



KDE Comprehensive School Improvement Plan

Saint Charles Middle School
Marion County

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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.

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

St. Charles Middle School's 2015-16 enrollment is 270 students in grades 6, 7 and 8. We are located in the rural community of St. Mary's, Kentucky, just 6 miles west of Lebanon, KY at 1155 Hwy 327. Our school and area possess a warm history. The establishment was originally constructed in 1952 and renovated in 2006. You will experience a warm nostalgic feeling when you progress from our beautiful, modern open foyer and our library that boasts a beautiful loft, and exit to the upper level of our building. The mature areas of our building host the traditional wooden door casings, windows in each classroom, and a beautiful view beyond the panes.

SCMS enrollment over the past three years has averaged 294 with a steady 50% rate of students meeting the requirements for free or reduced lunch fees. Our attendance rate has held steady at 95% while our retention rate remains at 0%. We have experienced an increase in our student diversity as our student with disabilities with accommodations in our Exceptional Child Education count increased from 6% to 8 % over the past three years. Overall our school demographics would be considered steady as our mobility rate, ESL student count and minority population have remained at 1% each over the past three years.

Our KPREP scores have increased from 58.9% of students scoring proficient and distinguished in 2011-2012 to 69.9% in 2012-2013 to 71.4% in 2013-2014, 71.9% in 2014-2015 and our goal for 2015-16 is to become a distinguished school with a 71.9% or higher scoring proficient or distinguished.

Our faculty and staff consists of one principal, one guidance counselor, one media specialist, four exploratory teachers (Music, Band, PE and Band), 16 core content teachers, and 3 Exceptional Child Educators. Our family is complete with a full-time nurse, two friendly and helpful front office personnel and 3 instructional assistants.

The small rural community is very supportive of education and hold the high expectations for our students outside of the building that we hold for them from the inside. A wonderful challenge that we address daily is "Good is the enemy of Great."

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.

Our mission:

The mission of SCMS is to SHIELD our student's with Safety, High expectations, Inspiration, and Engaging Learning environment, and Dedication.

St. Charles Middle School believes:

- * In a safe, positive, caring, and respectful environment for all of the SCMS community, with all members united for the success of the school.
- * In having high expectations for all students.
- * In respecting the uniqueness of each student and in meeting each student at their current development and taking them as far as possible.
- * In developing the whole student; mentally, physically, socially, and emotionally.
- * That students, parents and school staff form a team with the ultimate purpose being the success of each student.
- * We can influence a student's success in life by providing engaging experiences that prepare them for their future.

Each morning, following the pledge to the United States flag, the student body recites our school moto: We ARMOR up each day with:

Achievement

Respect

Motivation

Organization

Responsibility

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.

St. Charles Middle School's three year Next Generation Learner Trends shows our continual growth. Our 2014 KPREP scores maintain us at a Proficient school, being only .5 points away from receiving a Distinguished ranking. Our 2015 KPREP scores Continued our Proficient ranking as we scored 69.9% in 2014-2015, our goal continuing to be to reach a distinguished ranking in 2015-16.

Additional Information

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

St. Charles Middle School focused on identifying and growing the leader in each student. Based on research by John Hattie, Student Expectation is the number 1 influence on student achievement. In our creation of student leaders, we create the high expectation for individual students. We currently have an active Student Council, and a Jr. Knight Leadership Academy, Jr. BETA and NJHS.

Extra-curricular activities offered are boys basketball, girls basketball, football, volleyball, cheerleading, band, baseball and softball.

2015-16 SCMS CSIP

Overview

Plan Name

2015-16 SCMS CSIP

Plan Description

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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	SCMS Identified GAP students will show a increase in Reading-50.4% in 2013-14 to 71.8% in 2018-19; Math-58.1% in 13-14 to 73.7% in 18-19; SS -49.4% in 13-14 to 74.7% in 18-19; Writing-50.2% in 13-14 to 69.4% 18-19	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$80000
2	SCMS CCR - 8th grade students will increase 13% from the 49.6% meeting benchmark on the 2014 EXPLORE Reading and Math compared to the 2015 KPREP Reading and Math 50% to 63% on the state assessment in 2016.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2500
3	Proficiency Goal-Proficiency increase as follows:Math from 54% in 12-13 to 78.4%% in 18-19; SS from 48% in 12-13 to 78.5% in 18-19; Reading from 51% in 12-13 to 75.5% in 18-19; Writing from 31.4% in 13-14 to 73.0% in 18-19; maintain 100% in PR	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$0
4	PGES 2015-16 SCMS goal	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$6000
5	Novice Reduction Plan for SCMS 2015-16	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$64580

Goal 1: SCMS Identified GAP students will show a increase in Reading-50.4% in 2013-14 to 71.8% in 2018-19; Math-58.1% in 13-14 to 73.7% in 18-19; SS -49.4% in 13-14 to 74.7% in 18-19; Writing-50.2% in 13-14 to 69.4% 18-19

Measurable Objective 1:

A 7% increase of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in identified areas of Math, SS, Science, Writing and in Reading by 05/16/2016 as measured by KREP assessment.

Strategy 1:

Professional Development - Professional Development - Select teachers will participate in the GRREC to learn strategies that will increase the effectiveness of the co-teaching setting. Teachers who participate in the program will share what they have learned with other members of the special education department. Teachers will submit a needs assessment at the end of the school year for SBDM to utilize in establishing a professional development budget.

Category: Professional Learning & Support

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of individual student progress toward mastering of standards. GAP students will identified to allow teachers to associate a face with each data point to better meet individual needs with targeted interventions.	Academic Support Program	08/05/2015	05/16/2016	\$27500	Title I Part A	Teachers, Principal, Guidance Counselor, District Administrative support
Activity - Kagan strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have been trained in the use of Kagan Structures to increase student engagement and improve the effectiveness of cooperative learning in the classroom. Kagan strategies will allow student to process, discuss, and apply content they have learned to promote understanding.	Academic Support Program	08/05/2015	05/16/2016	\$10000	District Funding	Teachers, principal, guidance counselor, district administrative support
Activity - GRREC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies to increase the effectiveness of the co-teaching classroom.	Professional Learning	08/05/2015	05/16/2016	\$2500	District Funding	Principal, teachers, SBDM

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Strategy 2:

ESS Daytime Waiver - Extended School Day Services - In-school waiver - ESS teachers will work with special needs students (and regular education students) in the traditional classroom setting in the areas of Math and Reading. The option of pull-out tutoring will be explored to better meet the needs of individual students.

Category: Continuous Improvement

Activity - Enrichment Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to ESS Daytime Waiver personnel during enrichment time.	Academic Support Program	08/05/2015	05/16/2016	\$10000	District Funding	Teachers, administrators, guidance counselor and district administrative support

Strategy 3:

Rigor for all students - Rigor for all students- will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Activity - Inclusion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Academic Support Program	08/05/2015	05/16/2016	\$0	No Funding Required	ECE District Director, teachers, principal

Activity - Collaboration/Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/05/2015	05/16/2016	\$0	No Funding Required	ECE district director, teachers and principal

Activity - Research-based strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Academic Support Program	08/05/2015	05/16/2016	\$0	No Funding Required	ECE district director, teachers and principal

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Activity - Staff Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, Rtl, etc.).	Professional Learning	08/05/2015	05/16/2016	\$0	District Funding	ECE district director, principal, teachers

Activity - Monitoring/Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ECE Core Team will meet bi-weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Academic Support Program	08/05/2015	05/16/2016	\$0	No Funding Required	ECE district director, teachers and principal

Strategy 4:

Technology - Students will have access to technology in order to utilize online programs (Compass Learning, etc.).

