



KDE Comprehensive School Improvement Plan

Drakes Creek Middle School
Warren 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.

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?

Drakes Creek Middle School is a 7th-8th Grade center housing approximately 630 students. Situated in a high-growth area of our community, DCMS has shown a steady increase in student body numbers over the past few years. Specifically, DCMS has seen an increase in the number of Limited English Proficiency (LEP) students who now make up around 10% of our population. Additionally, the school has seen an increase in the number of students participating in the Federal Free/Reduced Lunch Program, moving us to a school-wide Title 1 Program. Over the past few years, DCMS has worked to fully implement a Response to Intervention (RtI) system in order to address specific learning needs of our underperforming students. On the other end of the spectrum, our school has nearly 33% of its students identified as Gifted and Talented in one or more specific areas. Last year, DCMS created "The Academy at The Creek," a Gifted and Talented program that creates unique learning and extension opportunities for our GT students. Having nearly one-third of our students identified as GT, one-tenth of our students identified as LEP, and nearly one-fourth of our students in Tier II and Tier III intervention creates an environment that is diverse and exciting but that is also a unique challenge of Drakes Creek Middle School.

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.

Drakes Creek Middle School exists to "Engage and Connect for Success." Everything that our school does must relate back to this mission statement. We encourage our students and faculty to engage daily in their classes and to look for every opportunity to grow academically. In addition, we create an environment that enables students and adults to build positive relationships with one another in order to grow socially. To help us "Engage and Connect for Success" we commit to following the 3 R's of positive behavior: be Respectful, be Responsible, and be Ready to Learn. Our school teaches this positive behavior and rewards students through a strong Positive Behavioral Interventions and Supports (PBIS) system.

To ensure that our students are growing academically and socially, our teachers and administrators meet regularly to analyze data and recommend support systems. Our content-teachers meet weekly to discuss assessment results and intervention needs in their classrooms. Teams of teachers meet monthly to discuss PBIS issues and rewards. These meetings result in uninterrupted, rigorous classroom instruction. The school is able to further individualize instruction and behavioral supports through the use of an Extended School Services Daytime Waiver program, an effective RtI program and challenging Gifted & Talented curricula. Finally, each student is encouraged to embrace their own "genius" and assume leadership opportunities through our Leader in Me coaching. Basically, our school fosters student growth daily by Engaging and Connecting for Success.

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.

This year, our school has been designated as a KPREP Distinguished School. Our school successfully met its AYP goals for achievement and increased our overall performance to reach the 95th percentile in the state. Our school's rank out of 327 middle schools in the state rose from 62nd overall to 22nd overall! Specifically, our school's rank increased in every tested subject area this year. Our achievement and gap scores increased from last year. We were a focus school for LEP reading and Special Education reading; this year we were able to eliminate our focus status for LEP students and now are a focus school for Reading with Disabled students.

Besides academic achievement, our school's related arts programs have received several notable achievements. Both the band and choirs of DCMS have received proficient and distinguished ratings this year at KMEA showcases. Our school consistently produces the number one student-led news broadcast in the state and takes multiple award-winning STLP projects to the state competition in Lexington, KY. Our physical education department this year raised over \$12,000 for the American Heart Association through a successful "Hoops for Heart" program. Finally, our school operates a successful athletic program consisting of Football, Volleyball, Softball, Baseball, Cross-Country, Track & Field, Soccer, Archery, Swimming and Cheerleading.

This year, our goal is to reduce the number of novice students while increasing the number of students scoring proficient and distinguished on the KPREP exam. We will continue to create intervention opportunities for our special needs students in the area of reading in an effort to exit focus status in that area. Finally, we will strive for our ultimate goal of every student leaving DCMS at or above grade level performance in each subject area.

Additional Information

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

This spring, our school will begin construction in an effort to accommodate a 6th grade class of students in the 2017-2018 school year. Warren County Schools is in the midst of a realignment effort that will move 6th graders from their respective elementary schools into the middle schools. This will add approximately 325 students to DCMS making our total student body numbers approach 1,000. During this time, we will be planning to reorganize personnel and physical space in order to create the most effective learning environment possible as a 6th -8th grade center.

Plan for KDE Comprehensive School Improvement Plan 2015-2016

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan 2015-2016

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the combined reading and math K-Prep scores from 58.1 to 77.9 in 2017.	Objectives: 1 Strategies: 6 Activities: 13	Organizational	\$140488
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.5 in 2014 to 66.5 in 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
3	Students with disabilities will score at least 30 points using NAPD calculation in Reading.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$8000
4	Parent Involvement	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$150
5	Drakes Creek Middle School will reach its CCR goal of 75.3 in 2021.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
6	Drakes Creek Middle School will reduce our Novice learners by 50% over the next five years.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0

Goal 1: Increase the combined reading and math K-Prep scores from 58.1 to 77.9 in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Drakes Creek Middle School from 65.4 to 66.5 by 05/25/2016 as measured by K-Prep.

Strategy 1:

PLC - Content teachers will meet together weekly to review content maps, monitor student progress, analyze common assessments.

Category: Continuous Improvement

Activity - Unit Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will submit unit plans reflecting the use of common formative assessments.	Policy and Process	10/01/2013	05/21/2015	\$0	No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Higher Level Questioning Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum coordinator will train teachers on effective questioning strategies at appropriate depth of knowledge.	Professional Learning	10/23/2013	05/21/2015	\$0	No Funding Required	Curriculum Coordinator

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the school data room to analyze multiple data points for each student	Academic Support Program	12/10/2014	05/21/2015	\$0	No Funding Required	Ril Coordinator Principal Curriculum Coordinator Counselor

Strategy 2:

RTI - The DCMS RTI team will meet regularly to update intervention rosters and monitor student growth and achievement. ESS Daytime waiver assistant will work with individual students to catch them up on grade-level standards.

Category:

Activity - Rtl Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Rtl Committee will monitor tiered intervention program	Academic Support Program	11/04/2013	05/25/2016	\$0	No Funding Required	Rtl Coordinator, ESS Assistant, Principal, Teachers
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Activity - Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention students will be enrolled in Imagine Learning, System 44, Read 180, Plugged Into Reading, Successful Reader and IXL Math depending on their performance level on the STAR, SRI, and KPREP assessments.	Academic Support Program	08/08/2013	05/25/2016	\$114113	Title I Part A	Intervention Teachers, School Counselor, Rtl Coordinator

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS Daytime Waiver Assistant will work one-on-one with students in academic distress or truancy	Academic Support Program	08/07/2014	05/25/2016	\$14525	Other	ESS Assistant, Principal, Rtl Coordinator, Counselor

Strategy 3:

Student Engagement - All teachers will implement student engagement strategies during units of instruction.

