



KDE Comprehensive School Improvement Plan

South Warren 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.

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Executive Summary

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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.

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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?

South Warren Middle School is in its sixth year. An immense amount of dedication came to fruition on August 3, 2010 when SWMS opened its doors for the first day of school. Months of strategic planning and organization made that day possible. As the fourth middle school in Warren County, a district which serves over 7,000 students, South Warren drew a great deal of attention statewide as the largest school building in the state of Kentucky. South Warren also drew a great deal of attention locally, as many students, parents and teachers were eager to be a part of this unique opportunity.

South Warren sits in rural Warren County, close to the Simpson County line; so close that several Simpson County families have chosen to send their children to South Warren. SWMS is home to approximately 591 students and is designed to house 900 middle schoolers at capacity. Students are placed on two 7th grade and two 8th grade teams. Between years one and two, SWMS experienced a large increase in enrollment and administration creatively added a 5th team of teachers only days before school began. That team is comprised of both 7th and 8th grade students resulting in a 30:1 ratio of students to teachers school wide. The diversity represented in the SWMS student body is 83% white, 3% African-American, 6% Hispanic, 3% two or more races, and 5% Asian. Additionally, 20% are identified as gifted and talented, 3% EL and 10% are students with an IEP. Males represent 51% of our student population while females represent 49%. Finally, 27% qualify for free or reduced lunch.

With the steady growth of our student population, our staff has grown as well. The current faculty of 38 certified staff members represents teachers with experience in other local middle schools as well as other districts and states. Former high school and elementary teachers are also represented. SWMS is proud to have two National Board Certified teachers on staff and all teachers meet highly qualified status per the state.

SWMS is fortunate to have an incredible instructional resource staff comprised of fine professionals who often are mistaken for the teacher in the classroom when collaborating for their passion, knowledge and dedication to the students. To date, there are six related arts teachers, five teachers of each core content area, four special education teachers, one itinerant teacher of EL students, a library media specialist and an administrative team comprised of an interventionist, curriculum coordinator, guidance counselor, assistant principal and principal. Our support staff is a dynamic part of our success. They embody the vision of SWMS. The front office houses an attendance clerk, book keeper and guidance secretary. Another valuable member of our team is our ISS teacher who also serves as the curriculum and intervention assistant. This year we were fortunate to add a library assistant who is also able to help out in the front office during the busy morning and afternoon hours as well as in the cafeteria during lunch.

Despite the challenge of building a school from the ground up, our goal from day one was to let nothing stand in the way of setting the achievement bar high. The faculty of SWMS collaboratively created a mission and vision statement for our school and both are posted in every classroom as a constant reminder of the work we're doing. We accomplished much academically and otherwise in that first year and continue to do so. Constantly improving student learning remains our focus.

That goal comes with obstacles, however. Not being a Title 1 school has surprisingly presented challenges. Faculty who have been afforded many opportunities and support through Title 1 funding in other schools have experienced budget limitations for the first time.

Coupled with limited state funds, not having the additional federal funds has presented challenges when expensive needs have been presented. SWMS has been conservative and proactive in caring for and creating resources without relying on outside programs. Fortunately the SWMS PTSO has been instrumental in providing support through fundraising measures that have impacted student learning and the success of SWMS.

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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.

SWMS's mission statement: South Warren Middle School is dedicated to providing a rigorous and supportive learning environment to ensure 21st century learning for all students.

SWMS's vision statement: We will be a school admired and recognized for motivating and engaging students in the application of life-long, real-world learning, with a collaborative faculty who value 21st century skills and implements technology to the fullest extent.

SWMS's belief statement: All students can learn at high levels.

Mr. Bushelman has been careful throughout the years to hire only candidates who share SWMS's vision. The mission statement was created at the inception of SWMS. Applicants have been charged with providing rigorous learning activities through supportive, caring classrooms where students are heavily engaged in the use of technology to prepare for success in the 21st century. Only those who accept the charge are hired.

The faculty of SWMS created our current vision statement. Everyone agreed to the idealistic vision of SWMS should include motivating and engaging learning for the real world where faculty members are collegial and collaborative in their work and students leave with experiences that have prepared them for lifelong learning through 21st century skills. What's possibly most important is that when faculty members were asked what they believe about SWMS, the statement was unanimous. The statement wrote itself. It's our task to ensure they do.

The faculty has witnessed the realization of their vision. When the task of ensuring learning for all was accepted, it didn't take long to realize it was a difficult one. This promotes collaboration to find better ways to meet individual learning needs of students. The focus has always been on quality assessments that drive instruction. Teachers value the relationships they build with students and provide a warm, safe environment fostered by PBIS where students feel encouraged to take risks. Recently, the faculty of SWMS has recommitted to the original mission and vision statements by working smarter and harder than ever before.

Because we continually strive to provide opportunities for teachers to maximize instructional opportunities, reflection has been key to our growth. The change in the master schedule has provided optimal time for content area teachers to collaborate. As well, our intervention efforts have continued to be a priority in targeted practices and time we provide. The successful semester long related arts classes have proven to be fruitful through program review analysis by affording those teachers the opportunity to go deeper in to the curriculum and minimizing transition periods that come with the beginning of any class. Additionally, the teachers at SWMS have continued to improve the enrichment course offerings as they know which classes have been most engaging, appealing and effective as well as the ideal time to target individual student need.

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.

Fortunately, the assessment data continues to validate the dedication of the entire faculty who've stretched themselves far beyond the norm. The students display great pride in their school community and continue to promote our brand.

The administrative team has attempted to ease the woes that come from the challenge of continual improvement through consistent communication and professional development centered on research based instructional practices and cognitive development. Teachers have lead endeavors to share their own accomplishments that lead to success of students. Faculty meetings are a time not only for managerial and organizational communication, but include an instructional focus as well. As a result of feedback from the TELL survey, this year SWMS offered a menu of professional development options teachers could pick and choose would serve them best. The feedback has been overwhelmingly positive.

With the fall release of K-PREP data, SWMS once again found validation in our work. Math continued to climb from 64.4 in 2011 to this year's high of 84.4. The time energy and effort we've dedicated to those improvements is clearly paying off with the 20 point gain in four years. As well, our SS department managed to maintain the NAPD calculation of 100 for the fourth straight year. Because our science scores also previously maxed out at 100, we feared the damage the removal of that score might do. Our increase in achievement withstood the elimination of strong science scores. Equally impressive is the fact that we continued to reduce the percentage of novice students in math and increase the number of P/D students for the fourth straight year.

In the next three years, we hope to see continued success in the area of reading. Although the NAPD calculation for reading increased dramatically from 81.7 in 2013-2014 to 91 in 2014-2015, this is the first year we've seen significant improvement. For this reason, we will capitalize on that momentum, hoping to replicate the four year growth pattern accomplished by math. Our writing scores fell from 77.5 to 74.8. That score is down from 82.1 and 82.0 in years two and three. Although the percentage of students scoring novice fell from 6.3 to 5.1, the percentage of students scoring P/D fell from 56.3 to 48.2. Writing has been ordained an "all hands on deck" area of focus. A re-dedication to intentionally and explicitly incorporating literacy strategies throughout all content area instruction, along with a new writing plan and professional development and targeted writing interventions will likely help us achieve our goals over the next three years.

Additional Information

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

Good things are happening at SWMS. There is so much for which to be proud in regard to both academic and extracurriculars. Our students are extremely successful and our staff is uniquely committed to constant improvement. Ultimately, this is the foundation for our student success which propels us to achieve at high levels. Leadership takes measures to stay well-informed on the best instructional practices while also supporting innovative approaches that are potentially the next best practice. Our commitment to excellence has included a focus on best and next educational practices such as higher order thinking skills, formative/summative assessment, differentiation, common quarterly assessments, PLCs focused on one of the four guiding questions, PBIS and standards based grading. This list is just a sampling of the type of work taking place at SWMS to ensure students are prepared for college and career through learning opportunities aligned with the common core standards and core content 4.1.

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2015-2016 Goals & Plan

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Overview

Plan Name

2015-2016 Goals & Plan

Plan Description

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 8 Activities: 24	Organizational	\$66730
2	Increase the percentage of students who are college and career ready from 66.3% to 67.4% by 2016.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$300
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 54.2% in 2017.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$0
4	Achieve a 50% reduction of students scoring novice in reading and math over 5 years.	Objectives: 2 Strategies: 1 Activities: 4	Organizational	\$48800
5	Students in the non-duplicated gap group will increase the average combined reading and math proficiency from 66.3% to 71.5% by 2017.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$8800

Goal 1: Increase the average combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math score for SWMS from 66.3 to 67.4 by 05/01/2016 as measured by K-PREP.

Strategy 1:

Common Content Area Planning - The 2015-2016 master schedule allows for common content area planning. This schedule increases the frequency and productivity of Professional Learning Communities.

Category: Continuous Improvement

Research Cited: Stiggins and DuFour

Steve Ventura

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This time for collaboration focuses on at least one of the four guiding questions of a PLC and primarily results in effective common instructional planning with greater emphasis on analyzing formative and summative assessment results. As well, this time provides an opportunity for reading and math teachers to plan for interventions at each tier of math and reading.	Academic Support Program	08/08/2013	05/01/2016	\$0	No Funding Required	All core teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers created a master schedule of weekly PLCs; some with grade level content partners and others with entire departments. Each content area is meeting a minimum of twice per week. Agendas with meeting notes are turned in to administration.	December 18, 2013	Mrs. Leigh A Littlefield

Strategy 2:

RTI/Intervention - Students will be placed in tier II and tier III reading and/or math intervention classes based on comprehensive assessment data and teacher input.

These classes will address individual student deficiencies to increase proficiency rates in these areas.

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Category: Continuous Improvement

Research Cited: Mike Burns

NCRTI

Activity - Individualized Software Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped in intervention classes based on comprehensive data. Teachers collaborate to ensure effectiveness. Instruction is supplemented with software programs such as Imagine Learning, Read 180, System 44, FASTT math and Reading Plus. STAR reading, STAR math, SRI and the Insight assessment in Reading Plus are administered for progress monitoring of student growth. Additional training on FASTT math and Reading Plus provided. IXL for grammar and math has been purchased and utilized in all math and Language Arts Classrooms.	Technology	08/08/2013	05/01/2016	\$4800	Other	reading, math, and special education teachers

Status	Progress Notes	Created On	Created By
In Progress	FASTT Math training held on August 22nd during math planning. Reading Plus initial training held Dec. 9th & 10th. Coach from Reading Plus trained tier II intervention teachers on Tuesday, January 7th.	December 18, 2013	Mrs. Leigh A Littlefield

Activity - Systematic Intervention Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math intervention teachers follow a rigid schedule of intentional instructional delivery so students receive fact fluency and automaticity, targeted remediation on past skills, preloading of current content and transition time with bellringers that incorporate writing to ensure all areas are continually developed. 1st period math intervention students are scheduled into 2nd period math so the intense focus is not interrupted as they transition to core math class. The likelihood of success is increased through the preloading of content provided at the end of intervention. Reading intervention takes place primarily during 7th period. Additional support for Tier 2 reading intervention students is provided through the implementation of Reading Plus. This program serves as a progress monitoring tool which assesses need, develops an individualized plan and provides support and practice on comprehension, vocabulary and fluency skills. Additionally, tier II and tier III behavioral intervention strategies will be implemented based on PBIS data and teacher input.	Academic Support Program	08/08/2013	05/01/2016	\$1500	General Fund	math, language arts and special education teachers

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Status	Progress Notes	Created On	Created By
In Progress	Analysis of data ongoing	December 18, 2013	Mrs. Leigh A Littlefield

Activity - GT/Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The additional full time administrative member allows for accurate identification and monitoring of services provided to qualifying students.	Academic Support Program	08/01/2014	05/31/2016	\$40000	District Funding	Principal

Activity - Targeted Math & LA Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as missed opportunities for the next NAPD score are targeted for 3rd and 4th quarter math and LA enrichment. Teachers plan challenging, rigorous activities to enhance classroom instruction for a deeper, more thorough exploration of the math standards increasing the probability those students attain the next level.	Academic Support Program	01/05/2015	05/31/2016	\$0	No Funding Required	Math, LA teachers and guidance counselor

Strategy 3:

Progress Monitoring - All gap students will be placed in a minimum of one "group" within STAR reading and math. An additional group for non-gap students who scored novice in reading or math will also be created. Statistically, there is no reason these students should be novice. The growth of students placed in these groups will be monitored.

