School Improvement Plan
Meece Middle School
2020

Rationale
School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions
Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.).*

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan
- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency Goal

Goal 1: By 2025, our school will increase the combined (reading and math) percentage of proficient/distinguished students to 78.1.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019-20, increase scores to 72 in reading, 63 in math.	Curriculum KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Continue the implementation of school-wide use of supplemental resources in-school and during after school tutoring.	Increased KPREP Scores		12,000 ESS Title V
		Schedule and monitor vertical content meetings with HES and SHS.	Increased Curriculum Alignment		0
		Conduct frequent walk-throughs and provide teachers with feedback so each may make informed instructional decisions.	Increased KPREP Scores		1,000 Title V
		Ensure the daily content learning target in each class is communicated and understood by all students.(agenda books for I can and goal setting)	Increased KPREP Scores		0
		Continue classroom activities and lessons based on student engagement strategies (i.e Thoughtful Education/KAGAN, Google classroom, computer based, hands-on, and/or small groups, instead of lecturing).	Increased KPREP Scores		0
		Purchase new or upgraded resources and instructional materials (for example textbooks, online resources and/or technology).	Increased KPREP Scores		5,000 Textbook
		Meet in Professional Learning Communities and/or grade levels at least monthly or as needed to discuss students learning activities and analyze data to drive/change instruction to best meet student needs.	Increased KPREP Scores		0
	Assessment KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Assess and analyze student data three to four times yearly with the universal screener and formative assessments (MAP, STAR Reading and monthly proficiency assessments).	Increased KPREP Scores		Title V
		Continue to assess and monitor student performance using Proficiency Measures and other classroom instruments giving teachers information to plan/revise instruction based on student needs. (Continue to turn in assessments for standards congruency checks once every nine weeks).	Increased KPREP Scores		0
		Implement technology for collection of student data in Proficiency Measures and other formative assessments (Grade Cam, Google classroom, computer lab, mobile lab, HP Streams and ZenPads).	Increased KPREP Scores		1,000 Title V KETS
		Provide student opportunities to communicate their knowledge through writing. (Extended response, short answer for reading and math, and other meaningful writing pieces throughout the year in all classes.)	Increased KPREP Scores		0
		Include language mechanics items on English Language Arts Proficiency Measures and other classroom assessments.	Increased KPREP Scores		0
	Professional Development KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Provide on-going technology professional development for staff.	Increased technology skills		1,000 PD
		Provide on-going professional development for middle school best practices (Thoughtful Education, student engagement, differentiation classroom management, curriculum alignment, novice reduction strategies).	Increased student involvement in class		1,000 PD Title II

2: Separate Academic Indicator

Goal 2: By 2020, our school will increase social studies score to 82.8; Science to 60.4 and writing to 70.1.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019-2020 increase scores to 73 in social studies, 49.3 in science and 62.6 in writing.	Curriculum KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	Continue the implementation of school-wide use of supplemental resources in-school and during after school tutoring.	Increased KPREP Scores		12,000 ESS Title V
		Schedule and monitor vertical content meetings with HES and SHS.	Increased Curriculum Alignment		0
		Conduct frequent walk-throughs and provide teachers with feedback so each may make informed instructional decisions.	Increased KPREP Scores		1,000 Title V
		Ensure the daily content learning target in each class is communicated and understood by all students (agenda books for I can and goal setting)	Increased KPREP Scores		0
		Continue classroom activities and lessons based on student engagement strategies, for example Thoughtful Education/KAGAN, Google classroom, hands-on, and/or small groups, instead of lecturing.	Increased KPREP Scores		0
		Purchase new or upgraded resources and instructional materials, for example textbooks, online resources and/or technology.	Increased KPREP Scores		5,000 Textbook
		Meet in Professional Learning Communities and/or grade levels at least monthly or as needed to discuss students learning activities and analyze data to drive/change instruction to best meet student needs.	Increased KPREP Scores		0
	Assessment KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data	Assess and analyze student data three to four times yearly with the universal screener and formative assessments (MAP and monthly proficiency assessments).	Increased KPREP Scores		Title V
		Continue to assess and monitor student performance using Proficiency Measures and other classroom instruments giving teachers information to plan/revise instruction based on student needs. (Continue to turn in assessments for standards congruency checks once every nine weeks).	Increased KPREP Scores		0
		Implement technology for collection of student data in Proficiency Measures and other formative assessments (Grade Cam, Google classrooms, computer lab, mobile lab, HP Streams and ZenPads).	Increased KPREP Scores		1,000 Title V KETS
		Provide student opportunities to communicate their knowledge through writing. (Extended response, short answer for science, social studies and other meaningful writing pieces throughout the year in all classes.)	Increased KPREP Scores		0
		Provide students with the opportunity to practice on-demand writing pieces (including stand alone and passage-based prompts) in English Language Arts classes.	Increased KPREP Scores		0
	Professional Development KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Provide on-going technology professional development for staff.	Increased technology skills		1,000 PD
		Provide on-going professional development for middle school best practices (Thoughtful Education, student engagement, differentiation classroom management, curriculum alignment, novice reduction strategies).	Increased student involvement in class		1,000 PD Title II