Category: Integrated Methods for Learning

Research Cited: Colleagues on Call

Activity - Student Engagement Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development on engaging qualities of lessons and incorporate the qualities into their units of instruction.	Professional Learning	07/28/2014	05/25/2016	\$0	No Funding Required	Teachers, Curriculum Coordinator, Principal

Activity - Leader In Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through implementation of the Leader in Me, students will set goals and track progress toward meeting those personal and academic goals throughout the school year.	Academic Support Program	08/06/2014	05/25/2016	\$7500	Grant Funds	Principal, Curriculum Coordinator

Activity - Look 2 Learning Walkthrough	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will receive administrative feedback at least every other week regarding student engagement strategies.	Policy and Process	08/11/2015	05/25/2016	\$0	No Funding Required	Principal Assistant Principal Curriculum Coordinator Intervention Specialist
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Strategy 4:

Mathematics Instruction - Mathematics teachers will collaborate to facilitate students growth and achievement in mathematics.

Category: Continuous Improvement

Activity - Math+ Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create research-based lessons and units that are engaging and effective.	Professional Learning	06/16/2014	05/25/2016	\$3000	Grant Funds	Math+ Teacher Leader, Principal, Math PLC

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize STAR and KPREP data to find gaps in student learning. Individualized intervention will be scheduled monthly to teach these gap skills to students via teacher-directed lessons and IXL Math.	Academic Support Program	08/06/2014	05/25/2016	\$1350	Text Books	Math PLC, Principal, Rtl Coordinator

Strategy 5:

School Master Schedule - DCMS adjusted its master schedule to include daily common content planning time.

Category: Continuous Improvement

Activity - Content Area Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school master schedule includes daily content planning time and weekly PLC meetings.	Professional Learning	08/11/2015	05/25/2016	\$0	No Funding Required	Principal Curriculum Coordinator Guidance Counselor

Strategy 6:

District Common Assessments - Each unit of instruction will be assessed using a common tool throughout the district.

Category: Learning Systems

Activity - Common Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will create units based on common district assessments and will analyze data for student proficiency. Students not reaching proficiency will receive intervention.	Direct Instruction	08/11/2015	05/25/2016	\$0	No Funding Required	Teachers Curriculum Coordinator
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.5 in 2014 to 66.5 in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.2 to 49.0 by 05/25/2016 as measured by K-Prep.

Strategy 1:

Intervention Courses - Using STAR and classroom assessments, students below the 40th percentile will be placed in appropriate intervention classes.

Category:

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on STAR, SRI, KPREP and classroom assessment data, students will be placed in Read 180, System 44, Successful Reader or Imagine learning classes.	Direct Instruction	08/08/2013	05/25/2016	\$0	No Funding Required	Title 1 Reading Tutor, Intervention Teachers, School Counselor, RTI coordinator

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on STAR data, KPREP data and Classroom Assessment data, students are targeted for intervention in teacher-directed classes and IXL math.	Academic Support Program	08/11/2015	05/25/2016	\$0	No Funding Required	Math Intervention Teachers Rtl Coordinator Guidance Counselor

Strategy 2:

Co-Teaching - This year, DCMS eliminated all resource special education settings and incorporated all students with special needs into co-taught classrooms. Special Education teachers will specialize in 1-2 subject areas each.

Category: Integrated Methods for Learning

Research Cited: Marilyn Friend "Power of 2" training and "Co-Teach" literature.

Activity - Co-Teaching Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students with special needs are placed into co-taught classrooms according to their IEP in lieu of a resource setting.	Direct Instruction	08/11/2015	05/25/2016	\$0	No Funding Required	Principal Curriculum Coordinator Guidance Counselor ARC Committee Special Education Teachers Teachers

Goal 3: Students with disabilities will score at least 30 points using NAPD calculation in Reading.

Measurable Objective 1:

30% of Students with Disabilities students will demonstrate a proficiency in Reading on the 2016 KPREP exam in Reading by 05/25/2016 as measured by KPREP performance level.

Strategy 1:

Co-Teaching - DCMS has eliminated all Resource reading classrooms and has implemented a system of co-teaching for all special education reading students.

Students will be exposed to higher levels of rigor which will increase achievement.

Category: Continuous Improvement

Research Cited: John Hattie Visible Learning

Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creating a master schedule to include co-teaching.	Direct Instruction	08/11/2015	05/25/2016	\$0	District Funding	4 Special Education Teacher Principal Curriculum Coordinator

Strategy 2:

Intervention Classes - Using triangulated data, students are placed in reading intervention classes. These classes include System 44, Read 180, and Successful Reader.

Category: Learning Systems

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Research Cited: What Works Clearinghouse

Activity - System 44	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized software and small group daily instruction for students requiring phonics level instruction.	Direct Instruction	08/11/2015	05/25/2016	\$1500	District Funding	Intervention Coordinator Intervention Teachers Title 1 Reading Coach

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individualized software, small group instruction, and independent reading daily for students with Lexile levels 100-500 points below grade level.	Direct Instruction	08/11/2015	05/25/2016	\$1500	District Funding	Intervention Coordinator Intervention Teachers Title 1 Reading Coach

Activity - Successful Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided listening, reading and questioning strategies for students who have severe learning gaps.	Direct Instruction	01/04/2016	05/25/2016	\$5000	Grant Funds	Intervention Coordinator Special Education Teachers

Strategy 3:

Differentiated Instruction - Students will receive individualized instruction based on their reading level.

Category: Integrated Methods for Learning

Research Cited: Visible Learning

Activity - Leveled Reading Passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on Lexile levels, students will receive appropriate passages to achieve the class learning target.	Academic Support Program	08/11/2015	05/25/2016	\$0	No Funding Required	Special Education Teacher General Education Reading Teacher

Goal 4: Parent Involvement

Measurable Objective 1:

collaborate to create connections with our parent community that will benefit student achievement by embracing our mission to "Engage and Connect for Success" by 05/25/2016 as measured by parent attendance at meetings and parental feedback from meetings.

Strategy 1:

FRYSC Parent Involvement Meetings - During the 2015-2016 school year, the Family Resource/Youth Services Center will conduct 2 parent luncheons dealing with helping students with issues they face as adolescents.

Category: Stakeholder Engagement

Activity - Internet Safety Lunch and Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will learn how to use technology to keep up with student progress and how to monitor their students' use of technology.	Parent Involvement	08/11/2015	05/25/2016	\$75	FRYSC	FRYSC Director Hope Harbor Staff Principal
Activity - PSI Parent Lunch and Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents learn and approve what their students will be presented in a "postponing sexual involvement" class.	Parent Involvement, Community Engagement	08/11/2015	05/25/2016	\$75	FRYSC	FRYSC Director Barren River District Health Department Principal

Goal 5: Drakes Creek Middle School will reach its CCR goal of 75.3 in 2021.

