



Comprehensive School Improvement Plan

**Meece Middle School
Somerset Independent**

Calvin Rollyson Jr, Principal
210 Barnett Street
Somerset, KY 42501

TABLE OF CONTENTS

Introduction	1
Phase I - Equitable Access to Effective Educators School Diagnostic	
Introduction	3
Equitable Access to Effective Educators - School	4
Phase I - The Missing Piece	
Introduction	7
Stakeholders	8
Relationship Building	9
Communications	10
Decision Making	12
Advocacy	14
Learning Opportunities	15
Community Partnerships	16
Reflection	17
Report Summary	18
Improvement Plan Stakeholder Involvement	
Introduction	20
Improvement Planning Process	21

Phase I - Needs Assessment

Introduction 23

Data Analysis 24

Areas of Strengths 25

Opportunities for Improvement 26

Conclusion 27

2017 Meece Middle School Improvement Plan

Overview 29

Goals Summary 30

 Goal 1: Increase the averaged combined reading and math K-PREP scores for Meece Middle School from 50.6 to 75.6 in 2017; and increase social studies from 60.7 to 83.9, on-demand writing from 43.8 to 74.1 and language mechanics from 51 to 75.5. 31

 Goal 2: Increase the combined reading and math proficiency ratings for all students in the non-duplicated GAP group from 38.2 to 67.3 by 2017; social studies GAP from 50.8 to 74.1, and writing GAP from 33 to 65.1..... 33

 Goal 3: Provide a safe and enriching environment for student learning..... 34

 Goal 4: Reduce the percentage of Meece Middle School students scoring Novice from 11.8 to 10.0 by 2017..... 36

Activity Summary by Funding Source 38

Phase II - KDE Assurances - Schools

Introduction 43

Assurances 44

Phase II - KDE Compliance and Accountability - Schools

Introduction 50

Planning and Accountability Requirements 51

Executive Summary

Introduction 58

Description of the School 59

School's Purpose 60

Notable Achievements and Areas of Improvement 61

Additional Information 62

DRAFT

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.

DRAFT

Phase I - Equitable Access to Effective Educators School Diagnostic

DRAFT

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>

DRAFT

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.		2017 Meece Equity

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.

There are no trends or patters with equitable access since all students in a grade level have all teachers.

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.

There were no identified patterns related to teacher equity.

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.		2017 Meece Equity Goals

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

Comprehensive School Improvement Plan

Meece Middle School

section.

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

OR

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

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for Meece Middle School from 50.6 to 75.6 in 2017; and increase social studies from 60.7 to 83.9, on-demand writing from 43.8 to 74.1 and language mechanics from 51 to 75.5

Measurable Objective 1:

collaborate to increase math scores from 42.6 to 71.3, reading scores from 58.6 to 79.3, social studies from 60.7 to 80.35, writing from 43.8 to 71.9, and lang. mechanics from 51 to 75.5 by 06/30/2017 as measured by K-PREP scores.

Strategy1:

Professional Development - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going professional development for middle school best practices (eg. Thoughtful Education, student engagement, differentiation, classroom management, curriculum alignment, and/or novice reduction strategies)	Professional Learning	12/11/2013	06/30/2017	\$1000 - State Funds	Principals, Teachers

Activity - Technology Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going technology (eg. CIITS, Turning Point Clicker, Smart Board) professional development for staff.	Technology	12/11/2013	06/30/2017	\$1000 - Other	Principals, Teachers

Phase I - The Missing Piece

DRAFT

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.

DRAFT

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Pam Burkett and Dawn Correll (PTA leadership); Rhonda Cantrell and Shona Harper (SBDM Parent members)

DRAFT

Relationship Building

Overall Rating: 3.71

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

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

Communications

Overall Rating: 3.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

Comprehensive School Improvement Plan

Meece Middle School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

DRAFT

Decision Making

Overall Rating: 3.29

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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