Category: Continuous Improvement

Activity - COW (computers on wheels)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize technology to access online academic support programs such as Compass Learning.	Academic Support Program	01/04/2016	05/13/2016	\$30000	Title I School Improvement (ISI)	teachers, support staff, building administration and Title 1 director

Goal 2: SCMS CCR - 8th grade students will increase 13% from the 49.6% meeting benchmark on the 2014 EXPLORE Reading and Math compared to the 2015 KPREP Reading and Math 50% to 63% on the state assessment in 2016.

Measurable Objective 1:

100% of Eighth grade students will demonstrate a proficiency in the areas of Math and in Reading by 05/13/2016 as measured by 2016 state assessment.

Strategy 1:

Increased Practice - Students will be expected to increase their individual practice time in Math and Reading.

Category: Continuous Improvement

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Activity - Academic Acad	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with an opportunity to practice Reading and Math through Accelerated Reading program and Accelerated Math program after school for 2 hours per week at the academic academy. During this time, they will be access to a certified teacher's assistance.	Academic Support Program	10/13/2015	05/13/2016	\$1000	District Funding	Media specialists, teachers, admin
Activity - Motivational Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meeting 90% of the individual practice goals will be rewarded with a field trip at the end of the year.	Academic Support Program	08/05/2015	05/13/2016	\$1500	School Council Funds	teachers, admin

Goal 3: Proficiency Goal-Proficiency increase as follows:Math from 54% in 12-13 to 78.4%% in 18-19; SS from 48% in 12-13 to 78.5% in 18-19; Reading from 51% in 12-13 to 75.5% in 18-19; Writing from 31.4% in 13-14 to 73.0% in 18-19; maintain 100% in PR

Measurable Objective 1:

demonstrate a proficiency increase as follows:Math from 59.9% in 13-14 to 65.4% in 15-16; SS to 65.6% in 15-16; Reading from 56.2% in 13-14 to 60.7% in 15-16; Writing from 31.4% in 13-14 to 56.7% in 15-16; maintain 100% in PR by 05/22/2015 as measured by KPREP state assessment.

Strategy 1:

Professional Learning Communities - PLC's meet to review pacing guide implementation, plan lessons based on identified standards, design formative and summative assessments (including common assessments), and review student performance data. Instructional decisions will be based on data with professional learning embedded throughout the year.

Category: Professional Learning & Support

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scheduled content area planning will allow PLC meetings bi-weekly with members of their PLC and/or department to plan lessons, design assessments, and review student performance data.	Professional Learning	08/01/2014	05/16/2016	\$0	No Funding Required	Principals and teachers
Activity - Data Analysis Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level data from MAP, and other state assessment will be used to identify students for targeted interventions using research based practices. analyzed to provide targeted interventions. District common assessments will be given, MAP assessment (3x school year), EXPLORE to 7th and 8th grade, NAEP and KPREP.	Professional Learning	08/05/2015	05/13/2016	\$0	No Funding Required	Principals and Teachers
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Activity - Common planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a schedule for next year (2015-16) that will allow for departments and PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the traditional school day.	Policy and Process	08/05/2015	05/20/2016	\$0	No Funding Required	Principal and Counselor

Strategy 2:

Instructional Practices - Instructional Practices - monitoring and feedback. - Through teacher walk-throughs, reviews of lesson plans, PLC meetings, informal and formal observations, examination of student work, and teacher conferences - feedback will be provided to teachers in an effort to improve instructional practices.

Category: Other - Policy and Process

Research Cited: Best Practices

Activity - Learning Checks / Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning Checks with item analysis will be completed by teachers to monitor student understanding, identify standards that have not been mastered, and determine reteaching plans. PLCs will develop pacing guides and common unit assessments with the data being analyzed to determine the effectiveness of instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	Teachers and PLCs

Activity - Classroom Walk Throughs and Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of a weekly walk through schedule for building administrators including written feedback to teachers. Semester district learning walks by central office personnel and outside administrators with a specific focus (learning targets, questioning techniques, etc.) and providing teachers written feedback on what was observed. Every teacher will be evaluated during the 2015-16 school year.	Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	Principal and Central Office Personnel

Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coaches will work with Math, English and Science teachers to monitor horizontal and vertical curriculum documents, implement instruction, and refine assessments.	Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	Principals, Instructional Coaches, Central Office Administration

Strategy 3:

Enrichment Time - Each grading period, teachers will analyze individual student data to determine their need for enrichment time. Enrichment time will be offered daily for one full class period at the end of the day. Students will have the opportunity to receive small group and one-on-one instruction in areas of identified need.

Category: Other - Academic Support System

Activity - Rti	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time built into the schedule to allow targeted student (students scoring in the lowest 10th percentile) interventions in a small group setting and grade level strategies to improve success in the classroom and performance on state and national assessments such as the District common assessment, MAP, and KPREP exams	Academic Support Program	05/06/2015	05/20/2016	\$0	No Funding Required	Principal, Counselor and Teachers

Strategy 4:

Reduction of Novice Scores - Increase the amount of higher level questioning from the recall to higher level Bloom's taxonomy. Ensure unit tests and common assessments are of the same design and rigor as state and national exams by incorporating a majority of higher level DOK questions to adequately challenge students. Ensure that students are mastering the standards as they are taught and reteaching those when necessary.

Category: Continuous Improvement

Activity - Assessment Format and Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design tests that are of the same format and rigor students will see on state and national assessments (KPREP.).	Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	Principal, teachers, instructional coaches

Goal 4: PGES 2015-16 SCMS goal**Measurable Objective 1:**

demonstrate a proficiency of effective professionals (TPGES, OPGES, PPGES) to 100% in by 06/30/2016 as measured by PGES .

Strategy 1:

Professional Learning & Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS use, etc.

Category: Professional Learning & Support

Category: Professional Learning & Support

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Activity - PLCs, Staff Development Days and/or Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	08/05/2015	06/30/2016	\$0	No Funding Required	District leaders School leaders

Activity - District Leadership Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	08/05/2015	06/30/2016	\$5000	District Funding	District leaders School leaders

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	08/05/2015	06/30/2016	\$1000	State Funds	Instructional Supervisors Principals

Measurable Objective 2:

demonstrate a behavior that provides documentation of the implementation of the Professional Growth and Effectiveness System by 06/30/2016 as measured by SBDM meetings minutes, superintendent evaluation in ASSIST, principal evaluations in CIITS, leadership team meeting agendas, certified evaluation plan.