Measurable Objective 1:

achieve college and career readiness by scoring proficient or distinguished in reading and math by 05/25/2016 as measured by KPrep.

Strategy 1:

Rtl - Rtl committee will monitor tiered intervention program.

Category: Other - Response to Intervention

Research Cited: Kentucky Dept. of Education Guide to The Kentucky System of Interventions

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Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention students will be enrolled in Imagine Learning, System 44, Read 180, Plugged Into Reading, Successful Reader and IXL Math depending on their performance level on the KPREP assessment.	Academic Support Program	08/11/2015	05/25/2016	\$0	No Funding Required	Rtl Coordinator Guidance Counselor PLC groups

Strategy 2:

School Master Schedule - DCMS adjusted its master schedule to include daily common content planning time.

Category: Continuous Improvement

Activity - Content Area Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school master schedule includes daily content planning time and weekly PLC meetings.	Professional Learning	08/11/2015	05/25/2016	\$0	No Funding Required	Guidance Counselor Principal Curriculum Coordinator Rtl Coordinator

Strategy 3:

District Common Assessments - Each unit of instruction will be assessed using a common tool throughout the district.

Category: Learning Systems

Activity - Common Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create units based on common district assessments and will analyze data for student proficiency. Students not reaching proficiency will receive intervention.	Direct Instruction	08/11/2015	05/25/2016	\$0	No Funding Required	Teachers Curriculum Coordinator

Goal 6: Drakes Creek Middle School will reduce our Novice learners by 50% over the next five years.

Measurable Objective 1:

collaborate to reduce our combined reading and math novice percentages from 9.5 to 4.8 by 05/20/2020 as measured by KPrep.

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Strategy 1:

Reading Intervention - Students scoring novice are immediately placed in Tier III intervention and receive a formal intervention plan.

Category: Continuous Improvement

Activity - Reading Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students are given 2 hours of reading instruction per day including both a regular reading class as well as a reading intervention class (as mentioned in the proficiency goal).	Academic Support Program	08/11/2015	05/25/2016	\$0	No Funding Required	Rtl Coordinator Guidance Counselor Teachers

Activity - Block Reading Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who, after receiving Tier III interventions, are still not showing progress on their STAR assessments will be placed in a block reading intervention course in addition to their regular reading course. The block course will consist of 3 rotating stations per day that focus on missing skills. This course will be taken in lieu of the 7th grade Social Studies class or 8th grade Science class.	Academic Support Program	08/11/2015	05/25/2016	\$0	No Funding Required	Rtl Coordinator Title 1 Reading Coach Guidance Counselor

Activity - Check & Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet with the ESS coordinator weekly to review grades, missing assignments and to discuss choices that can be made to improve behaviors and prevent drop-out. They discuss future choices.	Behavioral Support Program	08/11/2015	05/25/2016	\$0	No Funding Required	ESS Coordinator Rtl Coordinator

Strategy 2:

Math Intervention - Students scoring novice in math will automatically be placed in Tier III Intervention and will receive a formal intervention plan.

Category: Continuous Improvement

Activity - Math Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in a remediation class to meet skill deficits as well as front-load new material.	Academic Support Program	08/11/2015	05/25/2016	\$0	No Funding Required	Math Teachers Rtl Coordinator Guidance Counselor

Activity - Extended Math Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are placed in an extended math class based on STAR, KPREP, and classroom assessments. Extended math classes focus on helping students re-coup missing skills.	Academic Support Program	08/11/2015	05/25/2016	\$0	No Funding Required	Math teachers Rtl Coordinator Guidance Counselor
Activity - Check & Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students meet with the ESS coordinator weekly to review grades, missing assignments and to discuss choices that can be made to improve behaviors and prevent drop-out. They discuss future choices.	Behavioral Support Program	08/11/2015	05/25/2016	\$0	No Funding Required	ESS Coordinator Rtl Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Teachers will utilize STAR and KPREP data to find gaps in student learning. Individualized intervention will be scheduled monthly to teach these gap skills to students via teacher-directed lessons and IXL Math.	Academic Support Program	08/06/2014	05/25/2016	\$1350	Math PLC, Principal, Rtl Coordinator
Total					\$1350	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Internet Safety Lunch and Learn	Parents will learn how to use technology to keep up with student progress and how to monitor their students' use of technology.	Parent Involvement	08/11/2015	05/25/2016	\$75	FRYSC Director Hope Harbor Staff Principal
PSI Parent Lunch and Learn	Parents learn and approve what their students will be presented in a "postponing sexual involvement" class.	Parent Involvement, Community Engagement	08/11/2015	05/25/2016	\$75	FRYSC Director Barren River District Health Department Principal
Total					\$150	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Courses	Intervention students will be enrolled in Imagine Learning, System 44, Read 180, Plugged Into Reading, Successful Reader and IXL Math depending on their performance level on the STAR, SRI, and KPREP assessments.	Academic Support Program	08/08/2013	05/25/2016	\$114113	Intervention Teachers, School Counselor, Rtl Coordinator
Total					\$114113	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Daytime Waiver	ESS Daytime Waiver Assistant will work one-on-one with students in academic distress or truancy	Academic Support Program	08/07/2014	05/25/2016	\$14525	ESS Assistant, Principal, Rtl Coordinator, Counselor
Total					\$14525	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Successful Reader	Guided listening, reading and questioning strategies for students who have severe learning gaps.	Direct Instruction	01/04/2016	05/25/2016	\$5000	Intervention Coordinator Special Education Teachers
Leader In Me	Through implementation of the Leader in Me, students will set goals and track progress toward meeting those personal and academic goals throughout the school year.	Academic Support Program	08/06/2014	05/25/2016	\$7500	Principal, Curriculum Coordinator
Math+ Professional Development	Teachers will collaborate to create research-based lessons and units that are engaging and effective.	Professional Learning	06/16/2014	05/25/2016	\$3000	Math+ Teacher Leader, Principal, Math PLC
Total					\$15500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Based on STAR data, KPREP data and Classroom Assessment data, students are targeted for intervention in teacher-directed classes and IXL math.	Academic Support Program	08/11/2015	05/25/2016	\$0	Math Intervention Teachers Rtl Coordinator Guidance Counselor
Check & Connect	Students meet with the ESS coordinator weekly to review grades, missing assignments and to discuss choices that can be made to improve behaviors and prevent drop-out. They discuss future choices.	Behavioral Support Program	08/11/2015	05/25/2016	\$0	ESS Coordinator Rtl Coordinator

