promotes student success as evidenced by attendance, academic, and behavioral data as measured by ADA, KPREP, formative data, and PBIS data on a weekly and monthly basis.

Category: Integrated Methods for Learning

Research Cited: Key Core Work Processes - Baldrige

Activity - GAP 2.1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a growth mindset for all stakeholders that creates a culture for learning to ensure learning occurs through effort by all students. Review student goal setting and reflections of student assessment during advisory period to create a "not yet" mentality for both staff and students.	Academic Support Program	01/03/2017	12/29/2017	$1500 - Title I Part A	Donald Norton Sarah Beard Brianna Hibbard

Strategy2:

GAP 1 Strategy 2017 - Develop a systematic approach to establish a learning culture and environment by implementing evidence based practices through a PDSA model by analyzing data from PBIS, formative assessments, MAP, F&P, surveys, and progress monitoring data on a weekly and/or monthly basis to ensure appropriate support for behavioral, academic, and social-emotional needs of all students are met.

Category: Integrated Methods for Learning

Research Cited: Key Core Work Processes - Baldrige

Activity - GAP 1.1 2017	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor a district wide system of interventions that includes positive behavior supports and response to intervention for reading and math based on Kentucky System of Interventions (KSI). Ensure the district plan is implemented with fidelity through a school intervention plan which includes universal screeners, schedule for assessments, frequent data collection and analysis, and progress monitoring. Progress monitoring data will be analyzed by intervention team monthly to determine the effectiveness of interventions both academic and behavioral.	Academic Support Program	01/03/2017	03/31/2017	$0 - No Funding Required	Tim Burkhart Andrea Williams Seth Horn Allyson Banks Tonya Beard

Activity - GAP 1.2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the effectiveness of core instruction, rigor, questioning, and student engagement through walkthrough data and PDSA model. Analyze data points during PLC's to determine effectiveness of instruction and interventions, 80% of all students will be successful in Tier I instruction. If not, the "next steps" will be addressed through the 30/60/90 day plan to aid in closing the achievement gap.	Direct Instruction	01/03/2017	12/29/2017	$0 - No Funding Required	Sarah Hood Donald Norton Sarah Beard Amanda Owens Christina Bucher (PLC Leads)

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.

N/A (this question does not apply)

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?

Estill County Middle School is nestled in the Foothill Region of the state of Kentucky. A unique challenge for Estill County is we are caught in the area between the more industrialized Bluegrass Region and the more isolated mountainous areas. Census data shows our county declining in population by 4% to 14,672 (from 2009-2010 data). Unemployment figures show an aproximate 15% unemployment rate as compared to a national average of approximately 4.7%. Median household income comes in at just under $28,000 with the state average of around $40,000. 28% of county residents are at or below the poverty level whereas the state records 18%. The school's free and reduced lunch rate is currently 69.2%. 67% of the population has graduated from high school, while those attaining a B.S. degree or higher were at 7%. Most residents who live here must travel out of county for employment, thus classifying Estill County as a bedroom community. Residents travel an average commute time of 33 minutes.

Our school is an up to date facility which was completed in 1998. This 94,000 square foot building is home to the district's sixth through eighth grades. Currently we have 540 students enrolled. Attendance totals from 2015-2016 show an average rate of 94.1%. 51% male / 49% female gender ratio, which shows a somewhat equal balance. Our staff consists of 32 classroom teachers, 1 special education instructional assistant, librarian, curriculum coach, guidance counselor, assistant principal, and principal. Teachers have an average of 10.1 years teaching experience. 34.4% of our certified staff hold a master's degree, with an additional 28.1% possessing Rank I certification or higher. Five teachers are currently undergoing National Board Certification.

100% of the school's computers meet minimum state standards for technology. Each classroom is equipped with interactive board technology which adds greatly to the instructional process. We currently operate on a seven period day and have a RtI period built in. Core classes equal 60 minutes in length. Our master schedule allows us to operate on a team approach in order to provide better prepared instruction and have better established relationships with our students.

390 families were represented at our annual back to school event and we logged 726 parent volunteer hours during the 2015-2016 school year. Attendance data shows our students like to come to school (94.1%). Discipline data reports show 250 referrals were tallied last year. These referrals were accumulated by 107 students (80% of our students had no referrals). This small number of referrals relates to a climate that is conducive to learning.

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.

Estill County Middle School's vision statement is "Preparing All To Succeed."

Our mission statement is "Hard Work Will Lead Us To Proficiency."

Students at Estill County Middle School are exposed to a solid grounding of core academic areas (language arts, math, science, and social studies) through daily instruction. Response to intervention instruction for Tiers I, II, and III is on-going, we adjust our master schedule accordingly to offer this program. We offer exploratory classes as a means to allow our students the opportunity to be introduced to areas of interest through practical living / career study offerings, financial literacy, and general areas of high interest for the middle level student. Many extra-curricular offerings are made available to promote instruction beyond the regular school day as well as those promoting physical activity.

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.

ECMS has been a participant in a Gear-Up Appalachia grant. This has allowed our school the opportunity to partner with Berea College and provide professional learning opportunities to our staff members. Professional learning has been carried out through this grant. We have employed a curriculum specialist through this grant opportunity who can work directly with students preparing for college and career readiness. Students participate in mentoring opportunities with members of our community, field experiences that allow students to explore areas of interest, use of new technology acquired by our school. Students have benefited greatly from this opportunity.

The school participates with the Kentucky Center for Instructional Discipline. This work helps to establish common guidelines and expectations across all activities conducted at our school. Students are taught expectations and learn behaviors which will allow them to be successful during the daily routine in both common areas as well as classrooms. Discipline trend data show declines in overall offenses. We feel this can be attributed to our work with KYCID.

After analyzing our K-PREP data, we realize there are certain core academic areas where improvement is needed. As we look toward higher academic achievement, our first major area of need comes from our Gap. Our free / reduced lunch and special education gap is one we must target. Student performance in this area encompasses a sizeable portion of our student population. Our school's free / reduced lunch rate is 69.2%. Teachers will need to design instruction in ways that will promote growth in our gap ensuring student's academic proficiency. A second area of need is the decrease of novice learners. Novice ratings in all academic areas will need to decline in order for students to be propelled toward proficiency. We will list specific goals for this in our needs assessment area. A third area of need is increased rigor across all disciplines. More rigorous instruction will allow students to become more engaged in the content at more stringent academic levels. More challenging content will better prepare students for their next level of academic learning. Other progress monitoring tools will allow teachers to have snapshots of student progress. For example, more students scoring grade level RIT on MAP assessments will be a goal we have as we look at student performance levels. On-going formative and summative assessment data will be collected from our individual classroom settings. Information such as this will allow stakeholders the pinpoint accuracy of knowing where their child stands on academic issues.

Additional Information

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

There is no additional information.