Category: Continuous Improvement

Research Cited: NCRTI

Status	Progress Notes	Created On	Created By
N/A	Winter district window Dec 2-6. Intervention Team met Dec. 13 to make schedule revisions. Students moved into tier II from tier I and III in reading and math.	December 18, 2013	Mrs. Leigh A Littlefield

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N/A	Fall window Aug 12-21 Intervention Team met to assess student need on August 23rd. Individual schedules were changed. Borderline math students met with administration to make sure they were aware their progress would be monitored.	December 18, 2013	Mrs. Leigh A Littlefield
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Activity - Diagnostic Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Reading/Math and SRI diagnostic assessments will be administered during the district screening window. Tier II and Tier III intervention students will take the assessments once each month and growth will be monitored. Student placement will be re-evaluated.	Technology	08/08/2013	05/01/2016	\$2000	District Funding	Resource, Math and Language Arts Teachers, Interventionist and other Administrators

Status	Progress Notes	Created On	Created By
In Progress	Fall window Aug 12-21 Intervention Team met to assess student need on August 23rd. Individual schedules were changed. Borderline math students met with administration to make sure they were aware their progress would be monitored	December 18, 2013	Mrs. Leigh A Littlefield
In Progress	Winter district window Dec 2-6. Intervention Team met Dec. 13 to make schedule revisions. Students moved into tier II from tier I and III in reading and math.	December 18, 2013	Mrs. Leigh A Littlefield

Activity - Continual Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in Tier II and Tier III RTI will be progress monitored monthly using STAR reading and STAR math as well as SRI.	Academic Support Program	08/08/2012	05/01/2016	\$2000	District Funding	Resource, math and LA teachers, interventionist and other administrators

Strategy 4:

Differentiated Professional Learning - Teachers were provided a menu of options to select the professional learning opportunities that best met his/her individual needs. Some of those options were lead by administrators and teachers a the building level while district personnel provided opportunities. GRREC also provided support.

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Category: Professional Learning & Support

Activity - Creation of new, high quality enrichment classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attended 2 days of training on Project Based Learning (Buck Institute). After training, teachers used the Gold Standard PBL: Project Based Teaching Practices, Essential Project Design Elements Checklist, and A. J. Juliani's book on 20 Time to collaboratively develop activities for extension classes.	Professional Learning	07/27/2015	07/27/2015	\$0	No Funding Required	Dr. Laura Hudson

Status	Progress Notes	Created On	Created By
Completed	Professional development on Higher Order Thinking Skills and Learning conducted on October 16th, 23rd and Dec. 4. Downing, Spires, Reed, Buser, Green, Esters, Dargo, Steelman and Pitcock facilitated.	December 18, 2013	Mrs. Leigh A Littlefield
Completed	Twelve teachers attended KASC trainings on July 30, 2013. Six more attended on November 21st.	December 18, 2013	Mrs. Leigh A Littlefield

Activity - Chromebooks & Google Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District technology leadership lead teachers in the application of chromebooks and google classroom to maximize learning opportunities.	Academic Support Program, Professional Learning	07/01/2015	08/01/2015	\$0	No Funding Required	Robbie Flora and Amy Buss

Activity - Grading 101	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were provided resources from multiple researchers in the field of education on the best practices in providing students with a grade that maximizes reflection of mastery of the standards.	Academic Support Program, Professional Learning	07/30/2015	07/30/2015	\$0	No Funding Required	Leigh Anne Littlefield

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Activity - Introduction to PBIS & the research behind it	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers both new to SWMS and those looking for a refresher course attended this review of the fundamentals of PBIS and instruction on implementation school-wide as well as within each classroom.	Behavioral Support Program, Professional Learning	07/31/2015	07/31/2015	\$0	No Funding Required	Kelly Davis and Lisa Logue from GRREC

Activity - Technology Integration for Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers attending this learning opportunity were instructed on multiple ways to assess student learning using technology and the collection of data for immediate feedback.	Professional Learning	12/31/2015	12/31/2015	\$0	Other	Adam Reed and Anthony Spires

Activity - Analyzing common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers met with content area partners from across the district to analyze district common assessments.	Professional Learning	08/03/2015	08/03/2015	\$0	Other	District Leadership

Activity - Writing / Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were trained in the use of prewriting tools for the three types of writing as well as the SWMS Writing Plan.	Academic Support Program	08/05/2015	08/05/2015	\$0	Other	Leigh Anne Littlefield and Jaclyn Green

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers who elected to participate were provided an opportunity to choose a book in which they'd like study and discuss. They mutually agreed on "Teach Like Your Hair's On Fire" by Raife Esquith.	Professional Learning	11/11/2015	11/11/2015	\$180	Other	Leigh Anne Littlefield

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Activity - Writing Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each content area PLC met with the principal and assistant principal to receive guidance for developing student growth goals using multiple data sources. Additionally, the Think & Plan tool and the district's CEP were used to guide this process.	Professional Learning	06/01/2015	09/30/2015	\$0	No Funding Required	Eddy Bushelman, Laura Hudson

Activity - University Literacy Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WKU literacy professor provided intense, individual, job-embedded professional learning for teachers who requested help with application of literacy strategies to their content areas.	Professional Learning	09/01/2015	05/06/2016	\$0	No Funding Required	Laura Hudson

Activity - New Teacher Induction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers new to the school receive job embedded professional learning to support areas of growth and increase effectiveness.	Professional Learning	08/01/2015	05/27/2016	\$0	No Funding Required	Dr. Laura Hudson and Leigh Anne Littlefield

Strategy 5:

Prevention of Summer Learning Loss - Students were provided access to a web based math and grammar program, IXL, over the summer.

Category: Integrated Methods for Learning

Research Cited: Summer learning should be a part of every child's summer, say education experts. Research has shown that kids can lose as much as a couple of months' worth of learning in the summer -- a phenomenon that's often referred to as "summer brain drain." And experts say math, more than reading, is a subject in which kids are more likely to experience summer learning loss. When Harris Cooper and his colleagues (1996) analyzed the published research, they found that the average student lost more than two months' worth of knowledge of mathematics. To maintain and improve their problem-solving skills, kids will benefit from more frequent practice sessions. Computer-based games can be effective. Introduce older kids—who can add, multiply, and divide—to playful, intellectual problems and puzzles.

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Activity - IXL Summer Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided access to the IXL math program over the summer. IXL is a program in which our teachers have found success because of the engagement it provides students. Through interactive games, students learn math and are provided a diagnostic quiz to individualize the program. Teachers offer incentives and analyze the data throughout the summer to better prepare for the arrival of students in August. Since parents are informed of the parent portal, they're able to be involved in the process.	Academic Support Program	05/22/2015	07/31/2015	\$4000	General Fund	math and LA teachers

Strategy 6:

Out-of-School Academic Support - After school tutoring is managed by the Youth Service Center Coordinator and conducted by high school Beta students.

Category: Continuous Improvement

Research Cited: Strategic tutoring was found to be effective in improving the academic performance of the majority of students participating in studies (Hock et. al., 2001).

In a synthesis of research, outofschooltime programs have been shown to have positive effects on reading and mathematics in lowachieving students. Outofschooltime programs that provide oneonone tutoring appear to be particularly effective for improving reading achievement (Lauer et al., 2004).

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The YSC coordinator communicates with teachers on Monday morning and they reply with recommendations and specific academic learning targets that need to be addressed. The parents and students are notified of the opportunity to stay on Tuesday afternoons from 2:30-3:30 for targeted support provided by South Warren High School Beta Student volunteers.	Academic Support Program	09/09/2014	04/01/2016	\$200	FRYSC	Regina Powell - Youth Services Center Coordinator

Activity - Study Skills Workshop for Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Information regarding appropriate study habits and tips for helping your child succeed academically is shared by a representative from WKU's trio program with parents interested. All are invited to attend.	Academic Support Program	08/27/2015	08/27/2015	\$50	FRYSC	YSC coordinator
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Activity - Math Support After School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing assistance in math stay to work with a math teacher after school.	Academic Support Program	09/01/2015	04/01/2016	\$0	No Funding Required	Terri Proffitt

Strategy 7:

ESS Daytime Waiver - Data is analyzed and areas of priority are identified. ESS personnel are hired to provide support in the needed areas. Math, Reading and Writing will be provided assistance.

Category: Human Capital Management

Activity - ESS Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS daytime waive funds will be dedicated to help the areas of 8th grade Reading and Math. Two instructional support staff members will be hired to provide individualized support for struggling learners, increase the opportunities for differentiation and pullouts and decrease the student/teacher ratio in areas of need as determined by the KPREP and Explore state assessment results.	Academic Support Program	01/01/2016	05/26/2016	\$12000	Other	Math, LA teachers and Principal

Strategy 8:

Intentional Scheduling - Targeted students will be placed in a 3rd and 4th quarter extensions for additional support of the identified need in all content areas.

Category: Continuous Improvement

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Activity - Targeted Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as missed opportunities for the next NAPD score are targeted for 3rd and 4th quarter enrichment classes. Teachers plan challenging, rigorous activities to enhance classroom instruction for a deeper, more thorough exploration of the standards increasing the probability those students attain the next level.	Academic Support Program	01/01/2016	05/31/2016	\$0	No Funding Required	Content area teachers

Goal 2: Increase the percentage of students who are college and career ready from 66.3% to 67.4% by 2016.

Measurable Objective 1:

collaborate to increase the college and career ready percentage from 63% to 68% by 05/01/2016 as measured by the Unbridled Learning CCR formula.

Strategy 1:

Academic and Career Advising - Guidance counselor follows a formal plan to work with all students to create, develop and maintain ILPs. Monthly progress checks take place with 8th graders. Bi-monthly progress checks take place with 7th graders.