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Leveled Reading Passages	Based on Lexile levels, students will receive appropriate passages to achieve the class learning target.	Academic Support Program	08/11/2015	05/25/2016	\$0	Special Education Teacher General Education Reading Teacher
Math Intervention Class	Students are placed in a remediation class to meet skill deficits as well as front-load new material.	Academic Support Program	08/11/2015	05/25/2016	\$0	Math Teachers Rtl Coordinator Guidance Counselor
Data Analysis	Teachers will utilize the school data room to analyze multiple data points for each student	Academic Support Program	12/10/2014	05/21/2015	\$0	Rtl Coordinator Principal Curriculum Coordinator Counselor
Reading Intervention Courses	Novice students are given 2 hours of reading instruction per day including both a regular reading class as well as a reading intervention class (as mentioned in the proficiency goal).	Academic Support Program	08/11/2015	05/25/2016	\$0	Rtl Coordinator Guidance Counselor Teachers
Content Area Planning Time	The school master schedule includes daily content planning time and weekly PLC meetings.	Professional Learning	08/11/2015	05/25/2016	\$0	Principal Curriculum Coordinator Guidance Counselor
Content Area Planning Time	The school master schedule includes daily content planning time and weekly PLC meetings.	Professional Learning	08/11/2015	05/25/2016	\$0	Guidance Counselor Principal Curriculum Coordinator Rtl Coordinator
Reading Intervention	Based on STAR, SRI, KPREP and classroom assessment data, students will be placed in Read 180, System 44, Successful Reader or Imagine learning classes.	Direct Instruction	08/08/2013	05/25/2016	\$0	Title 1 Reading Tutor, Intervention Teachers, School Counselor, RTI coordinator

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Co-Teaching Classrooms	All students with special needs are placed into co-taught classrooms according to their IEP in lieu of a resource setting.	Direct Instruction	08/11/2015	05/25/2016	\$0	Principal Curriculum Coordinator Guidance Counselor ARC Committee Special Education Teachers Teachers
Unit Plans	Teachers will submit unit plans reflecting the use of common formative assessments.	Policy and Process	10/01/2013	05/21/2015	\$0	Curriculum Coordinator, Principal, Teachers
Extended Math Class	Students are placed in an extended math class based on STAR, KPREP, and classroom assessments. Extended math classes focus on helping students re-coup missing skills.	Academic Support Program	08/11/2015	05/25/2016	\$0	Math teachers Rtl Coordinator Guidance Counselor
Check & Connect	Students meet with the ESS coordinator weekly to review grades, missing assignments and to discuss choices that can be made to improve behaviors and prevent drop-out. They discuss future choices.	Behavioral Support Program	08/11/2015	05/25/2016	\$0	ESS Coordinator Rtl Coordinator
Common Assessment	Teachers will create units based on common district assessments and will analyze data for student proficiency. Students not reaching proficiency will receive intervention.	Direct Instruction	08/11/2015	05/25/2016	\$0	Teachers Curriculum Coordinator
Look 2 Learning Walkthrough	Teachers will receive administrative feedback at least every other week regarding student engagement strategies.	Policy and Process	08/11/2015	05/25/2016	\$0	Principal Assistant Principal Curriculum Coordinator Intervention Specialist
Block Reading Course	Students who, after receiving Tier III interventions, are still not showing progress on their STAR assessments will be placed in a block reading intervention course in addition to their regular reading course. The block course will consist of 3 rotating stations per day that focus on missing skills. This course will be taken in lieu of the 7th grade Social Studies class or 8th grade Science class.	Academic Support Program	08/11/2015	05/25/2016	\$0	Rtl Coordinator Title 1 Reading Coach Guidance Counselor
Intervention	Intervention students will be enrolled in Imagine Learning, System 44, Read 180, Plugged Into Reading, Successful Reader and IXL Math depending on their performance level on the KPREP assessment.	Academic Support Program	08/11/2015	05/25/2016	\$0	Rtl Coordinator Guidance Counselor PLC groups
Common Assessment	Teachers will create units based on common district assessments and will analyze data for student proficiency. Students not reaching proficiency will receive intervention.	Direct Instruction	08/11/2015	05/25/2016	\$0	Teachers Curriculum Coordinator

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

Rtl Committee	Rtl Committee will monitor tiered intervention program	Academic Support Program	11/04/2013	05/25/2016	\$0	Rtl Coordinator, ESS Assistant, Principal, Teachers
Higher Level Questioning Strategies	Curriculum coordinator will train teachers on effective questioning strategies at appropriate depth of knowledge.	Professional Learning	10/23/2013	05/21/2015	\$0	Curriculum Coordinator
Student Engagement Training	Teachers will participate in professional development on engaging qualities of lessons and incorporate the qualities into their units of instruction.	Professional Learning	07/28/2014	05/25/2016	\$0	Teachers, Curriculum Coordinator, Principal
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Master Schedule	Creating a master schedule to include co-teaching.	Direct Instruction	08/11/2015	05/25/2016	\$0	4 Special Education Teacher Principal Curriculum Coordinator
Read 180	Individualized software, small group instruction, and independent reading daily for students with Lexile levels 100-500 points below grade level.	Direct Instruction	08/11/2015	05/25/2016	\$1500	Intervention Coordinator Intervention Teachers Title 1 Reading Coach
System 44	Individualized software and small group daily instruction for students requiring phonics level instruction.	Direct Instruction	08/11/2015	05/25/2016	\$1500	Intervention Coordinator Intervention Teachers Title 1 Reading Coach
Total					\$3000	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

KPREP gives us general information regarding the overall achievement levels of our school; however, the data does not give us information regarding specific skills of students. In response, we rely on our STAR data, District Common Assessment data, and Classroom data to help us target specific interventions for our students. There are two fundamental questions we need to answer as a school system: 1. Why are we, as a school, excelling in achievement points and gap points while declining in growth points and college-career readiness points? 2. Why are our gap points increasing, yet our special education students are scoring below the 3rd standard deviation from the average?

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?

Drakes Creek Middle School has always prided herself as being a school with high expectations and high academic achievement. Last year was no different. The school's achievement points rose from 81.5 to 86.9. Specifically, the school rose from an overall state ranking of 62nd to 22nd out of 327 Kentucky middle schools. This year, we celebrated being in the top 10% of the state in Reading, Math and Writing. Additionally, DCMS reduced the number of novice students in these same areas. In order to maintain this level of achievement, the school is continuing its focus on RtI and student engagement. In an effort to better support the content instruction in the classroom, the school's master schedule now incorporates content-area planning time giving more time for collaboration during the week.