Comprehensive School Improvement Plan

Meece Middle School

	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

DRAFT

Advocacy

Overall Rating: 4.0

	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.17

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 3.5

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

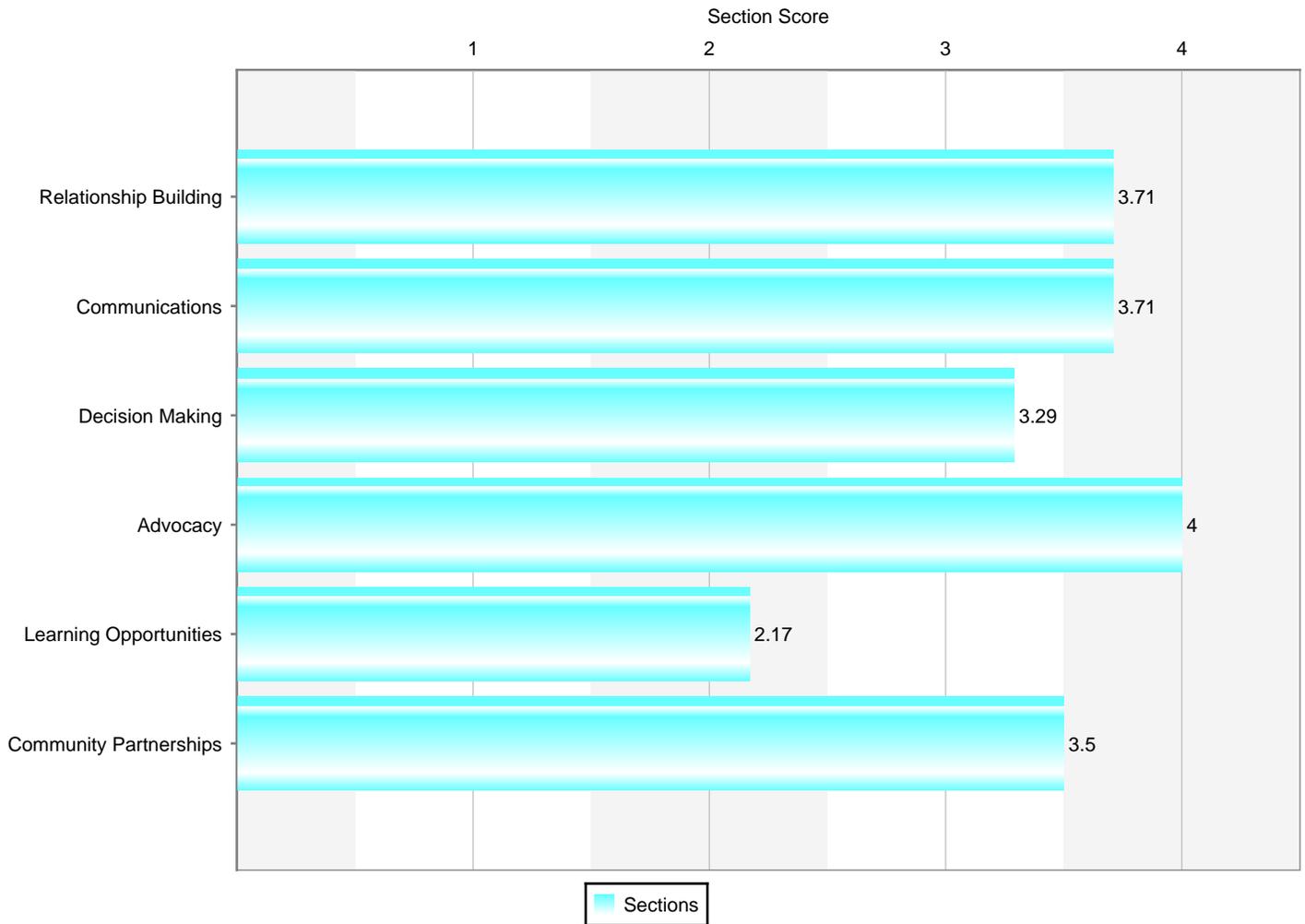
Reflect upon your responses to each of the Missing Piece objectives.

We need to continue to increase parent involvement.

DRAFT

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

DRAFT

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.

DRAFT

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.

To attract parents to become a part of the MMS solution team, we have a sign-in sheet and advertise during our open house, during parent teacher conference and in newsletters to our stakeholders during the school year. We also use PTA to advertise and help promote school wide initiatives.

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

We try to have at least one parent sign up to be on every committee. We are fairly successful with having parents sign-up but we do not do a good job of actually having parents participate in the actual meetings. (difficult to get the school and parents with a common meeting time after school)

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 staff will be briefed on the school's improvement plan at the beginning on the school year, at the end of the first semester and at the end of the school year to gather feedback and get recommendations for improvement. The improvement plan is posted on our schools webpage and sent to our PTA members.

Phase I - Needs Assessment

DRAFT

Introduction

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

DRAFT

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?**

We need to ensure that all students are acquiring the knowledge and skills that will allow them to be successful in life and to be college and career ready. The end of year KPREP tests do not provide detailed feedback to the teachers so that they can adjust their teaching to be more effective.

DRAFT

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?

ELA continues to be a strength. ELA teachers continue to conduct meetings and gather research so that they can further strengthen their effectiveness. We have celebrated their sustainability in ELA classes over a number of years.