Strategy 1:

Implementation and Monitoring Systems - Develop a district-level and school-level PGES implementation and monitoring systems referring to the PGES Implementation Category: Teacher PGES

Activity - Certified Evaluation Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	No Funding Required	instructional supervisor, 50/50 committee members

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Activity - PGES Principal Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted	Policy and Process	08/01/2014	06/30/2016	\$0	No Funding Required	Instructional Supervisor

Activity - Public Reporting of Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/05/2015	06/30/2016	\$0	No Funding Required	Superintendent, Instructional Supervisor, principals

Goal 5: Novice Reduction Plan for SCMS 2015-16

Measurable Objective 1:

10% of All Students will increase student growth a minimum of one level (novice to apprentice) in Reading by 05/13/2016 as measured by KPREP state assessment 2016.

Strategy 1:

Daytime ESS Waiver - Monitoring of individual student progress toward meeting benchmarks on state and national assessments. Students scoring Novice will be identified to allow teachers to associate a face with each data point to better meet individual needs with targeted interventions

Category: Continuous Improvement

Activity - Enrichment Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to ESS Daytime Waiver personnel during the regular school day.	Academic Support Program	08/05/2015	05/13/2016	\$10000	District Funding	Teachers, administrators, guidance counselor and district administrative support

Strategy 2:

Response to Intervention - Teachers will work with special scoring in the 10th percentile or lower on the MAP assessment traditional classroom setting in the areas of Math and Reading. The option of pull-out tutoring will be explored to better meet the needs of individual students. Category: Continuous Improvement

SY 2015-2016

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Category: Continuous Improvement

Activity - Enrichment Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students qualifying will receiving individual/small group instruction during regularly scheduled enrichment time. Progress monitoring through Aimsweb will be used.	Academic Support Program	08/05/2015	05/13/2016	\$0	No Funding Required	Teachers, administrators, guidance counselor and district administrative support
Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of individual student progress toward meeting benchmarks on state and national assessments. Students meeting the criteria for Rti will receive 2 hours/week on Compass Learning online instruction.	Academic Support Program	08/05/2015	05/13/2016	\$27500	Title I Schoolwide	teachers, administration, support staff
Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have been trained in the use of Kagan Structures to increase student engagement and improve the effectiveness of cooperative learning in the classroom. Kagan strategies will allow student to process, discuss, and apply content they have learned to promote understanding.	Academic Support Program	08/05/2015	05/13/2016	\$10000	Title I Schoolwide	teachers, administrators, support staff

Strategy 3:

School wide Writing Plan - SCMS teachers analyzed student data during the data retreat in July. Teacher concluded that an area of weakness for SCMS was writing. A school wide writing plan was developed to ensure that writing is occurring across the curriculum.

Category: Continuous Improvement

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a writing prompt in which they will respond to and receive immediate feedback from a number of teachers in the classroom regarding their writing.	Academic Support Program	10/12/2015	05/13/2016	\$0	No Funding Required	Instructional Coaches, Classroom teachers, administration
Activity - Writing professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development in writing will be offered once a month for 30 minutes to ensure that teachers in all content areas are familiar with the student writing expectations and have the training to support them.	Professional Learning	10/13/2015	11/23/2015	\$1080	State Funds	Instructional coaches, teachers, administration

Strategy 4:

Rising Readers - Students will be expected to read a set number of fiction and non-fiction books each grading period and score a 90% or higher on their online quizzes through Renaissance Reading.

Category: Continuous Improvement

Activity - Academic Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic Academy will be held weekly for 2 hours as an opportunity for students to have access to the library after school hours in order to check out books and complete online tests over books.	Academic Support Program	10/13/2015	05/13/2016	\$1000	District Funding	Media specialist, teachers, administration

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring Novice on the 2015 KPREP state assessment will be scheduled into an enrichment course in which Read180 Reading curriculum will be taught.	Academic Support Program	12/18/2015	05/13/2016	\$15000	Title I Schoolwide	Title 1 funded staff, administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kagan strategies	All teachers have been trained in the use of Kagan Structures to increase student engagement and improve the effectiveness of cooperative learning in the classroom. Kagan strategies will allow student to process, discuss, and apply content they have learned to promote understanding.	Academic Support Program	08/05/2015	05/16/2016	\$10000	Teachers, principal, guidance counselor, district administrative support
GRREC	Teachers will learn strategies to increase the effectiveness of the co-teaching classroom.	Professional Learning	08/05/2015	05/16/2016	\$2500	Principal, teachers, SBDM
Academic Acad	Students will be provided with an opportunity to practice Reading and Math through Accelerated Reading program and Accelerated Math program after school for 2 hours per week at the academic academy. During this time, they will be access to a certified teacher's assistance.	Academic Support Program	10/13/2015	05/13/2016	\$1000	Media specialists, teachers, admin
Enrichment Groupings	Students will have access to ESS Daytime Waiver personnel during enrichment time.	Academic Support Program	08/05/2015	05/16/2016	\$10000	Teachers, administrators , guidance counselor and district administrative support
Staff Training	ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, Rtl, etc.).	Professional Learning	08/05/2015	05/16/2016	\$0	ECE district director, principal, teachers
Enrichment Groupings	Students will have access to ESS Daytime Waiver personnel during the regular school day.	Academic Support Program	08/05/2015	05/13/2016	\$10000	Teachers, administrators , guidance counselor and district administrative support

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District Leadership Team Meetings	Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	08/05/2015	06/30/2016	\$5000	District leaders School leaders
Academic Academy	Academic Academy will be held weekly for 2 hours as an opportunity for students to have access to the library after school hours in order to check out books and complete online tests over books.	Academic Support Program	10/13/2015	05/13/2016	\$1000	Media specialist, teachers, administration
Total					\$39500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing professional development	Professional development in writing will be offered once a month for 30 minutes to ensure that teachers in all content areas are familiar with the student writing expectations and have the training to support them.	Professional Learning	10/13/2015	11/23/2015	\$1080	Instructional coaches, teachers, administration
Peer Observation Training	Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	08/05/2015	06/30/2016	\$1000	Instructional Supervisors Principals
Total					\$2080	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
COW (computers on wheels)	Students will utilize technology to access online academic support programs such as Compass Learning.	Academic Support Program	01/04/2016	05/13/2016	\$30000	teachers, support staff, building administration and Title 1 director
Total					\$30000	