Category: Career Readiness Pathways

Status	Progress Notes	Created On	Created By
N/A	Dale Brown activity - March 10-12	May 15, 2014	Mrs. Leigh A Littlefield

Activity - Guest Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members are brought in on a regular basis to present information about various careers and post-secondary opportunities.	Community Engagement	08/08/2013	05/31/2016	\$0	No Funding Required	All faculty

Status	Progress Notes	Created On	Created By
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In Progress	<ol style="list-style-type: none"> 1) Beth McGrew 2) Director of Waste Management- WKU 3) 12/11/15 4) Future City 5) Mrs. McGrew spoke with students about WKU's waste management systems. She taught students how WKU handles the food, human, and solid waste of 25,000 students on a daily basis, as well as, how WKU's system merges into the larger Bowling Green waste managements system. Mrs. McGrew spent the most time speaking about how to manage food waste. This is the area that students are struggling with the most in the development of their own cities. 	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<ol style="list-style-type: none"> 1) Greg Arbuckle 2) Architect & Manufacturing Sciences- Department Chair 3) 12/9/15 4) Future City 5) Dr. Arbuckle brought in many robotic items donated by WKU. He met with students to brainstorm the various ways students could use the items in the development of their scale models. Dr. Arbuckle also talked about how students could turn some of the items into moveable parts by adding a simple motor and circuit. 	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<ol style="list-style-type: none"> 1) Matthew Rogers 2) Geotechnical and Construction Service Department Manager 3) 11/19/15 4) Future City 5) The purpose of this visit was to mentor students in the development of their waste management system. Mr. Rogers spoke with each of the 5 teams to help guide their research and answer specific questions as they pertained to each team's waste management plan. 	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<ol style="list-style-type: none"> 1) Kimball Green 2) Senior Plant Engineer- Corvette Plant 3) 11/18/15 4) Future City 5) The purpose of this visit was to mentor students in the development of their SimCity. Mr. Green discussed zoning with students and the importance of placing fire and police departments, hospitals, and schools in close proximity to the residential area of a city. 	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<ol style="list-style-type: none"> 1) Greg Arbuckle 2) Architect & Manufacturing Sciences- Department Chair 3) 11/16/15 4) Future City 5) Dr. Arbuckle brought in a scale model of WKU's campus for students to get an better understanding of how scale models are used by architects in city development. Dr. Arbuckle also spoke to students about the mathematical processes that go into creating scale models and gave students the opportunity practice calculating the proper scale in which to model their city 	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<ol style="list-style-type: none"> 1) Greg Arbuckle 2) Architect & Manufacturing Sciences- Department Chair 3) 11/4/15 4) Future City 5) To discuss with students various types of engineering and their purposes in city development 	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<ol style="list-style-type: none"> 1) Greg Arbuckle 2) Architect & Manufacturing Sciences- Department Chair 3) 11/4/15 4) Future City 5) To discuss with students various types of engineering and their purposes in city development 	December 14, 2015	Mrs. Leigh A Littlefield

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In Progress	<p>1) Kimball Green 2) Senior Plant Engineer- Corvette Plant 3) 11/4/15 4) Future City 5) To discuss with students various types of engineering and their purposes in city development</p>	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<p>1) Matthew Rogers 2) Geotechnical and Construction Service Department Manager 3) 11/4/15 4) Future City 5) To discuss with students various types of engineering and their purposes in city development</p>	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<p>Faculty: Susan Howard, media specialist Speaker: Veronica Rainwater, Warren County Public Librarian Date: March, 2015 Audience: all 8th graders Purpose/topic: hands-on presentation of WCPL college readiness resources and testing materials in support of Operation Preparation</p>	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<p>Faculty: Susan Howard, media specialist Speaker: Veronica Rainwater, Warren County Public Librarian Date: Sept. 17 & 18, 2015 Audience: all 8th grade students Purpose/topic: Hands-on presentation of WCPL Online databases; authoritative resources and foreign languages</p>	December 14, 2015	Mrs. Leigh A Littlefield
In Progress	<p>Faculty: Anne Rhoades Speaker: Martha Sales Position: Director, Educational Talent Search, WKU Date: Nov 20, 2014 Audience: GT Leadership Team Purpose: Leadership Skill Building</p>	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	<p>Faculty: Anne Rhoades Speaker: Destiny O'Rourke Position: KHEAA, Southwest Kentucky Outreach Counselor Date: Sept 22, 23, 2014 Audience: 7th graders Purpose: College readiness</p>	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	<p>Faculty: Susan Howard Speaker: Elizabeth Rheume Position: WCPL teen Librarian Audience: Book Lover's Club Purpose: Book Talks Date: Sept 11, 2014 Book: The Giver Date: Oct. 16, 2014 Book: Divergent Series Date: Nov 13 Book: Blood of Olympus Date: Dec 11 Book: Christmas Carol</p>	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	<p>Faculty: Gina Powell Speaker: Megan Talcott Position: Hope Harbor Community Educator Date: Jan 22, 2015 Audience: Parents Purpose: Internet Safety</p>	December 16, 2014	Mrs. Leigh A Littlefield

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In Progress	Faculty: Gina Powell Speaker: Lieutenant Jeremy Murrell Position: KY State Police - Electronic Crime Branch Date: January 15, 2015 Audience: all students, parents invited Purpose: Internet Safety	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	Faculty: Gina Powell Speaker: Dwight Trabue/Jim Harkness Position: Counselors - Family Works Therapy Dates: Thursdays in November Audience: small boys group Purpose: Internet Safety	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	Faculty: Gina Powell Speaker: Lisa Johnson/ Kelsey Carter Position: Health Educators from the Health Dept Date: Oct 29 Audience: FCS students Purpose: Healthy friendships and bullying	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	Faculty: Gina Powell Speaker: FABian Alvarez Position: WKU Instructor/HOPE group Audience: ESL and hispanic students Purpose: college and scholarship information	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	Faculty: Gina Powell Speaker: Julie Brown Position: Warren County 4-H Youth Development Agent Date: Oct 20, Nov 12 Audience: FCS students Purpose: Career Program/ Job Shadowing	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	Faculty: Gina Powell Speaker: Lisa Johnson/ Kelsey Carter Position: Health Educations from the Health Department Audience: 7th grade students Purpose: health and hygiene	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	Faculty: Gina Powell Speaker: Martha Sales Position: EOC Department Head / WKU Audience: Parents Purpose: study skills	December 16, 2014	Mrs. Leigh A Littlefield

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In Progress	<p>Teacher: Adam Reed Speaker: Nicole DeFreeze Position: Special Populations Coordinator Bowling Green Parks and Rec Audience: Sports Topics class Purpose: Sports related jobs - emphasis on Special Olympics</p> <p>Teacher: Doug Thompson Position: Founder and Director of "The Sporting Times" Audience: Sports Topics Class Purpose: Sports related careers aside from coaching or playing</p>	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	<p>Teacher: David Downing Speaker: Richard Larson Date: Dec 11 Audience: Theory of flight class Purpose: flight of helicopters vs. airplanes</p>	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	<p>Teacher: David Downing Speaker: Mr. Furcal Position: Pilot for Jetblue Date: Sept 10 Audience: Theory of Flight Purpose: careers involving flight</p>	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	<p>Teacher: Laura Hudson Speaker: Shahnaz Ali Position: Architect & WKU AMS Professor Date: Nove 18 Audience: Future City Competition Class Purpose: Guide students in their city design project</p>	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	<p>Teacher: Laura Hudson Speaker: Greg Arbckle Position: Department Chair College of Architecture & Manufacturing Science, WKI Date: November 11 and 18 Audience: Future City Competition Class Purpose: Engineering mentor</p>	December 16, 2014	Mrs. Leigh A Littlefield
In Progress	<p>Teacher: Anthony Spires Guest: Richard Hartssock Position: Lawyer Audience: Mock Trial Class Purpose: Judging mock trial and providing feedback about the process; career in law</p>	December 16, 2014	Mrs. Leigh A Littlefield
Completed	Students from Gatton Academy	May 15, 2014	Mrs. Leigh A Littlefield
Completed	Destiny O'Roarke from KHEAA spoke to Tracey Esters classes on April 10, 2014	May 15, 2014	Mrs. Leigh A Littlefield
Completed	Destiny O'Roarke from KHEAA spoke to David Downing's classes on March 21.	May 15, 2014	Mrs. Leigh A Littlefield
In Progress	<p>Steve Boehm Utility locator for USIC 8th grade science Chemical Reactions January 31, 2014</p>	February 05, 2014	Mrs. Leigh A Littlefield

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In Progress	Jeremy Taylor- entrepreneur/motivational speaker; Blue 8th graders; 7 Habits of Highly Effective Teens; August 13	December 19, 2013	Leigh Anne Littlefield
In Progress	Dillon Oliver; Race car driver; Blue 7th graders; Science/Math Unit; Dec 4th	December 19, 2013	Leigh Anne Littlefield
In Progress	Jeremy Taylor- entrepreneur/motivational speaker Blue 8th graders 7 Habits of Highly Effective Teens	December 19, 2013	Leigh Anne Littlefield

Activity - College Career Readiness Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mr. Dale Brown, former superintendent of Warren County schools and current Western Kentucky University Director of College and School Relations will conduct a preparedness survey with SWMS's 8th grade students to gauge their academic readiness, values, and career aspirations.	Career Preparation/Orientation	03/03/2016	03/31/2016	\$0	No Funding Required	Administration, 8th grade teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will participate in Reality Store in March. A Kentucky Higher Education Assistance Authority representative will meet with all 8th graders regarding college readiness. The PLCS teacher will offer an extension class with a focus on career studies. As well, an opportunity to participate in a babysitting training is offered.	Career Preparation/Orientation	03/03/2016	03/25/2016	\$300	FRYSC	Guidance counselor, YSC coordinator, PLCS teacher and 8th grade teachers

Status	Progress Notes	Created On	Created By
Completed	ILP information presented to parent during Arts Night in May.	May 15, 2014	Mrs. Leigh A Littlefield
Completed	ATC visit in March with students identified as on that track.	May 15, 2014	Mrs. Leigh A Littlefield
In Progress	Reality Store for 8th graders - Students chose a career in their iLP and budgeted their salaries.	May 15, 2014	Mrs. Leigh A Littlefield
Completed	ILP focus in science and SS classes with the guidance counselor.	May 15, 2014	Mrs. Leigh A Littlefield
Completed	Dale Brown- March 10-12; College REadiness activity	May 15, 2014	Mrs. Leigh A Littlefield

Strategy 2:

Authentic Assessments - Teachers will develop assessment items that mirror the rigor of those found on the EPAS system.

Category: Career Readiness Pathways

Research Cited: ACT

Activity - Authentic Experiences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to prepare for the task of taking upcoming PLAN and ACT assessments, students will engage in rigorous, timed assessments throughout the year.	Other	08/08/2013	05/31/2016	\$0	No Funding Required	All core teachers

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 54.2% in 2017.

Status	Progress Notes	Created On	Created By
N/A	SWMS's combined reading and math proficiency rating in 2012-2013 increased to 41.55% from 37.75 in the previous year.	December 18, 2013	Mrs. Leigh A Littlefield

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50.2% to 51.6% by 05/01/2016 as measured by K-PREP.

Strategy 1:

RTI/Intervention - Students will be placed in tier II and tier III reading and/or math intervention classes based on comprehensive assessment data and teacher input. These classes will address individual student deficiencies to increase proficiency rates in these areas.