3: Gap

Goal 3: By 2025, increase the averaged combined reading and math proficiency rates for all students in the Gap Group to 44.7.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019-2020, increase the Gap Group scores to 45.9 in reading, 38.5 in math.	Student Support KCWP 5: Design, Align and Deliver Support	Using data from various formative assessments, teachers will identify and implement differentiated instructional strategies with students who are not achieving proficiency.	Increased KPREP scores		0
		Continue to implement interventions for all grade levels to focus on math and/or reading skills for students that are not proficient (reduce novice).	Increased KPREP scores		1,000 Section 6 ESS
Objective 2: By 2019-2020, increase the score of the subgroup "Students with Disabilities (IEP)", Hispanic and economically Disadvantaged	TSI Strategy KCWP 5: Design, Align and Deliver Support				
		Train teachers in best practice strategies to increase academic performance in all subgroups.	Best practice strategies implemented in class		0
		Utilize our PLC protocol to analyze student performance and to share strategies and monitor feedback.	Increased use of best practices observed in classes		0

4: Growth

Goal 4: By 2025, increase the average combined reading and math growth to 55.2.					
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2019-20, increase scores to 50.4 in reading and 51.1 in math.	KCWP 5: Design, Align and Deliver Support	Using data from various formative assessments, teachers will identify and implement differentiated instructional strategies for ALL students.	Increased KPREP scores		0
		Continue to implement interventions for all grade levels to focus on math and/or reading skills for students that are not proficient.	Increased KPREP scores		1,000 ESS

5: Safe and Enriched Environment

Goal 6: Provide a safe and enriching environment for student learning.					
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Provide a safe and enriching environment for student learning by reducing barriers to learning.	Student Support KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Continue developing the mentoring program for students identified as being at-risk and those who have barriers to effective learning.	Increased KPREP scores		0
		Continue to implement a school-wide incentive program that rewards students who maintain or increase academic achievement, attendance and/or good behavior.	Increased Achievement Increased Attendance		500 SBDM
		Continue monthly character salute program to recognize students and staff members for the character attribute of the month.	Increased Positive Behavior		175 SBDM
		Continue to focus staff and students on MMS expectation to provide a safe/engaging classroom and school environment.	Increased Positive Behavior		0
		Continue to provide expected teacher supervision of students during non-instructional time-periods: to and from exploratory classes, to and from lunch, between classes, recess or outside breaks, morning duty and evening student release.	Increased Positive Behavior		0
		Provide monthly guidance lessons for each grade, focused on respect and other positive character traits.	Increased Positive Behavior		0
		Continue parent/teacher communication and parent involvement in various aspects of school through grade level/classroom and school newsletters, teacher and school webpages, updated grades in Infinite Campus Portal, open house, parent-teacher conferences and One-Call system.	Increased Involvement		600 District Section 6
		Support and utilize Family Resource/Youth Service Center resources.	Increased Involvement		FRYSC