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Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Learning	Monitoring of individual student progress toward mastering of standards. GAP students will identified to allow teachers to associate a face with each data point to better meet individual needs with targeted interventions.	Academic Support Program	08/05/2015	05/16/2016	\$27500	Teachers, Principal, Guidance Counselor, District Administrative support
Total					\$27500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Learning	Monitoring of individual student progress toward meeting benchmarks on state and national assessments. Students meeting the criteria for RtI will receive 2 hours/week on Compass Learning online instruction.	Academic Support Program	08/05/2015	05/13/2016	\$27500	teachers, administration , support staff
Read 180	Students scoring Novice on the 2015 KPREP state assessment will be scheduled into an enrichment course in which Read180 Reading curriculum will be taught.	Academic Support Program	12/18/2015	05/13/2016	\$15000	Title 1 funded staff, administration
Kagan Strategies	All teachers have been trained in the use of Kagan Structures to increase student engagement and improve the effectiveness of cooperative learning in the classroom. Kagan strategies will allow student to process, discuss, and apply content they have learned to promote understanding.	Academic Support Program	08/05/2015	05/13/2016	\$10000	teachers, administrators , support staff
Total					\$52500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Motivational Incentives	Students meeting 90% of the individual practice goals will be rewarded with a field trip at the end of the year.	Academic Support Program	08/05/2015	05/13/2016	\$1500	teachers, admin
Total					\$1500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Public Reporting of Progress	Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/05/2015	06/30/2016	\$0	Superintendent, Instructional Supervisor, principals
Classroom Walk Throughs and Observations	Implementation of a weekly walk through schedule for building administrators including written feedback to teachers. Semester district learning walks by central office personnel and outside administrators with a specific focus (learning targets, questioning techniques, etc.) and providing teachers written feedback on what was observed. Every teacher will be evaluated during the 2015-16 school year.	Academic Support Program	08/05/2015	05/20/2016	\$0	Principal and Central Office Personnel
Data Analysis Teams	PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level data from MAP, and other state assessment will be used to identify students for targeted interventions using research based practices. analyzed to provide targeted interventions. District common assessments will be given, MAP assessment (3x school year), EXPLORE to 7th and 8th grade, NAEP and KPREP.	Professional Learning	08/05/2015	05/13/2016	\$0	Principals and Teachers
Live Scoring	Students will be given a writing prompt in which they will respond to and receive immediate feedback from a number of teachers in the classroom regarding their writing.	Academic Support Program	10/12/2015	05/13/2016	\$0	Instructional Coaches, Classroom teachers, administration
Monitoring/Feedback	The ECE Core Team will meet bi-weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Academic Support Program	08/05/2015	05/16/2016	\$0	ECE district director, teachers and principal
Inclusion	All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Academic Support Program	08/05/2015	05/16/2016	\$0	ECE District Director, teachers, principal

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Learning Checks / Common Assessments	Learning Checks with item analysis will be completed by teachers to monitor student understanding, identify standards that have not been mastered, and determine reteaching plans. PLCs will develop pacing guides and common unit assessments with the data being analyzed to determine the effectiveness of instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0	Teachers and PLCs
PLC Meetings	Scheduled content area planning will allow PLC meetings bi-weekly with members of their PLC and/or department to plan lessons, design assessments, and review student performance data.	Professional Learning	08/01/2014	05/16/2016	\$0	Principals and teachers
Certified Evaluation Committee	A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0	instructional supervisor, 50/50 committee members
Collaboration/Co-Teaching	ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/05/2015	05/16/2016	\$0	ECE district director, teachers and principal
Research-based strategies	District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Academic Support Program	08/05/2015	05/16/2016	\$0	ECE district director, teachers and principal
Rti	Time built into the schedule to allow targeted student (students scoring in the lowest 10th percentile) interventions in a small group setting and grade level strategies to improve success in the classroom and performance on state and national assessments such as the District common assessment, MAP, and KPREP exams	Academic Support Program	05/06/2015	05/20/2016	\$0	Principal, Counselor and Teachers
Instructional Coaches	Instructional Coaches will work with Math, English and Science teachers to monitor horizontal and vertical curriculum documents, implement instruction, and refine assessments.	Academic Support Program	08/05/2015	05/20/2016	\$0	Principals, Instructional Coaches, Central Office Administration

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PGES Principal Points	A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted	Policy and Process	08/01/2014	06/30/2016	\$0	Instructional Supervisor
Common planning	Develop a schedule for next year (2015-16) that will allow for departments and PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the traditional school day.	Policy and Process	08/05/2015	05/20/2016	\$0	Principal and Counselor
Assessment Format and Rigor	Design tests that are of the same format and rigor students will see on state and national assessments (KPREP.).	Academic Support Program	08/05/2015	05/20/2016	\$0	Principal, teachers, instructional coaches
PLCs, Staff Development Days and/or Faculty Meetings	Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	08/05/2015	06/30/2016	\$0	District leaders School leaders
Enrichment Groupings	Students qualifying will receiving individual/small group instruction during regularly scheduled enrichment time. Progress monitoring through Aimsweb will be used.	Academic Support Program	08/05/2015	05/13/2016	\$0	Teachers, administrators , guidance counselor and district administrative support
Total					\$0	

KDE Needs Assessment

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?

As always, we are trying to utilize our data to better prepare our students for becoming life ready. During our data retreat in late July, we discovered that writing was an area of weakness for our school. So our data team created a school wide writing plan to ensure the use of a consistent cross curricular approach to writing school wide.

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?

Areas of strength have continued to be in Reading and Math. We celebrate that our scores have traditionally remained above the state average. Actions that we are implementing to sustain these areas are to continue with high expectations for our students in our accelerated reading and accelerated math programs. We have full implemented Rti through our scheduled enrichment times and are specifically addressing the reduction of novice.

DRAFT

Opportunities for Improvement

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

An area in need of improvement is writing and we have created, implemented and are carrying out our school wide writing plan which includes individual student feedback.

DRAFT

Conclusion

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

Closely monitoring and providing specific feedback to all certified and classified employees in order to maintain our areas of strength and to improve in the areas of concern.

DRAFT

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:

PGES 2015-16 SCMS goal

Measurable Objective 1:

demonstrate a proficiency of effective professionals (TPGES, OPGES, PPGES) to 100% in by 06/30/2016 as measured by PGES .

Strategy1:

Professional Learning & Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's

understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for

progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS use, etc.

Category: Professional Learning & Support

Category: Professional Learning & Support

Research Cited:

Activity - District Leadership Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bimonthly district leadership meetings will be held with PGES updates added to each agenda. This will provide on-going and just-in-time training for principals. Information for meetings will be gathered through the KDE PGES and CIITS webinars, ISLN network meetings, PGES trainings and PGES newsletters. Materials and guidance will be provided to principals so that they can then in turn train their teachers. Principals will engage in professional learning that includes but is not limited to article and book readings, power points/handouts, CIITS-EDS use, etc.	Professional Learning	08/05/2015	06/30/2016	\$5000 - District Funding	District leaders School leaders

Activity - Peer Observation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every teacher will be trained in the peer observation process using PBS learning media peer observer training modules. Ongoing follow-up training/review will be provided at the school level throughout the year.	Professional Learning	08/05/2015	06/30/2016	\$1000 - State Funds	Instructional Supervisors Principals

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Activity - PLCs, Staff Development Days and/or Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness system.	Professional Learning	08/05/2015	06/30/2016	\$0 - No Funding Required	District leaders School leaders

Measurable Objective 2:

demonstrate a behavior that provides documentation of the implementation of the Professional Growth and Effectiveness System by 06/30/2016 as measured by SBDM meetings minutes, superintendent evaluation in ASSIST, principal evaluations in CIITS, leadership team meeting agendas, certified evaluation plan.