Category: Continuous Improvement

Research Cited: Burns

NCRTI

Status	Progress Notes	Created On	Created By
N/A	ESS instructors were hired specifically to provide support to intervention students in math.	May 15, 2014	Mrs. Leigh A Littlefield

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Activity - Universal Screener/Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed using STAR reading and STAR math during the district testing windows, which occur three times throughout the year. The SRI will also be administered to all students during the same windows to gather data related to lexiles. The results will be shared with all teachers. The data from these screeners will be combined with other assessment data (such as K-PREP and EXPLORE) to further identify students with a need for intervention at Tier II and Tier III in reading and math. Within the STAR program, non-duplicated gap students will be placed in a "group" as to better analyze their progress.	Academic Support Program	08/08/2013	05/31/2016	\$0	District Funding	All faculty

Status	Progress Notes	Created On	Created By
Completed	The universal screener of STAR was administered in math and reading three times throughout the year. These windows were set by the district. Results were analyzed to ensure accurate student placement in intervention.	May 15, 2014	Mrs. Leigh A Littlefield

Strategy 2:

Individualized Instruction - Teachers will each select between four to six students (the majority being gap) they will focus their attention and planning of instruction.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	Original gap list shared at faculty meeting on 8/28/13. Updated gap list shared at faculty meeting on 10/9/13. Team meetings for data analysis of K-PREP results to create list of gap students week of 10/23/13. Focus students list shared at faculty meeting on 11/6/13.	December 18, 2013	Mrs. Leigh A Littlefield

Activity - Identification of Focus Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The students identified for selection will fall into one of the following categories: 1) Gap- Missed opportunity for Proficient based on scale score 2) Non-gap Novice 3) Students who were proficient with a scale score close to distinguished. All students listed are highlighted if gap. Their gap status is then analyzed to determine if they fall in the category of IEP or Free/Reduced Lunch (our subgroups with a novice reduction goal). The third step with our gap students is to reflect on whether or not the subgroup in which they fall is a true barrier to learning. Whether or not their experiencing a valid barrier dictates how teachers will respond. Teachers will work to build relationships with their focus students as well as plan instructional activities to meet each student's individual area of need thus ensuring individualized instruction.</p>	Academic Support Program	11/12/2014	05/31/2016	\$0	No Funding Required	All faculty
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Activity - Gap Lists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers are provided a list of our students identified as our non-duplicated gap group. Teachers are provided time to highlight the names of students they have in class. The list is kept confidential, yet close at hand so teachers are continually reflecting on the instruction their providing these students to meet their individual academic needs. As well, gap students who previously scored a novice in reading or math are indicated with an asterik. This is to help teachers identify those who fall in our novice reduction target and also aids in identifying the gap students who have or have not met proficiency yet, since that is the ultimate goal for all students listed. The list is updated three times per year as enrollment changes as well as lunch status.</p>	Academic Support Program	08/28/2014	05/31/2016	\$0	No Funding Required	Curriculum coordinator and teachers

Activity - EL Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our highest performing EL students are pulled from intervention to be serviced by our media specialist, a former EL teacher, who works in collaboration with our itinerant EL teacher. The media specialist works with the students in literacy application by providing book studies for them. Vocabulary, fluency and comprehension strategies are embedded in the study.</p>	Academic Support Program	11/02/2015	05/31/2016	\$0	No Funding Required	Media Specialist, EL teacher

Strategy 3:

Outreach - Guest speakers will be invited to share information that will contribute to academic success with EL and hispanic students.

Category: Continuous Improvement

Activity - HOPE Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fabian Alvarez, WKU Instructor/HOPE Group coordinator, will meet with EL and Hispanic students to discuss the importance of college and provide scholarship information.	Community Engagement	10/24/2014	05/31/2016	\$0	No Funding Required	YSC Coordinator

Goal 4: Achieve a 50% reduction of students scoring novice in reading and math over 5 years.

Measurable Objective 1:

collaborate to reduce the percentage of students scoring novice in reading from 10.1% to 5% by 05/01/2019 as measured by unbridled learning accountability model.

(shared) Strategy 1:

RTI/Intervention - Students are placed in tier II and tier III reading and/or math intervention classes based on comprehensive assessment data and teacher input.

These classes will address individual student deficiencies to increase proficiency rates in these areas.

Category: Continuous Improvement

Research Cited: Mike Burns

NCRTI

Activity - Individualized Software Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are grouped in intervention classes based on comprehensive data. Teachers collaborate to ensure effectiveness. Instruction is supplemented with software programs such as Imagine Learning, Read 180, System 44, FASTT math and Reading Plus. STAR reading, STAR math, SRI and the Insight assessment in Reading Plus are administered for progress monitoring of student growth. Additional training on FASTT math and Reading Plus provided. IXL for grammar and math has been purchased and utilized in all math and Language Arts Classrooms.	Academic Support Program	08/08/2013	05/31/2016	\$6800	General Fund, District Funding	administration , interventionist , core math and LA teachers
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Activity - Systematic Intervention Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers in reading, math and writing follow a rigid schedule of intentional instructional delivery. In math, students receive fact fluency and automaticity, targeted remediation on past skills, preloading of current content and transition time with bellringers that incorporate writing to ensure all areas are continually developed. Writing intervention students receive grammar skills practice, mentor sentence practice, dissection of prompts and genre instruction. Reading students receive practice in fluency, vocabulary, comprehension and writing.	Academic Support Program	08/08/2013	05/31/2016	\$2000	District Funding	LA and math teachers

Activity - Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The additional full time faculty member allows for accurate identification and monitoring of services provided to qualifying students to ensure fidelity.	Academic Support Program	08/01/2014	05/31/2016	\$40000	District Funding	Principal

Activity - Identification of Focus Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-PREP data is analyzed to identify novice students in the area of reading and math in the previous three grades. Students are placed in single, double and triple novice categories. Gap students are highlighted. Non-gap novice students are placed in a separate group. These students require support services based on engagement and relationship building, different from gap students who have an identified academic barrier.	Academic Support Program	11/03/2014	05/31/2016	\$0	No Funding Required	Curriculum Coordinator, teachers

Measurable Objective 2:

collaborate to Achieve a 50% reduction in students scoring novice in math from 5% to 2.5% by 05/31/2019 as measured by unbridled learning accountability model.

(shared) Strategy 1:

RTI/Intervention - Students are placed in tier II and tier III reading and/or math intervention classes based on comprehensive assessment data and teacher input.

These classes will address individual student deficiencies to increase proficiency rates in these areas.

Category: Continuous Improvement

Research Cited: Mike Burns

NCRTI

Activity - Individualized Software Utilization	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped in intervention classes based on comprehensive data. Teachers collaborate to ensure effectiveness. Instruction is supplemented with software programs such as Imagine Learning, Read 180, System 44, FASTT math and Reading Plus. STAR reading, STAR math, SRI and the Insight assessment in Reading Plus are administered for progress monitoring of student growth. Additional training on FASTT math and Reading Plus provided. IXL for grammar and math has been purchased and utilized in all math and Language Arts Classrooms.	Academic Support Program	08/08/2013	05/31/2016	\$6800	District Funding, General Fund	administration, interventionist, core math and LA teachers

Activity - Systematic Intervention Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention teachers in reading, math and writing follow a rigid schedule of intentional instructional delivery. In math, students receive fact fluency and automaticity, targeted remediation on past skills, preloading of current content and transition time with bellringers that incorporate writing to ensure all areas are continually developed. Writing intervention students receive grammar skills practice, mentor sentence practice, dissection of prompts and genre instruction. Reading students receive practice in fluency, vocabulary, comprehension and writing.	Academic Support Program	08/08/2013	05/31/2016	\$2000	District Funding	LA and math teachers

Activity - Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The additional full time faculty member allows for accurate identification and monitoring of services provided to qualifying students to ensure fidelity.	Academic Support Program	08/01/2014	05/31/2016	\$40000	District Funding	Principal

Activity - Identification of Focus Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-PREP data is analyzed to identify novice students in the area of reading and math in the previous three grades. Students are placed in single, double and triple novice categories. Gap students are highlighted. Non-gap novice students are placed in a separate group. These students require support services based on engagement and relationship building, different from gap students who have an identified academic barrier.	Academic Support Program	11/03/2014	05/31/2016	\$0	No Funding Required	Curriculum Coordinator, teachers

Goal 5: Students in the non-duplicated gap group will increase the average combined reading and math proficiency from 66.3% to 71.5% by 2017.

Measurable Objective 1:

61% of Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will demonstrate a proficiency in Reading by 05/01/2017 as measured by Unbridled Learning Accountability Model.

(shared) Strategy 1:

Professional Learning Communities - Our master schedule enables teachers to increase the focus and frequency of PLCs through common planning where they will analyze data and create intentional instruction and assessments.

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Category: Continuous Improvement

Research Cited: DuFour

Activity - Research Based Instructional and Assessment Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be an increase in differentiation and instructional strategies to meet individual student needs. A focus on rigor will be implemented.	Professional Learning	08/08/2013	05/31/2016	\$800	Other	All faculty, particularly Math and Language Arts Intervention teachers, and administration

(shared) Strategy 2:

Extended School Services - Students identified for tier II and tier III intervention in math will receive additional support from two part time staff members hired and paid with ESS daytime waiver funds. These employees will work with the analysis of data to monitor progress of our gap students and provide interventions when the need is identified.

Category: Continuous Improvement

Research Cited: Hattie

Status	Progress Notes	Created On	Created By
N/A	Two ESS instructors were hired to work with intervention students in the area of math.	May 15, 2014	Mrs. Leigh A Littlefield

Activity - Metacognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students will work with support staff on the development of math skills that will aid them in success in all content areas at all levels. The ultimate goal is for students to take responsibility for their own learning. Strategies to increase student metacognition will result in learners aware of their own strengths and weaknesses as to better prepare for the demands of academic life throughout middle school, high school, and post-secondary, as well as career success.</p>	<p>Academic Support Program</p>	<p>02/03/2014</p>	<p>05/31/2016</p>	<p>\$8000</p>	<p>State Funds</p>	<p>ESS employees will be hired to work with these students one on one in the math and reading classrooms. They will work closely with the core teachers to assist in the development of data notebooks to help students monitor their own progress.</p>
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Status	Progress Notes	Created On	Created By
<p>In Progress</p>	<p>ESS positions will be posted in January.</p>	<p>December 18, 2013</p>	<p>Mrs. Leigh A Littlefield</p>

Measurable Objective 2:

53% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Mathematics by 05/01/2017 as measured by Unbridled Learning Accountability Model.

(shared) Strategy 1:

Professional Learning Communities - Our master schedule enables teachers to increase the focus and frequency of PLCs through common planning where they will analyze data and create intentional instruction and assessments.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Research Based Instructional and Assessment Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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There will be an increase in differentiation and instructional strategies to meet individual student needs. A focus on rigor will be implemented.	Professional Learning	08/08/2013	05/31/2016	\$800	Other	All faculty, particularly Math and Language Arts Intervention teachers, and administration
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(shared) Strategy 2:

Extended School Services - Students identified for tier II and tier III intervention in math will receive additional support from two part time staff members hired and paid with ESS daytime waiver funds. These employees will work with the analysis of data to monitor progress of our gap students and provide interventions when the need is identified.