Opportunities for Improvement

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

The overarching need for improvement lies in our focus area: Reading achievement levels of our students with disabilities. This year, to address this need, Drakes Creek has moved away from a resource classroom model of special education instruction to a co-teaching model of instruction. In addition, our special education teachers are focusing on fewer content areas in order to be able to better contribute to the whole classroom instruction and to better modify content instruction to meet the needs of our students with disabilities.

Conclusion

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

DCMS has already begun next steps in response to the data obtained this fall from assessment scores. Achievement levels and areas of concern have been discussed at our SBDM Council meetings, teachers have analyzed data in their PLC groups, and our intervention classes have been populated in response to assessment data. Our teachers are working to differentiate instruction based on assessment data. Finally, we will monitor through PGES and RtI our progress throughout the school year.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Parent Involvement

Measurable Objective 1:

collaborate to create connections with our parent community that will benefit student achievement by embracing our mission to "Engage and Connect for Success" by 05/25/2016 as measured by parent attendance at meetings and parental feedback from meetings.

Strategy1:

FRYSC Parent Involvement Meetings - During the 2015-2016 school year, the Family Resource/Youth Services Center will conduct 2 parent luncheons dealing with helping students with issues they face as adolescents.

Category: Stakeholder Engagement

Research Cited:

Activity - PSI Parent Lunch and Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents learn and approve what their students will be presented in a "postponing sexual involvement" class.	Parent Involvement Community Engagement	08/11/2015	05/25/2016	\$75 - FRYSC	FRYSC Director Barren River District Health Department Principal

Activity - Internet Safety Lunch and Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will learn how to use technology to keep up with student progress and how to monitor their students' use of technology.	Parent Involvement	08/11/2015	05/25/2016	\$75 - FRYSC	FRYSC Director Hope Harbor Staff Principal

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

Goal 1:

Increase the combined reading and math K-Prep scores from 58.1 to 77.9 in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Drakes Creek Middle School from 65.4 to 66.5 by 05/25/2016 as measured by K-Prep.

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

Strategy1:

Student Engagement - All teachers will implement student engagement strategies during units of instruction.

Category: Integrated Methods for Learning

Research Cited: Colleagues on Call

Activity - Student Engagement Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development on engaging qualities of lessons and incorporate the qualities into their units of instruction.	Professional Learning	07/28/2014	05/25/2016	\$0 - No Funding Required	Teachers, Curriculum Coordinator, Principal

Activity - Look 2 Learning Walkthrough	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive administrative feedback at least every other week regarding student engagement strategies.	Policy and Process	08/11/2015	05/25/2016	\$0 - No Funding Required	Principal Assistant Principal Curriculum Coordinator Intervention Specialist

Activity - Leader In Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through implementation of the Leader in Me, students will set goals and track progress toward meeting those personal and academic goals throughout the school year.	Academic Support Program	08/06/2014	05/25/2016	\$7500 - Grant Funds	Principal, Curriculum Coordinator

Strategy2:

RTI - The DCMS RTI team will meet regularly to update intervention rosters and monitor student growth and achievement. ESS Daytime waiver assistant will work with individual students to catch them up on grade-level standards.

Category:

Research Cited:

Activity - Rtl Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl Committee will monitor tiered intervention program	Academic Support Program	11/04/2013	05/25/2016	\$0 - No Funding Required	Rtl Coordinator, ESS Assistant, Principal, Teachers

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS Daytime Waiver Assistant will work one-on-one with students in academic distress or truancy	Academic Support Program	08/07/2014	05/25/2016	\$14525 - Other	ESS Assistant, Principal, Rtl Coordinator, Counselor

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

Activity - Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention students will be enrolled in Imagine Learning, System 44, Read 180, Plugged Into Reading, Successful Reader and IXL Math depending on their performance level on the STAR, SRI, and KPREP assessments.	Academic Support Program	08/08/2013	05/25/2016	\$114113 - Title I Part A	Intervention Teachers, School Counselor, Rtl Coordinator

Strategy3:

PLC - Content teachers will meet together weekly to review content maps, monitor student progress, analyze common assessments.

Category: Continuous Improvement

Research Cited:

Activity - Unit Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will submit unit plans reflecting the use of common formative assessments.	Policy and Process	10/01/2013	05/21/2015	\$0 - No Funding Required	Curriculum Coordinator, Principal, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the school data room to analyze multiple data points for each student	Academic Support Program	12/10/2014	05/21/2015	\$0 - No Funding Required	Ril Coordinator Principal Curriculum Coordinator Counselor

Activity - Higher Level Questioning Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum coordinator will train teachers on effective questioning strategies at appropriate depth of knowledge.	Professional Learning	10/23/2013	05/21/2015	\$0 - No Funding Required	Curriculum Coordinator

Strategy4:

School Master Schedule - DCMS adjusted its master schedule to include daily common content planning time.

Category: Continuous Improvement

Research Cited:

Activity - Content Area Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school master schedule includes daily content planning time and weekly PLC meetings.	Professional Learning	08/11/2015	05/25/2016	\$0 - No Funding Required	Principal Curriculum Coordinator Guidance Counselor

Strategy5:

Mathematics Instruction - Mathematics teachers will collaborate to facilitate students growth and achievement in mathematics.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

Activity - Math+ Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create research-based lessons and units that are engaging and effective.	Professional Learning	06/16/2014	05/25/2016	\$3000 - Grant Funds	Math+ Teacher Leader, Principal, Math PLC

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize STAR and KPREP data to find gaps in student learning. Individualized intervention will be scheduled monthly to teach these gap skills to students via teacher-directed lessons and IXL Math.	Academic Support Program	08/06/2014	05/25/2016	\$1350 - Text Books	Math PLC, Principal, Rtl Coordinator

Strategy6:

District Common Assessments - Each unit of instruction will be assessed using a common tool throughout the district.

Category: Learning Systems

Research Cited:

Activity - Common Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create units based on common district assessments and will analyze data for student proficiency. Students not reaching proficiency will receive intervention.	Direct Instruction	08/11/2015	05/25/2016	\$0 - No Funding Required	Teachers Curriculum Coordinator

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.5 in 2014 to 66.5 in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.2 to 49.0 by 05/25/2016 as measured by K-Prep.

Strategy1:

Co-Teaching - This year, DCMS eliminated all resource special education settings and incorporated all students with special needs into co-taught classrooms. Special Education teachers will specialize in 1-2 subject areas each.

Category: Integrated Methods for Learning

Research Cited: Marilyn Friend "Power of 2" training and "Co-Teach" literature.

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Drakes Creek Middle School

Activity - Co-Teaching Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with special needs are placed into co-taught classrooms according to their IEP in lieu of a resource setting.	Direct Instruction	08/11/2015	05/25/2016	\$0 - No Funding Required	Principal Curriculum Coordinator Guidance Counselor ARC Committee Special Education Teachers Teachers

Strategy2:

Intervention Courses - Using STAR and classroom assessments, students below the 40th percentile will be placed in appropriate intervention classes.