Strategy1:

Implementation and Monitoring Systems - Develop a district-level and school-level PGES implementation and monitoring systems referring to the PGES Implementation

Category: Teacher PGES

Research Cited:

Activity - Public Reporting of Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each board meeting a progress report will be given regarding the progress on the steps that have been completed so far with PGES and next steps. This will allow board members to ask questions and will allow for the general public to gain an understanding of the new system as well.	Community Engagement	08/05/2015	06/30/2016	\$0 - No Funding Required	Superintendent, Instructional Supervisor, principals

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Activity - PGES Principal Points	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted	Policy and Process	08/01/2014	06/30/2016	\$0 - No Funding Required	Instructional Supervisor

Activity - Certified Evaluation Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee of 50% teachers and 50% administrators will meet to revise the current certified evaluation plan to meet the guidelines of PGES and to be submitted to the Kentucky Department of Education for approval. The focus this year will be tweaking current items that need to be changed based upon teacher and administrator feedback from this year's experience of PGES implementation along with adding specifics regarding student growth goals and measuring of low, expected, or high growth for other professionals and district central office personnel.	Policy and Process	12/11/2013	06/30/2016	\$0 - No Funding Required	instructional supervisor, 50/50 committee members

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

Goal 1:

SCMS Identified GAP students will show a increase in Reading-50.4% in 2013-14 to 71.8% in 2018-19; Math-58.1% in 13-14 to 73.7% in 18-19; SS -49.4% in 13-14 to 74.7% in 18-19; Writing-50.2% in 13-14 to 69.4% 18-19

Measurable Objective 1:

A 7% increase of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in identified areas of Math, SS, Science, Writing and in Reading by 05/16/2016 as measured by KREP assessment.

Strategy1:

Technology - Students will have access to technology in order to utilize online programs (Compass Learning, etc.).

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - COW (computers on wheels)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize technology to access online academic support programs such as Compass Learning.	Academic Support Program	01/04/2016	05/13/2016	\$30000 - Title I School Improvement (ISI)	teachers, support staff, building administration and Title 1 director

Strategy2:

ESS Daytime Waiver - Extended School Day Services - In-school waiver - ESS teachers will work with special needs students (and regular education students) in the traditional classroom setting in the areas of Math and Reading. The option of pull-out tutoring will be explored to better meet the needs of individual students.

Category: Continuous Improvement

Research Cited:

Activity - Enrichment Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to ESS Daytime Waiver personnel during enrichment time.	Academic Support Program	08/05/2015	05/16/2016	\$10000 - District Funding	Teachers, administrators, guidance counselor and district administrative support

Strategy3:

Professional Development - Professional Development - Select teachers will participate in the GRREC to learn strategies that will increase the

effectiveness of the co-teaching setting. Teachers who participate in the program will share what they have learned with other members of the special education department. Teachers will submit a needs assessment at the end of the school year for SBDM to utilize in establishing a professional development budget.

Category: Professional Learning & Support

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of individual student progress toward mastering of standards. GAP students will identified to allow teachers to associate a face with each data point to better meet individual needs with targeted interventions.	Academic Support Program	08/05/2015	05/16/2016	\$27500 - Title I Part A	Teachers, Principal, Guidance Counselor, District Administrative support

Activity - Kagan strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have been trained in the use of Kagan Structures to increase student engagement and improve the effectiveness of cooperative learning in the classroom. Kagan strategies will allow student to process, discuss, and apply content they have learned to promote understanding.	Academic Support Program	08/05/2015	05/16/2016	\$10000 - District Funding	Teachers, principal, guidance counselor, district administrative support

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Activity - GRREC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn strategies to increase the effectiveness of the co-teaching classroom.	Professional Learning	08/05/2015	05/16/2016	\$2500 - District Funding	Principal, teachers, SBDM

Strategy4:

Rigor for all students - Rigor for all students- will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Research Cited:

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, Rtl, etc.).	Professional Learning	08/05/2015	05/16/2016	\$0 - District Funding	ECE district director, principal, teachers

Activity - Collaboration/Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	ECE district director, teachers and principal

Activity - Monitoring/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ECE Core Team will meet bi-weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	ECE district director, teachers and principal

Activity - Inclusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	ECE District Director, teachers, principal

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Activity - Research-based strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	ECE district director, teachers and principal

Goal 2:

Proficiency Goal-Proficiency increase as follows:Math from 54% in 12-13 to 78.4%% in 18-19; SS from 48% in 12-13 to 78.5% in 18-19; Reading from 51% in 12-13 to 75.5% in 18-19; Writing from 31.4% in 13-14 to 73.0% in 18-19; maintain 100% in PR

Measurable Objective 1:

demonstrate a proficiency increase as follows:Math from 59.9% in 13-14 to 65.4% in 15-16; SS to 65.6% in 15-16; Reading from 56.2% in 13-14 to 60.7% in 15-16; Writing from 31.4% in 13-14 to 56.7% in 15-16; maintain 100% in PR by 05/22/2015 as measured by KPREP state assessment.

Strategy1:

Instructional Practices - Instructional Practices - monitoring and feedback. - Through teacher walk-throughs, reviews of lesson plans, PLC meetings, informal and formal observations, examination of student work, and teacher conferences - feedback will be provided to teachers in an effort to improve instructional practices.

Category: Other - Policy and Process

Research Cited: Best Practices

Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will work with Math, English and Science teachers to monitor horizontal and vertical curriculum documents, implement instruction, and refine assessments.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Principals, Instructional Coaches, Central Office Administration

Activity - Learning Checks / Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Checks with item analysis will be completed by teachers to monitor student understanding, identify standards that have not been mastered, and determine reteaching plans. PLCs will develop pacing guides and common unit assessments with the data being analyzed to determine the effectiveness of instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Teachers and PLCs

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Activity - Classroom Walk Throughs and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of a weekly walk through schedule for building administrators including written feedback to teachers. Semester district learning walks by central office personnel and outside administrators with a specific focus (learning targets, questioning techniques, etc.) and providing teachers written feedback on what was observed. Every teacher will be evaluated during the 2015-16 school year.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Principal and Central Office Personnel

Strategy2:

Reduction of Novice Scores - Increase the amount of higher level questioning from the recall to higher level Bloom's taxonomy. Ensure unit tests and common

assessments are of the same design and rigor as state and national exams by incorporating a majority of higher level DOK questions to adequately challenge students. Ensure that students are mastering the standards as they are taught and reteaching those when necessary.

Category: Continuous Improvement

Research Cited:

Activity - Assessment Format and Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design tests that are of the same format and rigor students will see on state and national assessments (KPREP.).	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Principal, teachers, instructional coaches

Strategy3:

Professional Learning Communities - PLC's meet to review pacing guide implementation, plan lessons based on identified standards, design formative and

summative assessments (including common assessments), and review student performance data. Instructional decisions will be based on data with professional learning embedded throughout the year.

Category: Professional Learning & Support

Research Cited:

Activity - Data Analysis Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level data from MAP, and other state assessment will be used to identify students for targeted interventions using research based practices. analyzed to provide targeted interventions. District common assessments will be given, MAP assessment (3x school year), EXPLORE to 7th and 8th grade, NAEP and KPREP.	Professional Learning	08/05/2015	05/13/2016	\$0 - No Funding Required	Principals and Teachers

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Activity - Common planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a schedule for next year (2015-16) that will allow for departments and PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the traditional school day.	Policy and Process	08/05/2015	05/20/2016	\$0 - No Funding Required	Principal and Counselor

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scheduled content area planning will allow PLC meetings bi-weekly with members of their PLC and/or department to plan lessons, design assessments, and review student performance data.	Professional Learning	08/01/2014	05/16/2016	\$0 - No Funding Required	Principals and teachers

Strategy4:

Enrichment Time - Each grading period, teachers will analyze individual student data to determine their need for enrichment time.