Category: Continuous Improvement

Research Cited: Hattie

Status	Progress Notes	Created On	Created By
N/A	Two ESS instructors were hired to work with intervention students in the area of math.	May 15, 2014	Mrs. Leigh A Littlefield

Activity - Metacognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students will work with support staff on the development of math skills that will aid them in success in all content areas at all levels. The ultimate goal is for students to take responsibility for their own learning. Strategies to increase student metacognition will result in learners aware of their own strengths and weaknesses as to better prepare for the demands of academic life throughout middle school, high school, and post-secondary, as well as career success.</p>	<p>Academic Support Program</p>	<p>02/03/2014</p>	<p>05/31/2016</p>	<p>\$8000</p>	<p>State Funds</p>	<p>ESS employees will be hired to work with these students one on one in the math and reading classrooms. They will work closely with the core teachers to assist in the development of data notebooks to help students monitor their own progress.</p>
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Status	Progress Notes	Created On	Created By
<p>In Progress</p>	<p>ESS positions will be posted in January.</p>	<p>December 18, 2013</p>	<p>Mrs. Leigh A Littlefield</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Systematic Intervention Plan	Math intervention teachers follow a rigid schedule of intentional instructional delivery so students receive fact fluency and automaticity, targeted remediation on past skills, preloading of current content and transition time with bellringers that incorporate writing to ensure all areas are continually developed. 1st period math intervention students are scheduled into 2nd period math so the intense focus is not interrupted as they transition to core math class. The likelihood of success is increased through the preloading of content provided at the end of intervention. Reading intervention takes place primarily during 7th period. Additional support for Tier 2 reading intervention students is provided through the implementation of Reading Plus. This program serves as a progress monitoring tool which assesses need, develops an individualized plan and provides support and practice on comprehension, vocabulary and fluency skills. Additionally, tier II and tier III behavioral intervention strategies will be implemented based on PBIS data and teacher input.	Academic Support Program	08/08/2013	05/01/2016	\$1500	math, language arts and special education teachers
IXL Summer Access	Students are provided access to the IXL math program over the summer. IXL is a program in which our teachers have found success because of the engagement it provides students. Through interactive games, students learn math and are provided a diagnostic quiz to individualize the program. Teachers offer incentives and analyze the data throughout the summer to better prepare for the arrival of students in August. Since parents are informed of the parent portal, they're able to be involved in the process.	Academic Support Program	05/22/2015	07/31/2015	\$4000	math and LA teachers
Individualized Software Utilization	Students are grouped in intervention classes based on comprehensive data. Teachers collaborate to ensure effectiveness. Instruction is supplemented with software programs such as Imagine Learning, Read 180, System 44, FASTT math and Reading Plus. STAR reading, STAR math, SRI and the Insight assessment in Reading Plus are administered for progress monitoring of student growth. Additional training on FASTT math and Reading Plus provided. IXL for grammar and math has been purchased and utilized in all math and Language Arts Classrooms.	Academic Support Program	08/08/2013	05/31/2016	\$4800	administration, interventionist, core math and LA teachers

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Total \$10300

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing / Literacy	Teachers were trained in the use of prewriting tools for the three types of writing as well as the SWMS Writing Plan.	Academic Support Program	08/05/2015	08/05/2015	\$0	Leigh Anne Littlefield and Jaclyn Green
Individualized Software Utilization	Students are grouped in intervention classes based on comprehensive data. Teachers collaborate to ensure effectiveness. Instruction is supplemented with software programs such as Imagine Learning, Read 180, System 44, FASTT math and Reading Plus. STAR reading, STAR math, SRI and the Insight assessment in Reading Plus are administered for progress monitoring of student growth. Additional training on FASTT math and Reading Plus provided. IXL for grammar and math has been purchased and utilized in all math and Language Arts Classrooms.	Technology	08/08/2013	05/01/2016	\$4800	reading, math, and special education teachers
ESS Staff	ESS daytime waiver funds will be dedicated to help the areas of 8th grade Reading and Math. Two instructional support staff members will be hired to provide individualized support for struggling learners, increase the opportunities for differentiation and pullouts and decrease the student/teacher ratio in areas of need as determined by the KPREP and Explore state assessment results.	Academic Support Program	01/01/2016	05/26/2016	\$12000	Math, LA teachers and Principal
Book Study	Teachers who elected to participate were provided an opportunity to choose a book in which they'd like study and discuss. They mutually agreed on "Teach Like Your Hair's On Fire" by Raife Esquith.	Professional Learning	11/11/2015	11/11/2015	\$180	Leigh Anne Littlefield
Technology Integration for Assessment	Teachers attending this learning opportunity were instructed on multiple ways to assess student learning using technology and the collection of data for immediate feedback.	Professional Learning	12/31/2015	12/31/2015	\$0	Adam Reed and Anthony Spires
Analyzing common assessments	Teachers met with content area partners from across the district to analyze district common assessments.	Professional Learning	08/03/2015	08/03/2015	\$0	District Leadership
Research Based Instructional and Assessment Strategies	There will be an increase in differentiation and instructional strategies to meet individual student needs. A focus on rigor will be implemented.	Professional Learning	08/08/2013	05/31/2016	\$800	All faculty, particularly Math and Language Arts Intervention teachers, and administration
Total					\$17780	

KDE Comprehensive School Improvement Plan

South Warren Middle School

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screener/Progress Monitoring	Students will be assessed using STAR reading and STAR math during the district testing windows, which occur three times throughout the year. The SRI will also be administered to all students during the same windows to gather data related to lexiles. The results will be shared with all teachers. The data from these screeners will be combined with other assessment data (such as K-PREP and EXPLORE) to further identify students with a need for intervention at Tier II and Tier III in reading and math. Within the STAR program, non-duplicated gap students will be placed in a "group" as to better analyze their progress.	Academic Support Program	08/08/2013	05/31/2016	\$0	All faculty
Diagnostic Assessments	STAR Reading/Math and SRI diagnostic assessments will be administered during the district screening window. Tier II and Tier III intervention students will take the assessments once each month and growth will be monitored. Student placement will be re-evaluated.	Technology	08/08/2013	05/01/2016	\$2000	Resource, Math and Language Arts Teachers, Interventionist and other Administrators
Individualized Software Utilization	Students are grouped in intervention classes based on comprehensive data. Teachers collaborate to ensure effectiveness. Instruction is supplemented with software programs such as Imagine Learning, Read 180, System 44, FASTT math and Reading Plus. STAR reading, STAR math, SRI and the Insight assessment in Reading Plus are administered for progress monitoring of student growth. Additional training on FASTT math and Reading Plus provided. IXL for grammar and math has been purchased and utilized in all math and Language Arts Classrooms.	Academic Support Program	08/08/2013	05/31/2016	\$2000	administration, interventionist, core math and LA teachers
GT/Interventionist	The additional full time administrative member allows for accurate identification and monitoring of services provided to qualifying students.	Academic Support Program	08/01/2014	05/31/2016	\$40000	Principal
Systematic Intervention Plans	Intervention teachers in reading, math and writing follow a rigid schedule of intentional instructional delivery. In math, students receive fact fluency and automaticity, targeted remediation on past skills, preloading of current content and transition time with bellringers that incorporate writing to ensure all areas are continually developed. Writing intervention students receive grammar skills practice, mentor sentence practice, dissection of prompts and genre instruction. Reading students receive practice in fluency, vocabulary, comprehension and writing.	Academic Support Program	08/08/2013	05/31/2016	\$2000	LA and math teachers

KDE Comprehensive School Improvement Plan

South Warren Middle School

Continual Progress Monitoring	Students placed in Tier II and Tier III RTI will be progress monitored monthly using STAR reading and STAR math as well as SRI.	Academic Support Program	08/08/2012	05/01/2016	\$2000	Resource, math and LA teachers, interventionist and other administrators
Interventionist	The additional full time faculty member allows for accurate identification and monitoring of services provided to qualifying students to ensure fidelity.	Academic Support Program	08/01/2014	05/31/2016	\$40000	Principal
Total					\$88000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Skills Workshop for Parents	Information regarding appropriate study habits and tips for helping your child succeed academically is shared by a representative from WKU's trio program with parents interested. All are invited to attend.	Academic Support Program	08/27/2015	08/27/2015	\$50	YSC coordinator
After School Tutoring	The YSC coordinator communicates with teachers on Monday morning and they reply with recommendations and specific academic learning targets that need to be addressed. The parents and students are notified of the opportunity to stay on Tuesday afternoons from 2:30-3:30 for targeted support provided by South Warren High School Beta Student volunteers.	Academic Support Program	09/09/2014	04/01/2016	\$200	Regina Powell - Youth Services Center Coordinator
Operation Preparation	8th grade students will participate in Reality Store in March. A Kentucky Higher Education Assistance Authority representative will meet with all 8th graders regarding college readiness. The PLCS teacher will offer an extension class with a focus on career studies. As well, an opportunity to participate in a babysitting training is offered.	Career Preparation/Orientation	03/03/2016	03/25/2016	\$300	Guidance counselor, YSC coordinator, PLCS teacher and 8th grade teachers
Total					\$550	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

South Warren Middle School

Metacognition	Students will work with support staff on the development of math skills that will aid them in success in all content areas at all levels. The ultimate goal is for students to take responsibility for their own learning. Strategies to increase student metacognition will result in learners aware of their own strengths and weaknesses as to better prepare for the demands of academic life throughout middle school, high school, and post-secondary, as well as career success.	Academic Support Program	02/03/2014	05/31/2016	\$8000	ESS employees will be hired to work with these students one on one in the math and reading classrooms. They will work closely with the core teachers to assist in the development of data notebooks to help students monitor their own progress.
Total					\$8000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identification of Focus Students	The students identified for selection will fall into one of the following categories: 1) Gap- Missed opportunity for Proficient based on scale score 2) Non-gap Novice 3) Students who were proficient with a scale score close to distinguished. All students listed are highlighted if gap. Their gap status is then analyzed to determine if they fall in the category of IEP or Free/Reduced Lunch (our subgroups with a novice reduction goal). The third step with our gap students is to reflect on whether or not the subgroup in which they fall is a true barrier to learning. Whether or not their experiencing a valid barrier dictates how teachers will respond. Teachers will work to build relationships with their focus students as well as plan instructional activities to meet each student's individual area of need thus ensuring individualized instruction.	Academic Support Program	11/12/2014	05/31/2016	\$0	All faculty
Math Support After School	Students needing assistance in math stay to work with a math teacher after school.	Academic Support Program	09/01/2015	04/01/2016	\$0	Terri Proffitt
Chromebooks & Google Classroom	District technology leadership lead teachers in the application of chromebooks and google classroom to maximize learning opportunities.	Academic Support Program, Professional Learning	07/01/2015	08/01/2015	\$0	Robbie Flora and Amy Buss

KDE Comprehensive School Improvement Plan

South Warren Middle School

Guest Speakers	Community members are brought in on a regular basis to present information about various careers and post-secondary opportunities.	Community Engagement	08/08/2013	05/31/2016	\$0	All faculty
Targeted Math & LA Intervention	Students identified as missed opportunities for the next NAPD score are targeted for 3rd and 4th quarter math and LA enrichment. Teachers plan challenging, rigorous activities to enhance classroom instruction for a deeper, more thorough exploration of the math standards increasing the probability those students attain the next level.	Academic Support Program	01/05/2015	05/31/2016	\$0	Math, LA teachers and guidance counselor
New Teacher Induction	Teachers new to the school receive job embedded professional learning to support areas of growth and increase effectiveness.	Professional Learning	08/01/2015	05/27/2016	\$0	Dr. Laura Hudson and Leigh Anne Littlefield
HOPE Group	Fabian Alvarez, WKU Instructor/HOPE Group coordinator, will meet with EL and Hispanic students to discuss the importance of college and provide scholarship information.	Community Engagement	10/24/2014	05/31/2016	\$0	YSC Coordinator
Targeted Enrichment	Students identified as missed opportunities for the next NAPD score are targeted for 3rd and 4th quarter enrichment classes. Teachers plan challenging, rigorous activities to enhance classroom instruction for a deeper, more thorough exploration of the standards increasing the probability those students attain the next level.	Academic Support Program	01/01/2016	05/31/2016	\$0	Content area teachers
University Literacy Support	WKU literacy professor provided intense, individual, job-embedded professional learning for teachers who requested help with application of literacy strategies to their content areas.	Professional Learning	09/01/2015	05/06/2016	\$0	Laura Hudson
Identification of Focus Students	K-PREP data is analyzed to identify novice students in the area of reading and math in the previous three grades. Students are placed in single, double and triple novice categories. Gap students are highlighted. Non-gap novice students are placed in a separate group. These students require support services based on engagement and relationship building, different from gap students who have an identified academic barrier.	Academic Support Program	11/03/2014	05/31/2016	\$0	Curriculum Coordinator, teachers
Creation of new, high quality enrichment classes	Teachers attended 2 days of training on Project Based Learning (Buck Institute). After training, teachers used the Gold Standard PBL: Project Based Teaching Practices, Essential Project Design Elements Checklist, and A. J. Juliani's book on 20 Time to collaboratively develop activities for extension classes.	Professional Learning	07/27/2015	07/27/2015	\$0	Dr. Laura Hudson