DRAFT

Opportunities for Improvement

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

Math is an area that we would like to see perform at a higher level. Teachers conduct monthly content PLCs to identify and reduce gaps in the content and they also learn strategies from each other so that they can be more effective.

DRAFT

Conclusion

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

Continue to monitor and analyze data to determine if our strategies are making a positive impact

DRAFT

2017 Meece Middle School Improvement Plan

DRAFT

Overview

Plan Name

2017 Meece Middle School Improvement Plan

Plan Description

This plan will help guide administrators and staff to improve achievement for our students.

DRAFT

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for Meece Middle School from 50.6 to 75.6 in 2017; and increase social studies from 60.7 to 83.9, on-demand writing from 43.8 to 74.1 and language mechanics from 51 to 75.5	Objectives: 1 Strategies: 3 Activities: 15	Organizational	\$72100
2	Increase the combined reading and math proficiency ratings for all students in the non-duplicated GAP group from 38.2 to 67.3 by 2017; social studies GAP from 50.8 to 74.1, and writing GAP from 33 to 65.1.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
3	Provide a safe and enriching environment for student learning.	Objectives: 2 Strategies: 2 Activities: 12	Organizational	\$1275
4	Reduce the percentage of Meece Middle School students scoring Novice from 11.8 to 10.0 by 2017.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$20000

Goal 1: Increase the averaged combined reading and math K-PREP scores for Meece Middle School from 50.6 to 75.6 in 2017; and increase social studies from 60.7 to 83.9, on-demand writing from 43.8 to 74.1 and language mechanics from 51 to 75.5

Measurable Objective 1:

collaborate to increase math scores from 42.6 to 71.3, reading scores from 58.6 to 79.3, social studies from 60.7 to 80.35, writing from 43.8 to 71.9, and lang. mechanics from 51 to 75.5 by 06/30/2017 as measured by K-PREP scores.

Strategy 1:

Curriculum - Principals and teachers will develop and implement plan.

Category:

Activity - Supplemental Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the implementation of school-wide use of supplemental resources such as Study Island, Lexia Core 5, Dream Box, in-school and after-school tutoring (21st Century).	Technology	12/11/2013	06/30/2017	\$6500	Other	Principals, SBDM, Teachers
Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule and monitor vertical content meetings with HES & SHS.	Professional Learning	12/11/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers
Activity - Walk-Through	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct frequent walk through(s) and provide teachers with feedback so each may make informed instructional decisions.	Academic Support Program	12/11/2013	06/30/2017	\$1000	District Funding	Administrators
Activity - Student Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure the daily content learning target(s) in each class is communicated and understood by all students.	Academic Support Program	12/11/2013	06/30/2017	\$0	No Funding Required	Administrators, Teachers
Activity - Student Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue classroom activities and lessons based on student engagement strategies (eg. Thoughtful Education/KAGAN), hands-on, and/or small groups instead of lecturing.	Direct Instruction	12/11/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers

Comprehensive School Improvement Plan

Meece Middle School

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase new or upgraded resources and instructional materials (eg. textbooks, online resources, technology).	Academic Support Program	12/11/2013	06/30/2017	\$55000	State Funds, Other	Central Office, Administrators

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet in Professional Learning Communities or Grade Level monthly, or more as needed, to discuss student engagement learning activities and analyze data to drive/change instruction to best meet student needs.	Academic Support Program	12/11/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers

Strategy 2:

Assessment - Principal and teachers will develop and implement plan.

Category:

Activity - Predictive Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess and analyze student data three to four times yearly with the universal screener and formative assessments from Discovery Education Assessment or MAP, and STAR reading assessment.	Academic Support Program	12/11/2013	06/30/2017	\$4400	Other	Principals, Teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to assess and monitor student performance, using Proficiency Measures and other classroom instruments, which will allow teachers to plan or revise instruction based on student needs. (Continue to turn in assessments for standards congruency check.)	Academic Support Program	12/11/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement technology for collection of student data in Proficiency Measures and other formative assessments. (i.e. Grade Cam, clickers, computer lab, mobile lab, HP Streams).	Academic Support Program	12/11/2013	06/30/2017	\$3200	Other	Principals, Teachers

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide student opportunities to communicate their knowledge through writing. (Extended response, short answer [for math and reading] and other meaningful writing pieces throughout the learning experience in all classes.)	Direct Instruction	12/11/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Meece Middle School

Provide students with the opportunity to practice on-demand writing pieces (including stand alone and passage based prompts) in English Language Arts classes.	Direct Instruction	12/11/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers
Activity - Language Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Include language mechanics items on English Language Arts Proficiency Measures and other classroom assessments.	Academic Support Program	12/11/2013	06/30/2017	\$0	No Funding Required	Principals, ELA Teachers

Strategy 3:

Professional Development - Principal and teachers will develop and implement plan.