Enrichment time will be offered daily for one full class period at the end of the day. Students will have the opportunity to receive small group and one-on-one instruction in areas of identified need.

Category: Other - Academic Support System

Research Cited:

Activity - Rti	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time built into the schedule to allow targeted student (students scoring in the lowest 10th percentile) interventions in a small group setting and grade level strategies to improve success in the classroom and performance on state and national assessments such as the District common assessment, MAP, and KPREP exams	Academic Support Program	05/06/2015	05/20/2016	\$0 - No Funding Required	Principal, Counselor and Teachers

Goal 3:

Novice Reduction Plan for SCMS 2015-16

Measurable Objective 1:

10% of All Students will increase student growth a minimum of one level (novice to apprentice) in Reading by 05/13/2016 as measured by KPREP state assessment 2016.

Strategy1:

School wide Writing Plan - SCMS teachers analyzed student data during the data retreat in July. Teacher concluded that an area of weakness for SCMS was writing. A school wide writing plan was developed to ensure that writing is occurring across the curriculum.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Saint Charles Middle School

Activity - Writing professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development in writing will be offered once a month for 30 minutes to ensure that teachers in all content areas are familiar with the student writing expectations and have the training to support them.	Professional Learning	10/13/2015	11/23/2015	\$1080 - State Funds	Instructional coaches, teachers, administration

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given a writing prompt in which they will respond to and receive immediate feedback from a number of teachers in the classroom regarding their writing.	Academic Support Program	10/12/2015	05/13/2016	\$0 - No Funding Required	Instructional Coaches, Classroom teachers, administration

Strategy2:

Daytime ESS Waiver - Monitoring of individual student progress toward meeting benchmarks on state and national assessments. Students scoring Novice will identified to allow teachers to associate a face with each data point to better meet individual needs with targeted interventions

Category: Continuous Improvement

Research Cited:

Activity - Enrichment Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to ESS Daytime Waiver personnel during the regular school day.	Academic Support Program	08/05/2015	05/13/2016	\$10000 - District Funding	Teachers, administrators , guidance counselor and district administrative support

Strategy3:

Response to Intervention - Teachers will work with special scoring in the 10th percentile or lower on the MAP assessment traditional classroom setting in the areas of Math and Reading. The option of pull-out tutoring will be explored to better meet the needs of individual students. Category: Continuous Improvement

Category: Continuous Improvement

Research Cited:

Activity - Enrichment Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students qualifying will receiving individual/small group instruction during regularly scheduled enrichment time. Progress monitoring through Aimsweb will be used.	Academic Support Program	08/05/2015	05/13/2016	\$0 - No Funding Required	Teachers, administrators , guidance counselor and district administrative support

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of individual student progress toward meeting benchmarks on state and national assessments. Students meeting the criteria for Rti will receive 2 hours/week on Compass Learning online instruction.	Academic Support Program	08/05/2015	05/13/2016	\$27500 - Title I Schoolwide	teachers, administration, support staff

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Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have been trained in the use of Kagan Structures to increase student engagement and improve the effectiveness of cooperative learning in the classroom. Kagan strategies will allow student to process, discuss, and apply content they have learned to promote understanding.	Academic Support Program	08/05/2015	05/13/2016	\$10000 - Title I Schoolwide	teachers, administrators, support staff

Strategy4:

Rising Readers - Students will be expected to read a set number of fiction and non-fiction books each grading period and score a 90% or higher on their online quizzes through Renaissance Reading.

Category: Continuous Improvement

Research Cited:

Activity - Academic Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Academy will be held weekly for 2 hours as an opportunity for students to have access to the library after school hours in order to check out books and complete online tests over books.	Academic Support Program	10/13/2015	05/13/2016	\$1000 - District Funding	Media specialist, teachers, administration

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring Novice on the 2015 KPREP state assessment will be scheduled into an enrichment course in which Read180 Reading curriculum will be taught.	Academic Support Program	12/18/2015	05/13/2016	\$15000 - Title I Schoolwide	Title 1 funded staff, administration

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)

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

SCMS Identified GAP students will show a increase in Reading-50.4% in 2013-14 to 71.8% in 2018-19; Math-58.1% in 13-14 to 73.7% in 18-19; SS -49.4% in 13-14 to 74.7% in 18-19; Writing-50.2% in 13-14 to 69.4% 18-19

Measurable Objective 1:

A 7% increase of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in identified areas of Math, SS, Science, Writing and in Reading by 05/16/2016 as measured by KREP assessment.

Strategy1:

Rigor for all students - Rigor for all students- will provide access to rigorous standards-based instruction for all students through inclusion, collaboration/co-teaching, research-based strategies, staff training, and monitoring/feedback.

Category: Continuous Improvement

Research Cited:

Activity - Staff Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained in specific intervention strategies/programs to implement, as needed (i.e. AimsWeb progress monitoring and goal setting, sensory/autism, data analysis, PASS, Rtl, etc.).	Professional Learning	08/05/2015	05/16/2016	\$0 - District Funding	ECE district director, principal, teachers

Activity - Inclusion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with special needs will be included in the regular classroom to the fullest extent allowed by the IEP. This will help to ensure that all students have access to a rigorous curriculum that is congruent to KCAS and Program of Studies. To support this work, students with special needs will be scheduled first into regular education classrooms and will be the focal point of discussions as the schedule is created.	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	ECE District Director, teachers, principal

Activity - Collaboration/Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE staff will be trained along with support staff in collaboration/co-teaching strategies as well as alternate assessment strategies.	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	ECE district director, teachers and principal

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Activity - Research-based strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District staff will continue to ensure that all schools have access to sufficient instructional resources by investigating individual school needs and providing and supporting the implementation of research-based programs/curriculum resources (i.e. Hattie, Marzano, Bloom, Kagan, etc.) that assist in strengthening instruction in core academic areas, and that are valid, reliable, and supported by data for targeting groups of students.	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	ECE district director, teachers and principal

Activity - Monitoring/Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ECE Core Team will meet bi-weekly to focus on ECE program improvement and student learning. The ECE Leadership Team will meet monthly to focus on ECE program improvement in each school, student learning and data-analysis. Additionally, ECE Staff will maintain a Student Data Profile that will include student progress monitoring data and analysis to ensure students are receiving appropriate, targeted interventions and support as needed.	Academic Support Program	08/05/2015	05/16/2016	\$0 - No Funding Required	ECE district director, teachers and principal

Strategy2:

ESS Daytime Waiver - Extended School Day Services - In-school waiver - ESS teachers will work with special needs students (and regular education students) in the traditional classroom setting in the areas of Math and Reading. The option of pull-out tutoring will be explored to better meet the needs of individual students.