KDE Comprehensive School Improvement Plan

South Warren Middle School

Gap Lists	Teachers are provided a list of our students identified as our non-duplicated gap group. Teachers are provided time to highlight the names of students they have in class. The list is kept confidential, yet close at hand so teachers are continually reflecting on the instruction their providing these students to meet their individual academic needs. As well, gap students who previously scored a novice in reading or math are indicated with an asterik. This is to help teachers identify those who fall in our novice reduction target and also aids in identifying the gap students who have or have not met proficiency yet, since that is the ultimate goal for all students listed. The list is updated three times per year as enrollment changes as well as lunch status.	Academic Support Program	08/28/2014	05/31/2016	\$0	Curriculum coordinator and teachers
EL Intervention	Our highest performing EL students are pulled from intervention to be serviced by our media specialist, a former EL teacher, who works in collaboration with our itinerant EL teacher. The media specialist works with the students in literacy application by providing book studies for them. Vocabulary, fluency and comprehension strategies are embedded in the study.	Academic Support Program	11/02/2015	05/31/2016	\$0	Media Specialist, EL teacher
Authentic Experiences	In order to prepare for the task of taking upcoming PLAN and ACT assessments, students will engage in rigorous, timed assessments throughout the year.	Other	08/08/2013	05/31/2016	\$0	All core teachers
Introduction to PBIS & the research behind it	Teachers both new to SWMS and those looking for a refresher course attended this review of the fundamentals of PBIS and instruction on implementation school-wide as well as within each classroom.	Behavioral Support Program, Professional Learning	07/31/2015	07/31/2015	\$0	Kelly Davis and Lisa Logue from GRREC
Writing Student Growth Goals	Each content area PLC met with the principal and assistant principal to receive guidance for developing student growth goals using multiple data sources. Additionally, the Think & Plan tool and the district's CEP were used to guide this process.	Professional Learning	06/01/2015	09/30/2015	\$0	Eddy Bushelman, Laura Hudson
Professional Learning Communities	This time for collaboration focuses on at least one of the four guiding questions of a PLC and primarily results in effective common instructional planning with greater emphasis on analyzing formative and summative assessment results. As well, this time provides an opportunity for reading and math teachers to plan for interventions at each tier of math and reading.	Academic Support Program	08/08/2013	05/01/2016	\$0	All core teachers
College Career Readiness Survey	Mr. Dale Brown, former superintendent of Warren County schools and current Western Kentucky University Director of College and School Relations will conduct a preparedness survey with SWMS's 8th grade students to gage their academic readiness, values, and career aspirations.	Career Preparation/Orientation	03/03/2016	03/31/2016	\$0	Administration, 8th grade teachers

KDE Comprehensive School Improvement Plan

South Warren Middle School

Grading 101	Teachers were provided resources from multiple researchers in the field of education on the best practices in providing students with a grade that maximizes reflection of mastery of the standards.	Academic Support Program, Professional Learning	07/30/2015	07/30/2015	\$0	Leigh Anne Littlefield
Total					\$0	

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KDE Needs Assessment

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Introduction

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

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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?**

When analyzing the data and information provided through K-PREP performance results, the TELL Survey and SWIS, we're trying to answer the questions 'What's working?' and 'What's not working?' Feedback provided by our stakeholders helps guide our decision making. Through the analysis of the data and results, we're better able to determine instructional program strengths and weaknesses. It drives our short and long term goal setting and affords us the opportunity to identify priority areas where we'll focus our time and resources. It also allows the opportunity for reflection about what's worked so that we may continue those initiatives with necessary adjustments.

There's not one piece of data that tells us everything we need to know in order to perfectly identify needs, establish goals, and implement an action plan. The data doesn't tell us the non-measurables, influences or factors that impact instruction such as effort and motivation. The data isn't diagnostic, so particular areas of strength or struggle within the content cannot be identified. Teacher input or professional judgement on student ability isn't included. Therefore, it's not comprehensive. Locally, we include additional data and analyze it to make the most informed decisions for our organization that will result in greater learning.

Despite that, we are able to compile the data and create individual learning plans for all students. We're able to identify what's working. For example, our concerted efforts to make gains in math and reading have been validated in the performance data. As well, we're able to analyze teacher effectiveness through the use of growth data in math and LA. Through manipulation of the spreadsheet and the inclusion of the teacher who provided the instruction, we're able to get a sense of instructional effectiveness, strengths and weaknesses. Through careful analysis of 2014 K-PREP data, it was apparent that 8th grade LA outperformed 7th grade LA in the area of reading. That lit a fire under our 7th grade teachers and they managed to reverse that trend in 2015.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

For the second year in a row, SWMS has been recognized as a School of Distinction by the state and maintained the status of Distinguished/Progressing. We maintained a #1 rank in the state with a maximum NAPD calculation of 100 in Social Studies. Reading made a 10 point gain, our largest and most notable accomplishment in an area for improvement. The percentage of gap students scoring P/D increased and our percentage of students meeting growth increased as well. In the area of Novice Reduction, SWMS managed to reduce the percentage of Gap students scoring novice in every category, with the most notable reduction in the content areas of math and Social Studies.

Reading = 23.1% to 20.8%

Math = 19.1% to 9.5%

Social Studies = 13.3% to 3.5%

Writing = 15.6% to 9.6%

There's also reason to celebrate the multiple delivery targets that were met. SWMS met or exceeded our delivery targets in the areas of reading and math. Reading met or exceeded our delivery targets in every demographic with the exception of hispanic and IEP.

Our African American population is excelling with 58.4% reaching proficient or distinguished in combined reading/math. Neither the state nor district met those delivery targets. The same population also met their delivery target in writing. Our Free/Reduced lunch population was almost as successful with 52.1% reaching proficiency in combined reading/math and meeting that delivery target.

Numerous factors contributed to that success. In analyzing school wide data, teachers attribute the success to the depth of our data analysis. We incorporate data driven targeted extension classes that cater to student individual need, data driven intervention placement in tier 2 and 3 and individual historical student K-PREP data analysis that focuses on scale score. On the TELL survey, 97% of teachers agreed that they use assessment data to inform their instruction and that the school leadership facilitates use of data to improve student learning. As well, teachers primarily attribute our success to common PLC time that's built into our master schedule. This was also evidenced by the 2015 TELL survey where 51% of teachers surveyed indicated teachers have time available to collaborate with colleagues to develop and align instructional practices. This is in comparison to only 27% of district teachers responding to the same prompt.

SWMS is committed to fighting complacency. Faculty and staff stand poised to face the challenge of maintaining and improving upon previous success. Ongoing analysis of comprehensive data (SRI, SPI, K-PREP, STAR, Insight) to more accurately provide students the appropriate interventions while monitoring individual progress will continue.

Our SS teachers committed to providing interventions to students identified as at risk for novice or underperforming, which contributed to SS once again ranking 1st in the state. In math, we continued a systematic intervention rotation that balanced the need to work on automaticity as well as individual skill weaknesses and advanced content preparation. Additionally, they focused interventions on students identified as missed opportunities for proficient or distinguished in previous data. Tier 2 reading intervention continued an effort to reach students through the Reading Plus program that incorporates fluency, practice proven necessary for reading performance to advance. All students had access to IXL for math and spent time both in and out of the classroom practicing deficient and advanced math skills. And as we began to implement a Writing Plan with fidelity, we successfully reduced the percentage of students scoring novice in writing from 6.3% to 5.1%.

Community support and involvement is also a strength of SWMS. Overwhelmingly demonstrated on the TELL survey, our teachers feel two way communication with the community encourages parent/guardian involvement that helps provide parents with useful information about student learning. The parents/guardians know what is going on in this school and the community is supportive of SWMS. 97% of teachers indicated they feel SWMS provides supports (i.e. instructional coaching, professional learning communities, etc.) that translate to improvements in instructional practices by teachers.

Analysis of non-academic data from SWIS indicates our PBIS platform is working. Our greatest success is the fact that 99% of our students have no referrals or only one. As well, in the past year, we've experienced a decrease in the number of students with two to five referrals. Finally, we've witnessed a decrease in the average referrals per day per month. We attribute these successes to the dedication of our Youth Services Center coordinator to provide motivating rewards. Mutually beneficial is the commitment of our staff to reteaching expectations. The PBIS team and assistant principal involve students in the process and our teachers reteach the expectations with fidelity.

SWMS has much to celebrate. We were extremely pleased with our state ranking according to the Next Generation Learners Accountability Model. As well, SWMS once again out-performed the district's middle schools with the highest overall score. We also scored the highest in Achievement among local middle schools.

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Opportunities for Improvement

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

We've witnessed a dramatic decrease in students scoring proficient in writing over the last year from 45.2% to 35.5%. Unfortunately, the data indicates those students fell in the apprentice category as the percentage scoring apprentice rose from 37.5% to 46.7%. To combat this, every teacher has committed to improving writing instruction. Last year our writing committee worked diligently to analyze the instructional practices taking place in our building in order to create a Writing Plan that would best benefit our students. Professional Development focusing on the three types of writing and our school-wide prewriting tools for real world and constructed response items jump started this initiative. A thorough explanation of clear expectations outlined in the Writing Plan was also included in that PD. After thorough analysis of school-wide K-PREP data, the teachers identified the glaring need to provide extra support in the area of writing. The faculty generated a list of things to "replicate" or continue, such as continual data analysis with instructional implications and Professional Learning Communities. Examples of the areas they identified as a need to "generate" included more intentional reading and writing opportunities in content area classes, specifically on-demand practice and utilization of the newly implemented Writing Plan.

Further analysis of K-PREP data revealed our Gap students are underperforming in the area of writing. The percentage of Gap students reaching proficiency in writing fell from 40.1% in 2013-2014 to 29.8% in 2014-2015. To serve our Gap population who haven't reached proficiency in writing, particularly those scoring apprentice, a Workshop Ink extension class was created. Students were hand-selected and invited to participate. The curriculum for this class is research based with time balanced and devoted to skills practice using IXL, mentor sentence analysis, and genre practice. The class will remain in tact for 2nd and 3rd quarter. We'll analyze their progress to determine need for 4th quarter continuation. ESS support has been committed to serving our students with an IEP in the area of writing as none of those students reached proficiency in writing last year. As well, the faculty has returned to a focus on intentional literacy strategy instruction in all content areas. Resources have been provided and an emphasis has been placed on the need to repeat strategies until they are internalized by the students. Therefore, teams and departments have selected specific strategies aligned by content and team. The work that's being done school-wide on the implementation of literacy strategies should supplement the literacy instruction taking place in the Language Arts Classrooms. In an attempt to focus on our novice reduction, leadership is focusing on the implementation of co-teaching in classrooms that serve our IEP population. Time has been committed to reviewing best practice in effective co-teaching strategies.