Category:

Activity - Technology Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide on-going technology (eg. CIITS, Turning Point Clicker, Smart Board, Grade Cam, HP Streams, One Note) professional development for staff.	Technology	12/11/2013	06/30/2017	\$1000	Other	Principals, Teachers
Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide on-going professional development for middle school best practices (eg. Thoughtful Education, student engagement, differentiation, classroom management, curriculum alignment, and/or novice reduction strategies)	Professional Learning	12/11/2013	06/30/2017	\$1000	State Funds	Principals, Teachers

Goal 2: Increase the combined reading and math proficiency ratings for all students in the non-duplicated GAP group from 38.2 to 67.3 by 2017; social studies GAP from 50.8 to 74.1, and writing GAP from 33 to 65.1.

Measurable Objective 1:

collaborate to increase the GAP scores from 46.9 to 71.3 for reading, from 29.5 to 63.3 in math, from 50.8 to 74.1 in social studies and from 33 to 65.1 in writing by 06/30/2017 as measured by KPREP scores.

Strategy 1:

Gap Students - Principals and teachers will develop and implement plan.

Category:

Comprehensive School Improvement Plan

Meece Middle School

Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data from various assessments, teachers will identify and implement differentiated instructional strategies with students who are not achieving proficiency.	Direct Instruction	12/11/2013	06/30/2017	\$0	No Funding Required	Principals, Teachers
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement interventions for all grade levels to focus on math and/or reading skills for students that are not proficient.	Academic Support Program	12/11/2013	06/30/2017	\$1000	Other	Principals, Teachers

Goal 3: Provide a safe and enriching environment for student learning.

Measurable Objective 1:

collaborate to provide a safe and enriching environment for student learning by 12/30/2016 as measured by perception surveys of all stakeholders.

Strategy 1:

Learning Environment - Principals and teachers will develop and implement plan.

Category:

Activity - Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a mentoring program for students who are identified as being at-risk and those who have barriers to effective learning.	Other	12/11/2013	12/29/2017	\$0	Other	Principals, Counselor, Teachers
Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement a school-wide incentive program that rewards students who maintain or increase academic achievement, attendance and/or good behaviors.	Behavioral Support Program	12/11/2013	12/30/2016	\$500	Other	Principals, Teachers
Activity - Character Salute	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue monthly character salute program that recognize students and staff members for the character attribute of the month.	Behavioral Support Program	12/11/2013	12/29/2017	\$175	Other	Principals, FRYSC
Activity - Safe and Engaging Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Meece Middle School

Continue to focus staff and students on MMS expectations to provide a safe/engaging classroom and school environment.	Behavioral Support Program	12/11/2013	12/29/2017	\$0	No Funding Required	Principals, Teachers
Activity - Supervision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide expected teacher supervision of students during non-instructional time periods (eg. to and from Exploratories, to and from lunch, between classes, recess or outside breaks, morning duty and evening student release).	Behavioral Support Program	12/11/2013	12/29/2017	\$0	No Funding Required	Principals, Teachers
Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide monthly guidance lessons for each grade, focused on respect (eg. students, teachers, property, anti-bullying) and other positive character traits.	Direct Instruction	12/11/2013	12/29/2017	\$0	No Funding Required	Principal, Counselor
Activity - Youth Service Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and utilize Family Resource/ Youth Service Center resources.	Other	12/11/2013	12/29/2017	\$0	State Funds	Principals, FRYSC
Activity - Parent/Teacher Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue parent/ teacher communication and parental involvement in various aspects of the school through: grade level/classroom and school newsletters, teacher and school webpage, Infinite Campus Parent Portal, open house, parent-teacher conferences during and after school, and One-Call system.	Parent Involvement	01/31/2013	12/29/2017	\$600	Other	Principals, Counselor, Teachers
Activity - Perception Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide stakeholders with an opportunity for input related to instructional and other decisions through annual perception surveys.	Other	12/11/2013	12/29/2017	\$0	No Funding Required	Principals, Teachers
Activity - Instructional Time and Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a master schedule that maximizes instructional time and effective use of resources to meet the needs of all students.	Other	12/11/2013	12/29/2017	\$0	No Funding Required	Principals, Counselors, Teachers
Activity - School Improvement Plan Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review school improvement plan at least annually and revise as needed.	Policy and Process	12/11/2013	12/29/2017	\$0	No Funding Required	Principals, SBDM, Teachers

Comprehensive School Improvement Plan

Meece Middle School

Measurable Objective 2:

collaborate to increase Program Review scores for all three school program review areas by 06/30/2017 as measured by Unbidled Learning calculations for Program Review.