Category: Continuous Improvement

Research Cited:

Activity - Enrichment Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to ESS Daytime Waiver personnel during enrichment time.	Academic Support Program	08/05/2015	05/16/2016	\$10000 - District Funding	Teachers, administrators, guidance counselor and district administrative support

Strategy3:

Professional Development - Professional Development - Select teachers will participate in the GRREC to learn strategies that will increase the effectiveness of the co-teaching setting. Teachers who participate in the program will share what they have learned with other members of the special education department. Teachers will submit a needs assessment at the end of the school year for SBDM to utilize in establishing a professional development budget.

Category: Professional Learning & Support

Research Cited:

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Activity - Kagan strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have been trained in the use of Kagan Structures to increase student engagement and improve the effectiveness of cooperative learning in the classroom. Kagan strategies will allow student to process, discuss, and apply content they have learned to promote understanding.	Academic Support Program	08/05/2015	05/16/2016	\$10000 - District Funding	Teachers, principal, guidance counselor, district administrative support

Activity - GRREC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn strategies to increase the effectiveness of the co-teaching classroom.	Professional Learning	08/05/2015	05/16/2016	\$2500 - District Funding	Principal, teachers, SBDM

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of individual student progress toward mastering of standards. GAP students will identified to allow teachers to associate a face with each data point to better meet individual needs with targeted interventions.	Academic Support Program	08/05/2015	05/16/2016	\$27500 - Title I Part A	Teachers, Principal, Guidance Counselor, District Administrative support

Strategy4:

Technology - Students will have access to technology in order to utilize online programs (Compass Learning, etc.).

Category: Continuous Improvement

Research Cited:

Activity - COW (computers on wheels)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize technology to access online academic support programs such as Compass Learning.	Academic Support Program	01/04/2016	05/13/2016	\$30000 - Title I School Improvement (ISI)	teachers, support staff, building administration and Title 1 director

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:

Proficiency Goal-Proficiency increase as follows:Math from 54% in 12-13 to 78.4%% in 18-19; SS from 48% in 12-13 to 78.5% in 18-19;

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Reading from 51% in 12-13 to 75.5% in 18-19; Writing from 31.4% in 13-14 to 73.0% in 18-19; maintain 100% in PR

Measurable Objective 1:

demonstrate a proficiency increase as follows: Math from 59.9% in 13-14 to 65.4% in 15-16; SS to 65.6% in 15-16; Reading from 56.2% in 13-14 to 60.7% in 15-16; Writing from 31.4% in 13-14 to 56.7% in 15-16; maintain 100% in PR by 05/22/2015 as measured by KPREP state assessment.

Strategy1:

Professional Learning Communities - PLC's meet to review pacing guide implementation, plan lessons based on identified standards, design formative and

summative assessments (including common assessments), and review student performance data. Instructional decisions will be based on data with professional learning embedded throughout the year.

Category: Professional Learning & Support

Research Cited:

Activity - Data Analysis Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will analyze data from common assessments throughout the year to monitor student learning. School-wide grade level data from MAP, and other state assessment will be used to identify students for targeted interventions using research based practices. analyzed to provide targeted interventions. District common assessments will be given, MAP assessment (3x school year), EXPLORE to 7th and 8th grade, NAEP and KPREP.	Professional Learning	08/05/2015	05/13/2016	\$0 - No Funding Required	Principals and Teachers

Activity - Common planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a schedule for next year (2015-16) that will allow for departments and PLC members to experience common planning times to review pacing, plan instruction, design assessments, and review student performance data during the traditional school day.	Policy and Process	08/05/2015	05/20/2016	\$0 - No Funding Required	Principal and Counselor

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scheduled content area planning will allow PLC meetings bi-weekly with members of their PLC and/or department to plan lessons, design assessments, and review student performance data.	Professional Learning	08/01/2014	05/16/2016	\$0 - No Funding Required	Principals and teachers

Strategy2:

Enrichment Time - Each grading period, teachers will analyze individual student data to determine their need for enrichment time.

Enrichment time will be offered daily for one full class period at the end of the day. Students will have the opportunity to receive small group and one-on-one instruction in areas of identified need.

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Category: Other - Academic Support System

Research Cited:

Activity - Rti	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time built into the schedule to allow targeted student (students scoring in the lowest 10th percentile) interventions in a small group setting and grade level strategies to improve success in the classroom and performance on state and national assessments such as the District common assessment, MAP, and KPREP exams	Academic Support Program	05/06/2015	05/20/2016	\$0 - No Funding Required	Principal, Counselor and Teachers

Strategy3:

Instructional Practices - Instructional Practices - monitoring and feedback. - Through teacher walk-throughs, reviews of lesson plans, PLC meetings, informal and formal observations, examination of student work, and teacher conferences - feedback will be provided to teachers in an effort to improve instructional practices.

Category: Other - Policy and Process

Research Cited: Best Practices

Activity - Learning Checks / Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning Checks with item analysis will be completed by teachers to monitor student understanding, identify standards that have not been mastered, and determine reteaching plans. PLCs will develop pacing guides and common unit assessments with the data being analyzed to determine the effectiveness of instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Teachers and PLCs

Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coaches will work with Math, English and Science teachers to monitor horizontal and vertical curriculum documents, implement instruction, and refine assessments.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Principals, Instructional Coaches, Central Office Administration

Activity - Classroom Walk Throughs and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of a weekly walk through schedule for building administrators including written feedback to teachers. Semester district learning walks by central office personnel and outside administrators with a specific focus (learning targets, questioning techniques, etc.) and providing teachers written feedback on what was observed. Every teacher will be evaluated during the 2015-16 school year.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Principal and Central Office Personnel

Strategy4:

SY 2015-2016

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Reduction of Novice Scores - Increase the amount of higher level questioning from the recall to higher level Bloom's taxonomy. Ensure unit tests and common assessments are of the same design and rigor as state and national exams by incorporating a majority of higher level DOK questions to adequately challenge students. Ensure that students are mastering the standards as they are taught and reteaching those when necessary.

Category: Continuous Improvement

Research Cited:

Activity - Assessment Format and Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Design tests that are of the same format and rigor students will see on state and national assessments (KPREP.).	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Principal, teachers, instructional coaches

KDE Assurances - School

Introduction

KDE Assurances - School

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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	Rti Enrichment time built into the master schedule	

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

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

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

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

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

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	The one para professional that is assigned to SCMS was assigned through the district ECE program.	