Through our analysis of K-PREP data, a clear need to increase the number of students scoring distinguished in all areas appeared. This involves an increase in the level of thinking that takes place in the classroom through an emphasis in writing in all content areas, which makes this a mutually beneficial for writing and content areas. The previously mentioned initiative to streamline the school-wide use of prewriting tools will benefit students as they connect content. Math teachers have incorporated daily writing through bellringers in an attempt to connect content and activate schema.

To maximize critical areas of need, teachers prioritize our focus students, those previously scoring proficient with a scale score close to distinguished have been identified as M.O.D. (missed opportunity for distinguished) students. Teachers plan instruction with individual needs in mind as well as the needs of those students who haven't reached proficiency who are underperforming.

School leadership began the year with a new teacher initiative. This included a more concerted effort to support those teachers new to our faculty so they might make a more successful transition to SWMS. This group met several times and were encouraged to voice their opinion about the support they most needed. For example, they were provided a learning opportunity on grading practices before the year began.

By early fall they asked for and were provided a follow-up on the same topic. In the TELL survey, only 71% of teachers indicated that school
SY 2015-2016

leadership makes a sustained effort to address teacher concerns about New Teacher Support.

As well, in response to the TELL survey, leadership made the decision to provide a menu of professional development options for the teachers to choose in planning two days their Professional Development. Two days were reserved for school and district-wide initiatives (Technology implementation of chromebooks and google classroom, Analyzing common assessment, rigor and feedback, Writing and Literacy, and Student Growth Goal Assessment. The leadership team identified areas of need and planned the professional developments for which the teachers would choose. Some of those offerings included working with the assistant principal on the creation of new enrichment classes, Grading 101, Introduction to PBIS & the research behind it, technology integration for assessment, and a book study. Only 52.9% of teachers previously indicated that professional development is differentiated to meet the needs of individual teachers.

Our behavioral data provided by SWIS indicates that 7:30 is the most common time of day for dress code and cell phone violations. This also indicates fidelity among our staff in consistently adhering to the expectations. The 2nd highest time is 2:30, which is a transition time and non-classroom time. In response, we've increased supervision to help deter violations.

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Conclusion

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

Although it's clear we feel a great sense of pride in the success we've experienced, it's also clear we're aware of the work that lies ahead to make improvements. It's our responsibility to not only maintain our success, but exceed our delivery targets as well. We take that work seriously.

We're fortunate to have a scheduling framework in place that allows us to better meet individual strengths and weaknesses through targeted interventions in reading and math as well as SS and writing. Our schedule also allows for common planning among content areas for more productive, effective PLC work. Instructionally, our focus is on the implementation of writing tasks that reflect our school-wide planning tools and reflect the intention of our Writing Plan. Through analysis of the data, teachers have proven committed to the work of improving writing instruction in all content areas. In order to maximize student engagement, Antonetti's engagement strategies continue to drive the delivery of our instruction. Our commitment to valuable reflection through Professional Learning Communities that truly focus on one of the four guiding questions will allow for the most effective use of time, effort and resources for the purpose of increased student learning. Walk throughs, mini and full observations and comprehensive, non-evaluative SWEEPS of classrooms performed by administrators allow teachers a view of their instruction and implementation of our initiatives.

As well, continuation of our data analysis practices will be key in our effort to meet each student's needs. Regular universal screening and progress monitoring tools such as STAR and SRI will continue to be administered with data teams appropriately placing students in appropriate interventions. Intervention offerings will continue to improve as our assessment practices continue to improve. All data (formative assessments, common summative assessments, STAR, SRI, SPI, Insight, teacher input, K-PREP, etc) will continue to drive our decision-making as we look for opportunities to improve instructional effectiveness.

The culture of our building continues to revolve around our belief and vision statements as our faculty is comprised of committed professionals who value student learning. Our faculty is a unified front in faculty meetings, PLCs and professional learning opportunities, exuding care, concern and commitment, while allowing students to take academic risks in a safe academic environment. Nurturing that climate should result in the outcomes we seek.

KDE Compliance and Accountability - Schools

DRAFT

Introduction

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

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

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Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math score for SWMS from 66.3 to 67.4 by 05/01/2016 as measured by K-PREP.

Strategy1:

Common Content Area Planning - The 2015-2016 master schedule allows for common content area planning. This schedule increases the frequency and productivity of Professional Learning Communities.

Category: Continuous Improvement

Research Cited: Stiggins and DuFour

Steve Ventura

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This time for collaboration focuses on at least one of the four guiding questions of a PLC and primarily results in effective common instructional planning with greater emphasis on analyzing formative and summative assessment results. As well, this time provides an opportunity for reading and math teachers to plan for interventions at each tier of math and reading.	Academic Support Program	08/08/2013	05/01/2016	\$0 - No Funding Required	All core teachers

Strategy2:

Differentiated Professional Learning - Teachers were provided a menu of options to select the professional learning opportunities that best met his/her individual needs. Some of those options were lead by administrators and teachers a the building level while district personnel provided opportunities. GRREC also provided support.

Category: Professional Learning & Support

Research Cited:

Activity - Creation of new, high quality enrichment classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended 2 days of training on Project Based Learning (Buck Institute). After training, teachers used the Gold Standard PBL: Project Based Teaching Practices, Essential Project Design Elements Checklist, and A. J. Juliani's book on 20 Time to collaboratively develop activities for extension classes.	Professional Learning	07/27/2015	07/27/2015	\$0 - No Funding Required	Dr. Laura Hudson

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Activity - University Literacy Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WKU literacy professor provided intense, individual, job-embedded professional learning for teachers who requested help with application of literacy strategies to their content areas.	Professional Learning	09/01/2015	05/06/2016	\$0 - No Funding Required	Laura Hudson

Activity - New Teacher Induction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers new to the school receive job embedded professional learning to support areas of growth and increase effectiveness.	Professional Learning	08/01/2015	05/27/2016	\$0 - No Funding Required	Dr. Laura Hudson and Leigh Anne Littlefield

Activity - Chromebooks & Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District technology leadership lead teachers in the application of chromebooks and google classroom to maximize learning opportunities.	Academic Support Program Professional Learning	07/01/2015	08/01/2015	\$0 - No Funding Required	Robbie Flora and Amy Buss

Activity - Grading 101	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided resources from multiple researchers in the field of education on the best practices in providing students with a grade that maximizes reflection of mastery of the standards.	Academic Support Program Professional Learning	07/30/2015	07/30/2015	\$0 - No Funding Required	Leigh Anne Littlefield

Activity - Writing Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each content area PLC met with the principal and assistant principal to receive guidance for developing student growth goals using multiple data sources. Additionally, the Think & Plan tool and the district's CEP were used to guide this process.	Professional Learning	06/01/2015	09/30/2015	\$0 - No Funding Required	Eddy Bushelman, Laura Hudson

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who elected to participate were provided an opportunity to choose a book in which they'd like study and discuss. They mutually agreed on "Teach Like Your Hair's On Fire" by Raife Esquith.	Professional Learning	11/11/2015	11/11/2015	\$180 - Other	Leigh Anne Littlefield

KDE Comprehensive School Improvement Plan

South Warren Middle School

Activity - Technology Integration for Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attending this learning opportunity were instructed on multiple ways to assess student learning using technology and the collection of data for immediate feedback.	Professional Learning	12/31/2015	12/31/2015	\$0 - Other	Adam Reed and Anthony Spires

Activity - Writing / Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained in the use of prewriting tools for the three types of writing as well as the SWMS Writing Plan.	Academic Support Program	08/05/2015	08/05/2015	\$0 - Other	Leigh Anne Littlefield and Jaclyn Green

Activity - Analyzing common assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers met with content area partners from across the district to analyze district common assessments.	Professional Learning	08/03/2015	08/03/2015	\$0 - Other	District Leadership

Activity - Introduction to PBIS & the research behind it	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers both new to SWMS and those looking for a refresher course attended this review of the fundamentals of PBIS and instruction on implementation school-wide as well as within each classroom.	Behavioral Support Program Professional Learning	07/31/2015	07/31/2015	\$0 - No Funding Required	Kelly Davis and Lisa Logue from GRREC

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 54.2% 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 50.2% to 51.6% by 05/01/2016 as measured by K-PREP.

Strategy1:

Individualized Instruction - Teachers will each select between four to six students in which they will focus their attention and planning of instruction.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

South Warren Middle School

Activity - Identification of Focus Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students identified for selection will fall into one of the following categories: 1) Gap- Missed opportunity for Proficient based on scale score 2) Non-gap Novice 3) Students who were proficient with a scale score close to distinguished. 8th grade teachers also identify double novice students based on the two previous years of data. Teachers will work to build relationships with their focus students as well as plan instructional activities to meet each student's individual area of need thus ensuring individualized instruction.	Academic Support Program	11/12/2014	05/31/2016	\$0 - No Funding Required	All faculty

Strategy2:

Outreach - Guest speakers will be invited to share information that will contribute to academic success with EL and hispanic students.

Category: Continuous Improvement

Research Cited:

Activity - HOPE Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fabian Alvarez, WKU Instructor/HOPE Group coordinator, will meet with EL and Hispanic students to discuss the importance of college and provide scholarship information.	Community Engagement	10/24/2014	05/31/2016	\$0 - No Funding Required	YSC Coordinator

Strategy3:

RTI/Intervention - Students will be placed in tier II and tier III reading and/or math intervention classes based on comprehensive assessment data and teacher input. These classes will address individual student deficiencies to increase proficiency rates in these areas.

Category: Continuous Improvement

Research Cited: Burns

NCRTI

Activity - Universal Screener/Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed using STAR reading and STAR math during the district testing windows, which occur three times throughout the year. The SRI will also be administered to all students during the same windows to gather data related to lexiles. The results will be shared with all teachers. The data from these screeners will be combined with other assessment data (such as K-PREP and EXPLORE) to further identify students with a need for intervention at Tier II and Tier III in reading and math. Within the STAR program, non-duplicated gap students will be placed in a "group" as to better analyze their progress.	Academic Support Program	08/08/2013	05/31/2016	\$0 - District Funding	All faculty

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 33% to 54.2% 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 50.2% to 51.6% by 05/01/2016 as measured by K-PREP.

Strategy1:

Outreach - Guest speakers will be invited to share information that will contribute to academic success with EL and hispanic students.

Category: Continuous Improvement

Research Cited:

Activity - HOPE Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fabian Alvarez, WKU Instructor/HOPE Group coordinator, will meet with EL and Hispanic students to discuss the importance of college and provide scholarship information.	Community Engagement	10/24/2014	05/31/2016	\$0 - No Funding Required	YSC Coordinator

Strategy2:

RTI/Intervention - Students will be placed in tier II and tier III reading and/or math intervention classes based on comprehensive assessment data and teacher input. These classes will address individual student deficiencies to increase proficiency rates in these areas.