Strategy 1:

Program Reviews - Principals and teachers will develop and implement plan.

Category:

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collect evidence of students learning arts & humanities (dance, music, visual arts, drama), PLCs, writing across the curriculum and World Language/Global Competency.	Academic Support Program	12/11/2013	12/29/2017	\$0	No Funding Required	Principals, SBDM, Teachers

Goal 4: Reduce the percentage of Meece Middle School students scoring Novice from 11.8 to 10.0 by 2017.

Measurable Objective 1:

collaborate to decrease the average percentage of students scoring Novice in math and reading from 11.8 to 10.0, and reduce the percentage of Novice in social studies from 8.7 to 7.8, in writing from 11.4 to 10.3, and language mechanics from 23.2 to 20.9. by 12/30/2016 as measured by KPREP scores.

Strategy 1:

Academic Interventions - Leadership will implement activities to help school reach the Novice Reduction Goal.

Category: Learning Systems

Activity - Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review, update, and implement the school intervention plan.	Academic Support Program	01/04/2016	12/30/2016	\$15000	State Funds	Principal, RTI and ESS teachers

Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use resources to differentiate lessons in reading and math to address student needs.	Academic Support Program	01/04/2016	12/05/2016	\$5000	Title II Part A	Principal, Teachers

Strategy 2:

Apply Data - Leadership will ensure that student data is being used to make decisions that are best to help the school reduce the number of students scoring Novice on the KPREP test.

Comprehensive School Improvement Plan

Meece Middle School

Category: Continuous Improvement

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine state data and student performance levels and use data to make improvement decisions.	Academic Support Program	12/30/2016	12/30/2016	\$0	No Funding Required	Principal, Teachers

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a PLC protocol for examining student data from Proficiency Measures.	Professional Learning	01/04/2016	12/30/2016	\$0	No Funding Required	Principal Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent/Teacher Communication	Continue parent/ teacher communication and parental involvement in various aspects of the school through: grade level/classroom and school newsletters, teacher and school webpage, Infinite Campus Parent Portal, open house, parent-teacher conferences during and after school, and One-Call system.	Parent Involvement	01/31/2013	12/29/2017	\$600	Principals, Counselor, Teachers
Technology Integration	Implement technology for collection of student data in Proficiency Measures and other formative assessments. (i.e. Grade Cam, clickers, computer lab, mobile lab, HP Streams).	Academic Support Program	12/11/2013	06/30/2017	\$3200	Principals, Teachers
Mentoring Program	Develop and implement a mentoring program for students who are identified as being at-risk and those who have barriers to effective learning.	Other	12/11/2013	12/29/2017	\$0	Principals, Counselor, Teachers
Interventions	Continue to implement interventions for all grade levels to focus on math and/or reading skills for students that are not proficient.	Academic Support Program	12/11/2013	06/30/2017	\$1000	Principals, Teachers
Instructional Materials	Purchase new or upgraded resources and instructional materials (eg. textbooks, online resources, technology).	Academic Support Program	12/11/2013	06/30/2017	\$5000	Central Office, Administrators
Predictive Assessments	Assess and analyze student data three to four times yearly with the universal screener and formative assessments from Discovery Education Assessment or MAP, and STAR reading assessment.	Academic Support Program	12/11/2013	06/30/2017	\$4400	Principals, Teachers
Technology Implementation	Provide on-going technology (eg. CIITS, Turning Point Clicker, Smart Board, Grade Cam, HP Streams, One Note) professional development for staff.	Technology	12/11/2013	06/30/2017	\$1000	Principals, Teachers
Character Salute	Continue monthly character salute program that recognize students and staff members for the character attribute of the month.	Behavioral Support Program	12/11/2013	12/29/2017	\$175	Principals, FRYSC
Incentives	Continue to implement a school-wide incentive program that rewards students who maintain or increase academic achievement, attendance and/or good behaviors.	Behavioral Support Program	12/11/2013	12/30/2016	\$500	Principals, Teachers