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

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

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

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

KDE Comprehensive School Improvement Plan

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

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

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

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

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

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

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

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

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

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

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

The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

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

- Buffy Mann, principal
- Daniel McFall, guidance counselor
- Van Gadberry, FRYSC Coordinator
- Tammy Newcome, MC Chief Curriculum Supervisor
- Tonya Goode, SBDM parent
- Jessica Bagwell, SBDM parent
- Tonya Blandford, parent

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Relationship Building

Overall Rating: 3.29

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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: 3.0

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

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

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

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

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Decision Making

Overall Rating: 2.29

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

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

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

	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

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Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

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

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

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

Learning Opportunities

Overall Rating: 2.83

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff 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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.17

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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

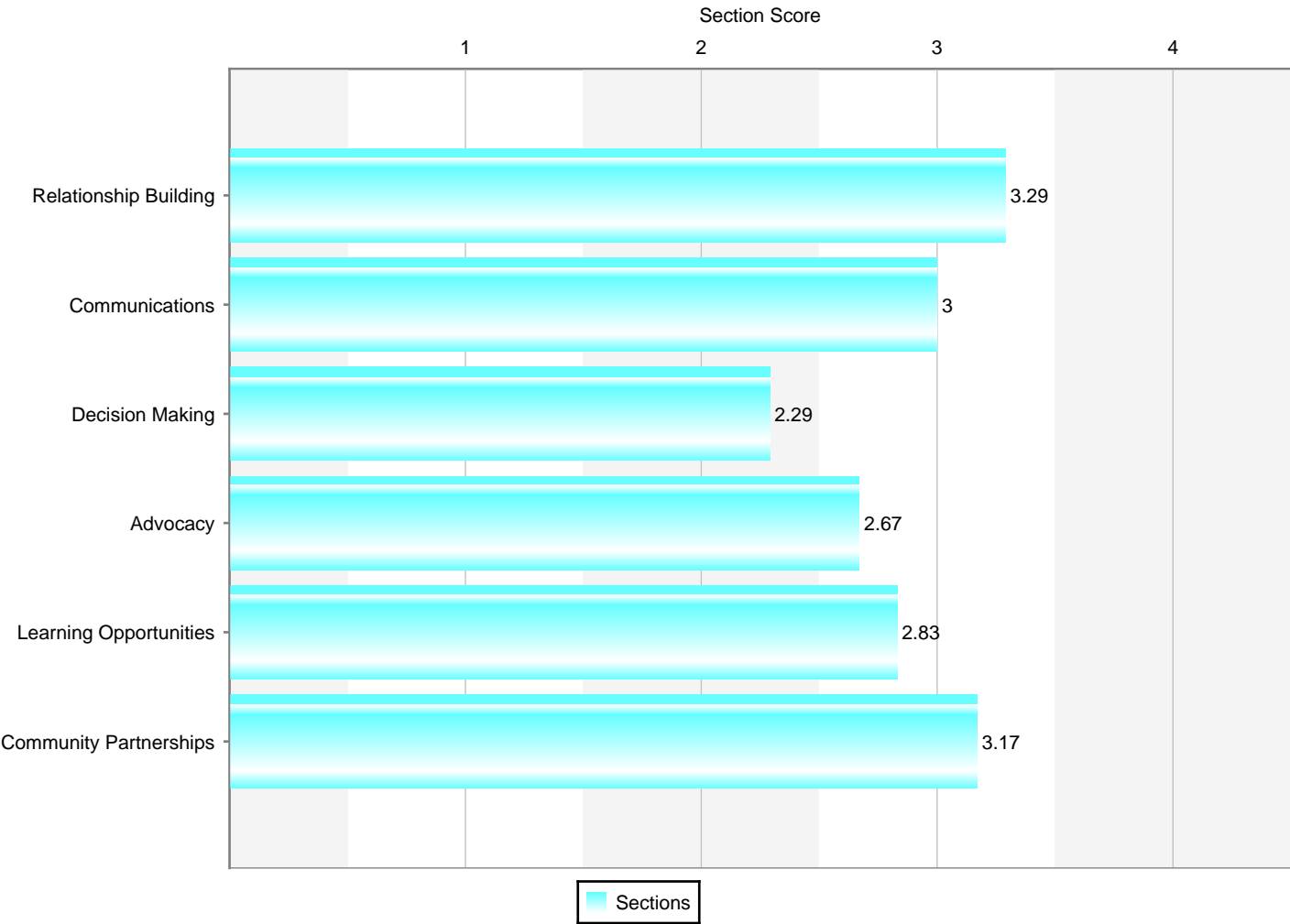
Reflect upon your responses to each of the Missing Piece objectives.

Although I feel that SCMS meets the proficient level, reflecting upon the responses that I chose, inspires me to lead our school towards more in depth parent involvement.

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Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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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.

SCMS has a devoted SBDM devoted team. We utilize paper surveys sent home with students and accompanied by a one-call message. The leadership at SCMS, FRYSC and front office personnel communicate openly with parents and community regarding issues that affect our school. Our traditional Parent/Teacher conferences have been labeled "Open House" nights due to the fact that we engage parents in other activities and solicit input in many areas of our school, for example our NTI (Non-traditional instructional days).

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

The entire certified and classified staff were involved in discussions regarding the document that guides our school. Parental involvement included the parents of our SBDM council and 2 additional parents.

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

The final improvement plan was communicated to all stakeholders during PLC meetings and at the SBDM council meetings. Updates will be communicated monthly through council meetings, and faculty meetings or PLC meetings.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

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School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		Fire Alarm Drill Tornado Plan Earthquake Drill Lockdown Drill

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	November 9, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	November 9, 2015	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	Hardcopies of our plan will be delivered to the agencies unable to attend our meeting.	Safety Plan Invitee Roster

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 26, 2015 first responders November 9, 2015 SBDM	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 4, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		Roster

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	Original copies are colored coded.	Evacuation Routes

KDE Comprehensive School Improvement Plan

Saint Charles Middle School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	2014-15 We are currently awaiting the fire marshall's first visit to our building for the 2015-16 school year.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		Earthquake plan

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	August 11, 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

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Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

- 1) Lack of training to assist teachers in preparing lessons for diverse learning; lack of experiences with diverse learners.
- 2) Lack of knowledge on how to communicate and help students living in poverty to set goals; lack of opportunities for students to display content mastery
- 3) Lack of resources and partnerships with appropriate agencies to provide additional student supports.

What sources of data were used to determine the barriers?

School achievement data, TELL survey reports, equity tab on the school report card. Free and reduced lunch percentages, percentage of student sub-groups in each school and any other relevant data have been examined to help find areas of strength and improvements.

What are the root causes of those identified barriers?

Teacher prep for diverse learners

Student efficacy

Parental involvement

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

44% Exemplary

56% Accomplished

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Policies ensure that all students receive equitable instruction provided by experienced teachers.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Due to school enrollment, we have one content area teacher in each grade level, so all students in that grade level are sure to receive equitable instruction.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

School data team examines data (assessment scores, GAP lists, ECE needs) to determine certifications to recruit when hiring.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The district has developed a partnership with Campbellsville University world language department in which international students work in our classrooms to support students and teachers.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Professional development academies are offered monthly to differentiate the learning opportunities and are based upon teacher requests.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

The district provides a new teacher induction program. Instructional coaches provide on-going support as needed throughout the school year. Monthly PD academies are held that address different topics by request for all teachers but especially new teachers.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

The principal, along with the instructional coaches monitor student learning data along with frequent visits to the classroom to observe. Coaching feedback is a priority of the district and professional learning is on-going for these groups so that we are constantly learning ways to support and help teachers be more effective in the classroom.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

TELL Survey results are analyzed to determine learning topics for faculty meetings and PLCs. This information helps us decide upon different learning opportunities to offer for teacher.

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Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

Goal 1 - Identified GAP students increase in state assessment scores

Goal 3 - SCMS TPGES

Goal 5 - Proficiency Goal

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