Category:

Research Cited:

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR, SRI, KPREP and classroom assessment data, students will be placed in Read 180, System 44, Successful Reader or Imagine learning classes.	Direct Instruction	08/08/2013	05/25/2016	\$0 - No Funding Required	Title 1 Reading Tutor, Intervention Teachers, School Counselor, RTI coordinator

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR data, KPREP data and Classroom Assessment data, students are targeted for intervention in teacher-directed classes and IXL math.	Academic Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	Math Intervention Teachers Rtl Coordinator Guidance Counselor

Goal 3:

Students with disabilities will score at least 30 points using NAPD calculation in Reading.

Measurable Objective 1:

30% of Students with Disabilities students will demonstrate a proficiency in Reading on the 2016 KPREP exam in Reading by 05/25/2016 as measured by KPREP performance level.

Strategy1:

Differentiated Instruction - Students will receive individualized instruction based on their reading level.

Category: Integrated Methods for Learning

Research Cited: Visible Learning

Activity - Leveled Reading Passages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Lexile levels, students will receive appropriate passages to achieve the class learning target.	Academic Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	Special Education Teacher General Education Reading Teacher

KDE Comprehensive School Improvement Plan

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Strategy2:

Intervention Classes - Using triangulated data, students are placed in reading intervention classes. These classes include System 44, Read 180, and Successful Reader.

Category: Learning Systems

Research Cited: What Works Clearinghouse

Activity - Successful Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided listening, reading and questioning strategies for students who have severe learning gaps.	Direct Instruction	01/04/2016	05/25/2016	\$5000 - Grant Funds	Intervention Coordinator Special Education Teachers

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individualized software, small group instruction, and independent reading daily for students with Lexile levels 100-500 points below grade level.	Direct Instruction	08/11/2015	05/25/2016	\$1500 - District Funding	Intervention Coordinator Intervention Teachers Title 1 Reading Coach

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individualized software and small group daily instruction for students requiring phonics level instruction.	Direct Instruction	08/11/2015	05/25/2016	\$1500 - District Funding	Intervention Coordinator Intervention Teachers Title 1 Reading Coach

Strategy3:

Co-Teaching - DCMS has eliminated all Resource reading classrooms and has implemented a system of co-teaching for all special education reading students. Students will be exposed to higher levels of rigor which will increase achievement.

Category: Continuous Improvement

Research Cited: John Hattie Visible Learning

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creating a master schedule to include co-teaching.	Direct Instruction	08/11/2015	05/25/2016	\$0 - District Funding	4 Special Education Teacher Principal Curriculum Coordinator

Goal 4:

Drakes Creek Middle School will reach its CCR goal of 75.3 in 2021.

Measurable Objective 1:

achieve college and career readiness by scoring proficient or distinguished in reading and math by 05/25/2016 as measured by KPrep.

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

Strategy1:

School Master Schedule - DCMS adjusted its master schedule to include daily common content planning time.

Category: Continuous Improvement

Research Cited:

Activity - Content Area Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school master schedule includes daily content planning time and weekly PLC meetings.	Professional Learning	08/11/2015	05/25/2016	\$0 - No Funding Required	Guidance Counselor Principal Curriculum Coordinator Rtl Coordinator

Strategy2:

District Common Assessments - Each unit of instruction will be assessed using a common tool throughout the district.

Category: Learning Systems

Research Cited:

Activity - Common Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create units based on common district assessments and will analyze data for student proficiency. Students not reaching proficiency will receive intervention.	Direct Instruction	08/11/2015	05/25/2016	\$0 - No Funding Required	Teachers Curriculum Coordinator

Strategy3:

Rtl - Rtl committee will monitor tiered intervention program.

Category: Other - Response to Intervention

Research Cited: Kentucky Dept. of Education Guide to The Kentucky System of Interventions

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention students will be enrolled in Imagine Learning, System 44, Read 180, Plugged Into Reading, Successful Reader and IXL Math depending on their performance level on the KPREP assessment.	Academic Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	Rtl Coordinator Guidance Counselor PLC groups

Goal 5:

Drakes Creek Middle School will reduce our Novice learners by 50% over the next five years.

Measurable Objective 1:

collaborate to reduce our combined reading and math novice percentages from 9.5 to 4.8 by 05/20/2020 as measured by KPrep.

Strategy1:

Math Intervention - Students scoring novice in math will automatically be placed in Tier III Intervention and will receive a formal intervention

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

plan.

Category: Continuous Improvement

Research Cited:

Activity - Extended Math Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in an extended math class based on STAR, KPREP, and classroom assessments. Extended math classes focus on helping students re-coup missing skills.	Academic Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	Math teachers Rtl Coordinator Guidance Counselor

Activity - Check & Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet with the ESS coordinator weekly to review grades, missing assignments and to discuss choices that can be made to improve behaviors and prevent drop-out. They discuss future choices.	Behavioral Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	ESS Coordinator Rtl Coordinator

Activity - Math Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in a remediation class to meet skill deficits as well as front-load new material.	Academic Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	Math Teachers Rtl Coordinator Guidance Counselor

Strategy2:

Reading Intervention - Students scoring novice are immediately placed in Tier III intervention and receive a formal intervention plan.

Category: Continuous Improvement

Research Cited:

Activity - Check & Connect	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students meet with the ESS coordinator weekly to review grades, missing assignments and to discuss choices that can be made to improve behaviors and prevent drop-out. They discuss future choices.	Behavioral Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	ESS Coordinator Rtl Coordinator

Activity - Block Reading Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who, after receiving Tier III interventions, are still not showing progress on their STAR assessments will be placed in a block reading intervention course in addition to their regular reading course. The block course will consist of 3 rotating stations per day that focus on missing skills. This course will be taken in lieu of the 7th grade Social Studies class or 8th grade Science class.	Academic Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	Rtl Coordinator Title 1 Reading Coach Guidance Counselor

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Drakes Creek Middle School

Activity - Reading Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students are given 2 hours of reading instruction per day including both a regular reading class as well as a reading intervention class (as mentioned in the proficiency goal).	Academic Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	Rtl Coordinator Guidance Counselor Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 43.5 in 2014 to 66.5 in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.2 to 49.0 by 05/25/2016 as measured by K-Prep.

Strategy1:

Co-Teaching - This year, DCMS eliminated all resource special education settings and incorporated all students with special needs into co-taught classrooms. Special Education teachers will specialize in 1-2 subject areas each.

Category: Integrated Methods for Learning

Research Cited: Marilyn Friend "Power of 2" training and "Co-Teach" literature.