Comprehensive School Improvement Plan

Meece Middle School

Supplemental Resources	Continue the implementation of school-wide use of supplemental resources such as Study Island, Lexia Core 5, Dream Box, in-school and after-school tutoring (21st Century).	Technology	12/11/2013	06/30/2017	\$6500	Principals, SBDM, Teachers
Total					\$22375	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Engagement	Continue classroom activities and lessons based on student engagement strategies (eg. Thoughtful Education/KAGAN), hands-on, and/or small groups instead of lecturing.	Direct Instruction	12/11/2013	06/30/2017	\$0	Principals, Teachers
Language Mechanics	Include language mechanics items on English Language Arts Proficiency Measures and other classroom assessments.	Academic Support Program	12/11/2013	06/30/2017	\$0	Principals, ELA Teachers
Safe and Engaging Classrooms	Continue to focus staff and students on MMS expectations to provide a safe/engaging classroom and school environment.	Behavioral Support Program	12/11/2013	12/29/2017	\$0	Principals, Teachers
Guidance Lessons	Provide monthly guidance lessons for each grade, focused on respect (eg. students, teachers, property, anti-bullying) and other positive character traits.	Direct Instruction	12/11/2013	12/29/2017	\$0	Principal, Counselor
Vertical Alignment	Schedule and monitor vertical content meetings with HES & SHS.	Professional Learning	12/11/2013	06/30/2017	\$0	Principals, Teachers
Supervision	Continue to provide expected teacher supervision of students during non-instructional time periods (eg. to and from Exploratories, to and from lunch, between classes, recess or outside breaks, morning duty and evening student release).	Behavioral Support Program	12/11/2013	12/29/2017	\$0	Principals, Teachers
Formative Assessments	Continue to assess and monitor student performance, using Proficiency Measures and other classroom instruments, which will allow teachers to plan or revise instruction based on student needs. (Continue to turn in assessments for standards congruency check.)	Academic Support Program	12/11/2013	06/30/2017	\$0	Principals, Teachers
Data Analysis	Examine state data and student performance levels and use data to make improvement decisions.	Academic Support Program	12/30/2016	12/30/2016	\$0	Principal, Teachers
Program Review	Collect evidence of students learning arts & humanities (dance, music, visual arts, drama), PLCS, writing across the curriculum and World Language/Global Competency.	Academic Support Program	12/11/2013	12/29/2017	\$0	Principals, SBDM, Teachers
Perception Surveys	Provide stakeholders with an opportunity for input related to instructional and other decisions through annual perception surveys.	Other	12/11/2013	12/29/2017	\$0	Principals, Teachers
PLC	Meet in Professional Learning Communities or Grade Level monthly, or more as needed, to discuss student engagement learning activities and analyze data to drive/change instruction to best meet student needs.	Academic Support Program	12/11/2013	06/30/2017	\$0	Principals, Teachers

Comprehensive School Improvement Plan

Meece Middle School

Writing to Demonstrate Learning	Provide student opportunities to communicate their knowledge through writing. (Extended response, short answer [for math and reading] and other meaningful writing pieces throughout the learning experience in all classes.)	Direct Instruction	12/11/2013	06/30/2017	\$0	Principals, Teachers
Differentiating Instruction	Using data from various assessments, teachers will identify and implement differentiated instructional strategies with students who are not achieving proficiency.	Direct Instruction	12/11/2013	06/30/2017	\$0	Principals, Teachers
Student Learning Targets	Ensure the daily content learning target(s) in each class is communicated and understood by all students.	Academic Support Program	12/11/2013	06/30/2017	\$0	Administrators, Teachers
Instructional Time and Resources	Create a master schedule that maximizes instructional time and effective use of resources to meet the needs of all students.	Other	12/11/2013	12/29/2017	\$0	Principals, Counselors, Teachers
School Improvement Plan Review	Review school improvement plan at least annually and revise as needed.	Policy and Process	12/11/2013	12/29/2017	\$0	Principals, SBDM, Teachers
PLC Protocol	Develop and implement a PLC protocol for examining student data from Proficiency Measures.	Professional Learning	01/04/2016	12/30/2016	\$0	Principal Teachers
On Demand Writing	Provide students with the opportunity to practice on-demand writing pieces (including stand alone and passage based prompts) in English Language Arts classes.	Direct Instruction	12/11/2013	06/30/2017	\$0	Principals, Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Youth Service Center	Support and utilize Family Resource/ Youth Service Center resources.	Other	12/11/2013	12/29/2017	\$0	Principals, FRYSC
Best Practices	Provide on-going professional development for middle school best practices (eg. Thoughtful Education, student engagement, differentiation, classroom management, curriculum alignment, and/or novice reduction strategies)	Professional Learning	12/11/2013	06/30/2017	\$1000	Principals, Teachers
Instructional Materials	Purchase new or upgraded resources and instructional materials (eg. textbooks, online resources, technology).	Academic Support Program	12/11/2013	06/30/2017	\$50000	Central Office, Administrators
Intervention Plan	Review, update, and implement the school intervention plan.	Academic Support Program	01/04/2016	12/30/2016	\$15000	Principal, RTI and ESS teachers
Total					\$66000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Comprehensive School Improvement Plan

Meece Middle School

Walk-Through	Conduct frequent walk through(s) and provide teachers with feedback so each may make informed instructional decisions.	Academic Support Program	12/11/2013	06/30/2017	\$1000	Administrators
Total					\$1000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiation	Teachers will use resources to differentiate lessons in reading and math to address student needs.	Academic Support Program	01/04/2016	12/05/2016	\$5000	Principal, Teachers
Total					\$5000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

DRAFT

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Meece Middle School

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Meece Middle School

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

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

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.	N/A		

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

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

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

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

Comprehensive School Improvement Plan

Meece Middle School

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Meece Middle School

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

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

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

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

DRAFT

Phase II - KDE Compliance and Accountability - Schools

DRAFT

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.

DRAFT

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 averaged combined reading and math K-PREP scores for Meece Middle School from 50.6 to 75.6 in 2017; and increase social studies from 60.7 to 83.9, on-demand writing from 43.8 to 74.1 and language mechanics from 51 to 75.5

Measurable Objective 1:

collaborate to increase math scores from 42.6 to 71.3, reading scores from 58.6 to 79.3, social studies from 60.7 to 80.35, writing from 43.8 to 71.9, and lang. mechanics from 51 to 75.5 by 06/30/2017 as measured by K-PREP scores.

Strategy1:

Professional Development - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going professional development for middle school best practices (eg. Thoughtful Education, student engagement, differentiation, classroom management, curriculum alignment, and/or novice reduction strategies)	Professional Learning	12/11/2013	06/30/2017	\$1000 - State Funds	Principals, Teachers

Activity - Technology Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going technology (eg. CIITS, Turning Point Clicker, Smart Board) professional development for staff.	Technology	12/11/2013	06/30/2017	\$1000 - Other	Principals, Teachers

Goal 2:

Provide a safe and enriching environment for student learning.

Measurable Objective 1:

collaborate to provide a safe and enriching environment for student learning by 12/30/2016 as measured by perception surveys of all stakeholders.

Strategy1:

Comprehensive School Improvement Plan

Meece Middle School

Learning Environment - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - School Improvement Plan Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review school improvement plan at least annually and revise as needed.	Policy and Process	12/11/2013	12/30/2016	\$0 - No Funding Required	Principals, SBDM, Teachers

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores for Meece Middle School from 50.6 to 75.6 in 2017; and increase social studies from 60.7 to 83.9, on-demand writing from 43.8 to 74.1 and language mechanics from 51 to 75.5

Measurable Objective 1:

collaborate to increase math scores from 42.6 to 71.3, reading scores from 58.6 to 79.3, social studies from 60.7 to 80.35, writing from 43.8 to 71.9, and lang. mechanics from 51 to 75.5 by 06/30/2017 as measured by K-PREP scores.

Strategy1:

Assessment - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Include language mechanics items on English Language Arts Proficiency Measures and other classroom assessments.	Academic Support Program	12/11/2013	06/30/2017	\$0 - No Funding Required	Principals, ELA Teachers

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with the opportunity to practice on-demand writing pieces (including stand alone and passage based prompts) in English Language Arts classes.	Direct Instruction	12/11/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Comprehensive School Improvement Plan

Meece Middle School

Activity - Technology Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement technology for collection of student data in Proficiency Measures and other formative assessments. (i.e. clickers, computer lab, mobile lab).	Academic Support Program	12/11/2013	06/30/2017	\$3200 - Other	Principals, Teachers

Activity - Predictive Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess and analyze student data three to four times yearly with the universal screener and formative assessments from Discovery Education Assessment or MAP, and STAR reading assessment.	Academic Support Program	12/11/2013	06/30/2017	\$4400 - Other	Principals, Teachers

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide student opportunities to communicate their knowledge through writing. (Extended response, short answer [for math and reading] and other meaningful writing pieces throughout the learning experience in all classes.)	Direct Instruction	12/11/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to assess and monitor student performance, using Proficiency Measures and other classroom instruments, which will allow teachers to plan or revise instruction based on student needs.	Academic Support Program	12/11/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Strategy2:

Curriculum - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Vertical Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schedule and monitor monthly vertical content meetings with content teachers and schedule once a semester/ year vertical content meetings with HES & SHS.	Professional Learning	12/11/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet in Professional Learning Communities monthly, or more as needed, to discuss student engagement learning activities and analyze data to drive/change instruction to best meet student needs.	Academic Support Program	12/11/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Comprehensive School Improvement Plan

Meece Middle School

Activity - Supplemental Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the implementation of school-wide use of supplemental resources such as Study Island, Lexia Core 5, Dream Box, in-school and after-school tutoring (21st Century).	Technology	12/11/2013	06/30/2017	\$6500 - Other	Principals, SBDM, Teachers