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Drakes Creek Middle School

Activity - Co-Teaching Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with special needs are placed into co-taught classrooms according to their IEP in lieu of a resource setting.	Direct Instruction	08/11/2015	05/25/2016	\$0 - No Funding Required	Principal Curriculum Coordinator Guidance Counselor ARC Committee Special Education Teachers Teachers

Strategy2:

Intervention Courses - Using STAR and classroom assessments, students below the 40th percentile will be placed in appropriate intervention classes.

Category:

Research Cited:

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR data, KPREP data and Classroom Assessment data, students are targeted for intervention in teacher-directed classes and IXL math.	Academic Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	Math Intervention Teachers Rtl Coordinator Guidance Counselor

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR, SRI, KPREP and classroom assessment data, students will be placed in Read 180, System 44, Successful Reader or Imagine learning classes.	Direct Instruction	08/08/2013	05/25/2016	\$0 - No Funding Required	Title 1 Reading Tutor, Intervention Teachers, School Counselor, RTI coordinator

Goal 2:

Students with disabilities will score at least 30 points using NAPD calculation in Reading.

Measurable Objective 1:

30% of Students with Disabilities students will demonstrate a proficiency in Reading on the 2016 KPREP exam in Reading by 05/25/2016 as measured by KPREP performance level.

Strategy1:

Differentiated Instruction - Students will receive individualized instruction based on their reading level.

Category: Integrated Methods for Learning

Research Cited: Visible Learning

Activity - Leveled Reading Passages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Lexile levels, students will receive appropriate passages to achieve the class learning target.	Academic Support Program	08/11/2015	05/25/2016	\$0 - No Funding Required	Special Education Teacher General Education Reading Teacher

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

Strategy2:

Intervention Classes - Using triangulated data, students are placed in reading intervention classes. These classes include System 44, Read 180, and Successful Reader.

Category: Learning Systems

Research Cited: What Works Clearinghouse

Activity - Read 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individualized software, small group instruction, and independent reading daily for students with Lexile levels 100-500 points below grade level.	Direct Instruction	08/11/2015	05/25/2016	\$1500 - District Funding	Intervention Coordinator Intervention Teachers Title 1 Reading Coach

Activity - Successful Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guided listening, reading and questioning strategies for students who have severe learning gaps.	Direct Instruction	01/04/2016	05/25/2016	\$5000 - Grant Funds	Intervention Coordinator Special Education Teachers

Activity - System 44	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individualized software and small group daily instruction for students requiring phonics level instruction.	Direct Instruction	08/11/2015	05/25/2016	\$1500 - District Funding	Intervention Coordinator Intervention Teachers Title 1 Reading Coach

Strategy3:

Co-Teaching - DCMS has eliminated all Resource reading classrooms and has implemented a system of co-teaching for all special education reading students. Students will be exposed to higher levels of rigor which will increase achievement.

Category: Continuous Improvement

Research Cited: John Hattie Visible Learning

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Creating a master schedule to include co-teaching.	Direct Instruction	08/11/2015	05/25/2016	\$0 - District Funding	4 Special Education Teacher Principal Curriculum Coordinator

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.

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

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:

Program Review

Measurable Objective 1:

complete a portfolio or performance to give evidence to support a distinguished rating in each indicator of our program reviews by 06/05/2015 as measured by distinguished scores on the self-assessment.

Strategy1:

Evidence Collection - Teachers will collect student work samples that illustrate each indicator within the program reviews. They will summarize the work evidenced and send it to a central collection location.

Category:

Research Cited:

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing plan will be updated to coincide with common core curriculum.	Policy and Process	01/05/2015	05/21/2015	\$0 - No Funding Required	Curriculum Coordinator, Language Arts PLC

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in their content area groups to collect relevant evidence from their units of study. Evidence will be scanned and submitted to the curriculum coordinator. The curriculum coordinator will monitor evidence to ensure all areas are accounted for in the sample.	Policy and Process	12/18/2013	05/21/2015	\$0 - No Funding Required	Teachers, Curriculum Coordinator, Program Review Chairpersons

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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	The school moved from resource classroom instruction to a co-teaching model for special education instruction. John Antoinette's Student Engagement Instructional Model Visual Learning Model Response to Intervention Model	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Read 180 System 44 Plugged In to Reading Successful Reader IXL Math Defined STEM	

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		

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	The Drakes Creek Middle School SBDM Council approved the parent involvement policy. The Title 1 Parent Compact is included in the DCMS Student Handbook.	

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	This years offerings for professional development: District Common Assessment Training Content-Specific PLC Activities and Unit Planning ALICE Training Visible Learning Training	

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

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

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

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

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	The school coordinated Section 6 funds, Fund 21 funds, ESS Daytime Waiver funds and Title 1 funds to create programs to offer our students.	

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

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		

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.	N/A		

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.warrencountyschools.org/userfiles/1588/my%20files/dcms%20csip%202014-2015.pdf?id=561499	

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.	N/A		

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		

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

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

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

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

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

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

The Missing Piece

Introduction

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

Stakeholders

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

Daryl Woods - Principal

Ben Jones - Assistant Principal

Emily Perkins - Curriculum Coordinator

Bobbie Noall - RTI Coordinator

Ginger Travis - SBDM Teacher Member

Shelia Smalling - SBDM Teacher Member

Kate Livchak - SBDM Teacher Member

Holly Bush - SBDM Parent Member

Laura Jacobs - SBDM Parent Member

Relationship Building

Overall Rating: 3.0

	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 their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	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.	Student/family feedback is not included in any assessment of the school's efforts to welcome and engage parents.	Novice

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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School 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).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

	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

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

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

Decision Making

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council 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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

KDE Comprehensive School Improvement Plan

Drakes Creek Middle School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 3.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff 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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.17

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 2.67

	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 periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	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