Activity - Instructional Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase new or upgraded resources and instructional materials (eg. textbooks, online resources, technology).	Academic Support Program	12/11/2013	06/30/2017	\$50000 - State Funds \$5000 - Other	Central Office, Administrators

Activity - Walk-Through	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct frequent walk through(s) and provide teachers with feedback so each may make informed instructional decisions.	Academic Support Program	12/11/2013	06/30/2017	\$1000 - District Funding	Administrators

Activity - Student Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase classroom activities and lessons based on student engagement strategies (eg. Thoughtful Ed.), hands-on, and/or small groups instead of lecturing.	Direct Instruction	12/11/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Activity - Student Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure the daily content learning target(s) in each class is communicated and understood by all students.	Academic Support Program	12/11/2013	06/30/2017	\$0 - No Funding Required	Administrators, Teachers

Strategy3:

Professional Development - Principal and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going professional development for middle school best practices (eg. Thoughtful Education, student engagement, differentiation, classroom management, curriculum alignment, and/or novice reduction strategies)	Professional Learning	12/11/2013	06/30/2017	\$1000 - State Funds	Principals, Teachers

Activity - Technology Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide on-going technology (eg. CIITS, Turning Point Clicker, Smart Board) professional development for staff.	Technology	12/11/2013	06/30/2017	\$1000 - Other	Principals, Teachers

Comprehensive School Improvement Plan

Meece Middle School

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 combined reading and math proficiency ratings for all students in the non-duplicated GAP group from 38.2 to 67.3 by 2017; social studies GAP from 50.8 to 74.1, and writing GAP from 33 to 65.1.

Measurable Objective 1:

collaborate to increase the GAP scores from 46.9 to 71.3 for reading, from 29.5 to 63.3 in math, from 50.8 to 74.1 in social studies and from 33 to 65.1 in writing by 06/30/2017 as measured by KPREP scores.

Strategy1:

Gap Students - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement interventions for all grade levels to focus on math and/or reading skills for students that are not proficient.	Academic Support Program	12/11/2013	06/30/2017	\$1000 - Other	Principals, Teachers

Activity - Differentiating Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using data from various assessments, teachers will identify and implement differentiated instructional strategies with students who are not achieving proficiency.	Direct Instruction	12/11/2013	06/30/2017	\$0 - No Funding Required	Principals, Teachers

Comprehensive School Improvement Plan

Meece Middle School

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Provide a safe and enriching environment for student learning.

Measurable Objective 1:

collaborate to increase Program Review scores for all three school program review areas by 06/30/2017 as measured by Unbidled Learning calculations for Program Review.

Strategy1:

Program Reviews - Principals and teachers will develop and implement plan.

Category:

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collect evidence of students learning arts & humanities (dance, music, visual arts, drama), PLCS, writing across the curriculum and World Language/Global Competency.	Academic Support Program	12/11/2013	06/30/2015	\$0 - No Funding Required	Principals, SBDM, Teachers

Executive Summary

DRAFT

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.

DRAFT

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?

Meece Middle School actively serves approximately 490 students in fifth through eighth grades. We are a small independent school district located in Southeast Kentucky in the city of Somerset. We serve a population that is ethnically and economically diverse. We have approximately 60% free/reduced lunch population.

We have 49 faculty/staff members at Meece Middle School that goes above and beyond to ensure that are students experience a quality education. We use the latest student engagement strategies, data analysis techniques and technological devices as part of our day to day operations. We have a PTA that actively supports the overall learning environment of the school. We have on staff a FRYSC coordinator that meets both the needs of our students and their families; as well as help to plan and implement an enriched curriculum for our students.

DRAFT

School's Purpose

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

The mission of Meece Middle School is to work in partnership with the parents/guardians and the community to enable all of our students to reach their highest level of academic performance. In addition, we strongly encourage the development of creativity, independent thinking, physical well-being, social skills and self-worth in a caring environment where learning is valued by all.

DRAFT

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.

State and national test scores for Meece Middle School has displayed a steady increase for the past several years with the exception of a minor set back on last year's K-PREP. We have been identified as a Distinguished school by Kentucky Department of Education for the last four years. We have reached status of a Distinguished School for 2015-16 by the Kentucky Department of Education. Besides striving to improve in all content areas, we continue to make improvements in our mathematics scores in all grades with a priority along with implementing intervention strategies in every classroom to help all students achieve proficiency.

DRAFT

Additional Information

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

Establishing a positive learning climate/culture throughout the school, building meaningful relationships between all our stakeholders, getting students active and engaged in their own personal learning, having students take ownership of their learning and analyzing student data to improve student performance are just some of the ways that Meece Middle School has helped each student reach their academic potential.

DRAFT