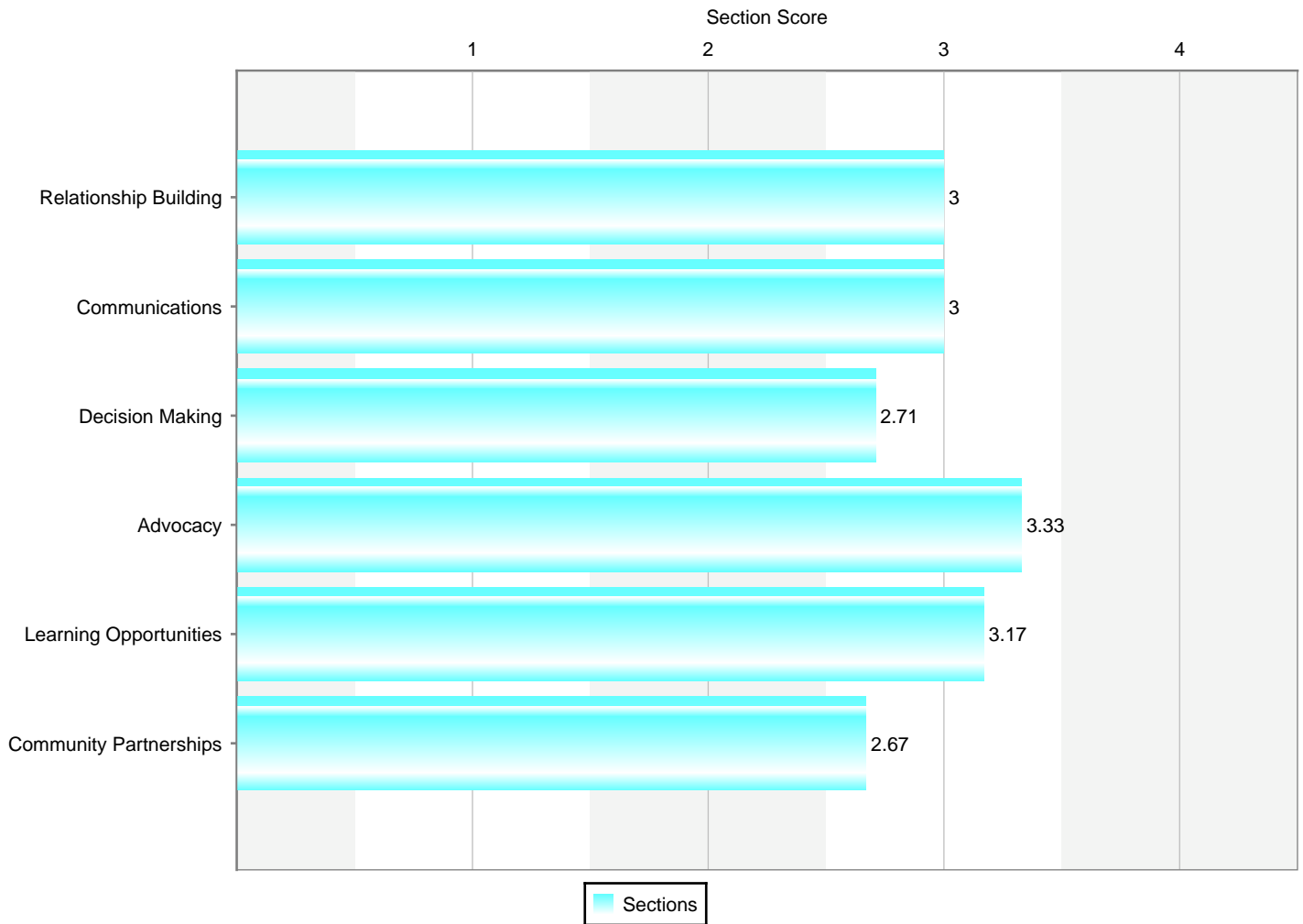
Reflection

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

Drakes Creek Middle School provides many opportunities for stakeholders involvement. An area of improvement could be business or community partnerships.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Drakes Creek Middle School surveyed the teachers and used Site Base to survey the parents. The teachers will provide feedback on the CSIP draft. Emails were sent out to teachers and SBDM members to inform them of their role and notify them about meetings. Meetings were held during common planning to look over the drafts and make suggestions.

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

Drakes Creek Middle School had the principal, assistant principal, curriculum coordinator, RTI coordinator, teachers and SBDM parents participate in the CSIP process. The teachers and parents provided input and the administrators drafted the plan. Teachers and parents reviewed the draft and helped with any necessary changes.

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

Site Base will approve the plan in December 2015 and then submitted for district approval. Once the district approves our plan it will be placed on the DCMS website and advertised in the school newsletter. The plan is reviewed twice a year.

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.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	August 24, 2015	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	August 24, 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		

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	August 24, 2015	

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 7, 2015	

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

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		

KDE Comprehensive School Improvement Plan

Drakes Creek 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	June 15, 2015	

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

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	September 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”.

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	Our school has 100% highly qualified teachers. Each student has access to these educators. Special education students are learning in co-taught classrooms with a content specialist and a special education teacher.	

What are the barriers identified?

Free/reduced lunch
 African American achievement
 Reading for special education students

What sources of data were used to determine the barriers?

KPREP Data
 STAR Data
 TELL Data
 FRYSC Survey

What are the root causes of those identified barriers?

Lack of basic needs in the household.
 Lack of parental involvement.
 Disconnect from classroom content.

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

All of our teachers are rated as Accomplished or Exemplary. Every teacher met his/her state student growth goal.

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.

Our school counselor places advanced-placement students, LEP students and SpEd students based on their GSSP, PSP and IEP respectively. Once that is complete, we use Infinite Campus to randomly place students in remaining seats for each course.

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?

We only use achievement data to place students in advanced courses or co-taught classrooms. All other scheduling is random using Infinite Campus.

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

Each year, as we analyze student achievement data, we also segregate the data based on their content-area teacher. We then conference with individual teachers and discuss their scores, how to improve the scores and how school administrators

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?

Each year, our school administrators attend a minority recruitment banquet at Western Kentucky University. Once teachers are hired, we implement professional development designed specifically for removing barriers for minority and low income students. Our initial training was conducted by Ruby Payne's organization and we have updated each year with teachers.

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

Through PGES, we identify strong teachers and we celebrate successes. We have a teacher of the month program where teachers are recognized by their students (Gator Green Tokens) and then chosen by administrators to receive awards. In addition, we participate in the district "Golden Apple" award program where outstanding teachers are recognized monthly at the Board of Education Meetings. Teachers also serve on a leadership team where they plan and carry out faculty social events.

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

Each of our new teachers is assigned a mentor teacher who meets with them at least weekly. In addition, all teachers have peer observers who give them feedback. Our district also has a new teacher academy for all first-year or new-to-the district teachers that helps them become acquainted with our procedures and best practices.

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

Through PGES, teachers receive feedback on areas needing development. Through the observation feedback, teachers receive links to professional development and are encouraged to update their PGP to match their needs. The teachers also perform a self-reflection. Teachers are encouraged to ensure that their self-reflection matches their observation ratings.

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

We have goals in our CSIP based on TELL survey results. Our teachers said they did not have enough time to plan and meet content partners during the week, so our school changed its master schedule to accommodate these needs. We try to be responsive when teachers have requests.

Questions

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

In the goal for proficiency, we discussed the co-teaching strategies and the change in the master schedule. In addition, we wrote a parent-involvement goal in response to our TELL survey results.