Category: Continuous Improvement

Research Cited: Burns

NCRTI

KDE Comprehensive School Improvement Plan

South Warren Middle School

Activity - Universal Screener/Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assessed using STAR reading and STAR math during the district testing windows, which occur three times throughout the year. The SRI will also be administered to all students during the same windows to gather data related to lexiles. The results will be shared with all teachers. The data from these screeners will be combined with other assessment data (such as K-PREP and EXPLORE) to further identify students with a need for intervention at Tier II and Tier III in reading and math. Within the STAR program, non-duplicated gap students will be placed in a "group" as to better analyze their progress.	Academic Support Program	08/08/2013	05/31/2016	\$0 - District Funding	All faculty

Strategy3:

Individualized Instruction - Teachers will each select between four to six students (the majority being gap) they will focus their attention and planning of instruction.

Category: Continuous Improvement

Research Cited:

Activity - Gap Lists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are provided a list of our students identified as our non-duplicated gap group. Teachers are provided time to highlight the names of students they have in class. The list is kept confidential, yet close at hand so teachers are continually reflecting on the instruction they providing these students to meet their individual academic needs. As well, gap students who previously scored a novice in reading or math are indicated with an asterik. This is to help teachers identify those who fall in our novice reduction target and also aids in identifying the gap students who have or have not met proficiency yet, since that is the ultimate goal for all students listed. The list is updated three times per year as enrollment changes as well as lunch status.	Academic Support Program	08/28/2014	05/31/2016	\$0 - No Funding Required	Curriculum coordinator and teachers

Activity - EL Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our highest performing EL students are pulled from intervention to be serviced by our media specialist, a former EL teacher, who works in collaboration with our itinerant EL teacher. The media specialist works with the students in literacy application by providing book studies for them. Vocabulary, fluency and comprehension strategies are embedded in the study.	Academic Support Program	11/02/2015	05/31/2016	\$0 - No Funding Required	Media Specialist, EL teacher

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South Warren Middle School

Activity - Identification of Focus Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students identified for selection will fall into one of the following categories: 1) Gap- Missed opportunity for Proficient based on scale score 2) Non-gap Novice 3) Students who were proficient with a scale score close to distinguished. All students listed are highlighted if gap. Their gap status is then analyzed to determine if they fall in the category of IEP or Free/Reduced Lunch (our subgroups with a novice reduction goal). The third step with our gap students is to reflect on whether or not the subgroup in which they fall is a true barrier to learning. Whether or not their experiencing a valid barrier dictates how teachers will respond. Teachers will work to build relationships with their focus students as well as plan instructional activities to meet each student's individual area of need thus ensuring individualized instruction.	Academic Support Program	11/12/2014	05/31/2016	\$0 - No Funding Required	All faculty

Goal 2:

Students in the non-duplicated gap group will increase the average combined reading and math proficiency from 66.3% to 71.5% by 2017.

Measurable Objective 1:

61% of Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will demonstrate a proficiency in Reading by 05/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Extended School Services - Students identified for tier II and tier III intervention in math will receive additional support from two part time staff members hired and paid with ESS daytime waiver funds. These employees will work with the analysis of data to monitor progress of our gap students and provide interventions when the need is identified.

Category: Continuous Improvement

Research Cited: Hattie

Activity - Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with support staff on the development of math skills that will aid them in success in all content areas at all levels. The ultimate goal is for students to take responsibility for their own learning. Strategies to increase student metacognition will result in learners aware of their own strengths and weaknesses as to better prepare for the demands of academic life throughout middle school, high school, and post-secondary, as well as career success.	Academic Support Program	02/03/2014	05/31/2016	\$8000 - State Funds	ESS employees will be hired to work with these students one on one in the math and reading classrooms. They will work closely with the core teachers to assist in the development of data notebooks to help students monitor their own progress.

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math score for SWMS from 66.3 to 67.4 by 05/01/2016 as measured by K-PREP.

Strategy1:

RTI/Intervention - Students will be placed in tier II and tier III reading and/or math intervention classes based on comprehensive assessment data and teacher input. These classes will address individual student deficiencies to increase proficiency rates in these areas.

Category: Continuous Improvement

Research Cited: Mike Burns

NCRTI

Activity - Targeted Math & LA Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as missed opportunities for the next NAPD score are targeted for 3rd and 4th quarter math and LA enrichment. Teachers plan challenging, rigorous activities to enhance classroom instruction for a deeper, more thorough exploration of the math standards increasing the probability those students attain the next level.	Academic Support Program	01/05/2015	05/31/2016	\$0 - No Funding Required	Math, LA teachers and guidance counselor

Strategy2:

Differentiated Professional Learning - Teachers were provided a menu of options to select the professional learning opportunities that best met his/her individual needs. Some of those options were lead by administrators and teachers a the building level while district personnel provided opportunities. GRREC also provided support.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

South Warren Middle School

Activity - Technology Integration for Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attending this learning opportunity were instructed on multiple ways to assess student learning using technology and the collection of data for immediate feedback.	Professional Learning	12/31/2015	12/31/2015	\$0 - Other	Adam Reed and Anthony Spires

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers who elected to participate were provided an opportunity to choose a book in which they'd like study and discuss. They mutually agreed on "Teach Like Your Hair's On Fire" by Raife Esquith.	Professional Learning	11/11/2015	11/11/2015	\$180 - Other	Leigh Anne Littlefield

Activity - Introduction to PBIS & the research behind it	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers both new to SWMS and those looking for a refresher course attended this review of the fundamentals of PBIS and instruction on implementation school-wide as well as within each classroom.	Professional Learning Behavioral Support Program	07/31/2015	07/31/2015	\$0 - No Funding Required	Kelly Davis and Lisa Logue from GRREC

Activity - Grading 101	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were provided resources from multiple researchers in the field of education on the best practices in providing students with a grade that maximizes reflection of mastery of the standards.	Professional Learning Academic Support Program	07/30/2015	07/30/2015	\$0 - No Funding Required	Leigh Anne Littlefield

Activity - Writing / Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers were trained in the use of prewriting tools for the three types of writing as well as the SWMS Writing Plan.	Academic Support Program	08/05/2015	08/05/2015	\$0 - Other	Leigh Anne Littlefield and Jaclyn Green

Activity - Creation of new, high quality enrichment classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attended 2 days of training on Project Based Learning (Buck Institute). After training, teachers used the Gold Standard PBL: Project Based Teaching Practices, Essential Project Design Elements Checklist, and A. J. Juliani's book on 20 Time to collaboratively develop activities for extension classes.	Professional Learning	07/27/2015	07/27/2015	\$0 - No Funding Required	Dr. Laura Hudson

Activity - Chromebooks & Google Classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District technology leadership lead teachers in the application of chromebooks and google classroom to maximize learning opportunities.	Professional Learning Academic Support Program	07/01/2015	08/01/2015	\$0 - No Funding Required	Robbie Flora and Amy Buss

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Activity - New Teacher Induction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers new to the school receive job embedded professional learning to support areas of growth and increase effectiveness.	Professional Learning	08/01/2015	05/27/2016	\$0 - No Funding Required	Dr. Laura Hudson and Leigh Anne Littlefield

Activity - Writing Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each content area PLC met with the principal and assistant principal to receive guidance for developing student growth goals using multiple data sources. Additionally, the Think & Plan tool and the district's CEP were used to guide this process.	Professional Learning	06/01/2015	09/30/2015	\$0 - No Funding Required	Eddy Bushelman, Laura Hudson

Activity - Analyzing common assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers met with content area partners from across the district to analyze district common assessments.	Professional Learning	08/03/2015	08/03/2015	\$0 - Other	District Leadership

Activity - University Literacy Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
WKU literacy professor provided intense, individual, job-embedded professional learning for teachers who requested help with application of literacy strategies to their content areas.	Professional Learning	09/01/2015	05/06/2016	\$0 - No Funding Required	Laura Hudson

Strategy3:

Common Content Area Planning - The 2015-2016 master schedule allows for common content area planning. This schedule increases the frequency and productivity of Professional Learning Communities.

Category: Continuous Improvement

Research Cited: Stiggins and DuFour

Steve Ventura

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This time for collaboration focuses on at least one of the four guiding questions of a PLC and primarily results in effective common instructional planning with greater emphasis on analyzing formative and summative assessment results. As well, this time provides an opportunity for reading and math teachers to plan for interventions at each tier of math and reading.	Academic Support Program	08/08/2013	05/01/2016	\$0 - No Funding Required	All core teachers

Goal 2:

Students in the non-duplicated gap group will increase the average combined reading and math proficiency from 66.3% to 71.5% by 2017.

Measurable Objective 1:

61% of Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and American Indian or Alaska Native students will demonstrate a proficiency in Reading by 05/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Extended School Services - Students identified for tier II and tier III intervention in math will receive additional support from two part time staff members hired and paid with ESS daytime waiver funds. These employees will work with the analysis of data to monitor progress of our gap students and provide interventions when the need is identified.

Category: Continuous Improvement

Research Cited: Hattie

Activity - Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with support staff on the development of math skills that will aid them in success in all content areas at all levels. The ultimate goal is for students to take responsibility for their own learning. Strategies to increase student metacognition will result in learners aware of their own strengths and weaknesses as to better prepare for the demands of academic life throughout middle school, high school, and post-secondary, as well as career success.	Academic Support Program	02/03/2014	05/31/2016	\$8000 - State Funds	ESS employees will be hired to work with these students one on one in the math and reading classrooms. They will work closely with the core teachers to assist in the development of data notebooks to help students monitor their own progress.

Measurable Objective 2:

53% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Mathematics by 05/01/2017 as measured by Unbridled Learning Accountability Model.

Strategy1:

Extended School Services - Students identified for tier II and tier III intervention in math will receive additional support from two part time staff members hired and paid with ESS daytime waiver funds. These employees will work with the analysis of data to monitor progress of our gap students and provide interventions when the need is identified.

Category: Continuous Improvement

Research Cited: Hattie

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South Warren Middle School

Activity - Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work with support staff on the development of math skills that will aid them in success in all content areas at all levels. The ultimate goal is for students to take responsibility for their own learning. Strategies to increase student metacognition will result in learners aware of their own strengths and weaknesses as to better prepare for the demands of academic life throughout middle school, high school, and post-secondary, as well as career success.	Academic Support Program	02/03/2014	05/31/2016	\$8000 - State Funds	ESS employees will be hired to work with these students one on one in the math and reading classrooms. They will work closely with the core teachers to assist in the development of data notebooks to help students monitor their own progress.

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KDE Assurances - School

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Introduction

KDE Assurances - School

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Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	N/A	SWMS is not a Title I school.	

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

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

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

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.	N/A	SWMS is not a Title 1 school.	

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

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

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

KDE Comprehensive School Improvement Plan

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

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

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	N/A	SWMS is not a Title 1 School. However, we did spend Title II funds appropriately.	

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		

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

KDE Comprehensive School Improvement Plan

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.warrencountyschools.org/userfiles/2602/my%20files/2015%20csip.pdf?id=560010	

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.	No	This is not a situation we've experienced.	

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	SWMS is not a Title 1 school.	

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

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

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

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The Missing Piece

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Introduction

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

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Stakeholders

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

Eddy Bushelman - Principal

Leigh Anne Littlefield - Curriculum Coordinator

Regina Powell - Youth Services Center Coordinator

Laura Hudson - Parent

Anne Rhoades - Parent

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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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.57

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	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.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	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

DRAFT

Decision Making

Overall Rating: 2.57

	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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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

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Advocacy

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	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 they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

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

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

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

Community Partnerships

Overall Rating: 3.0

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

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

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

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

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

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

Reflection

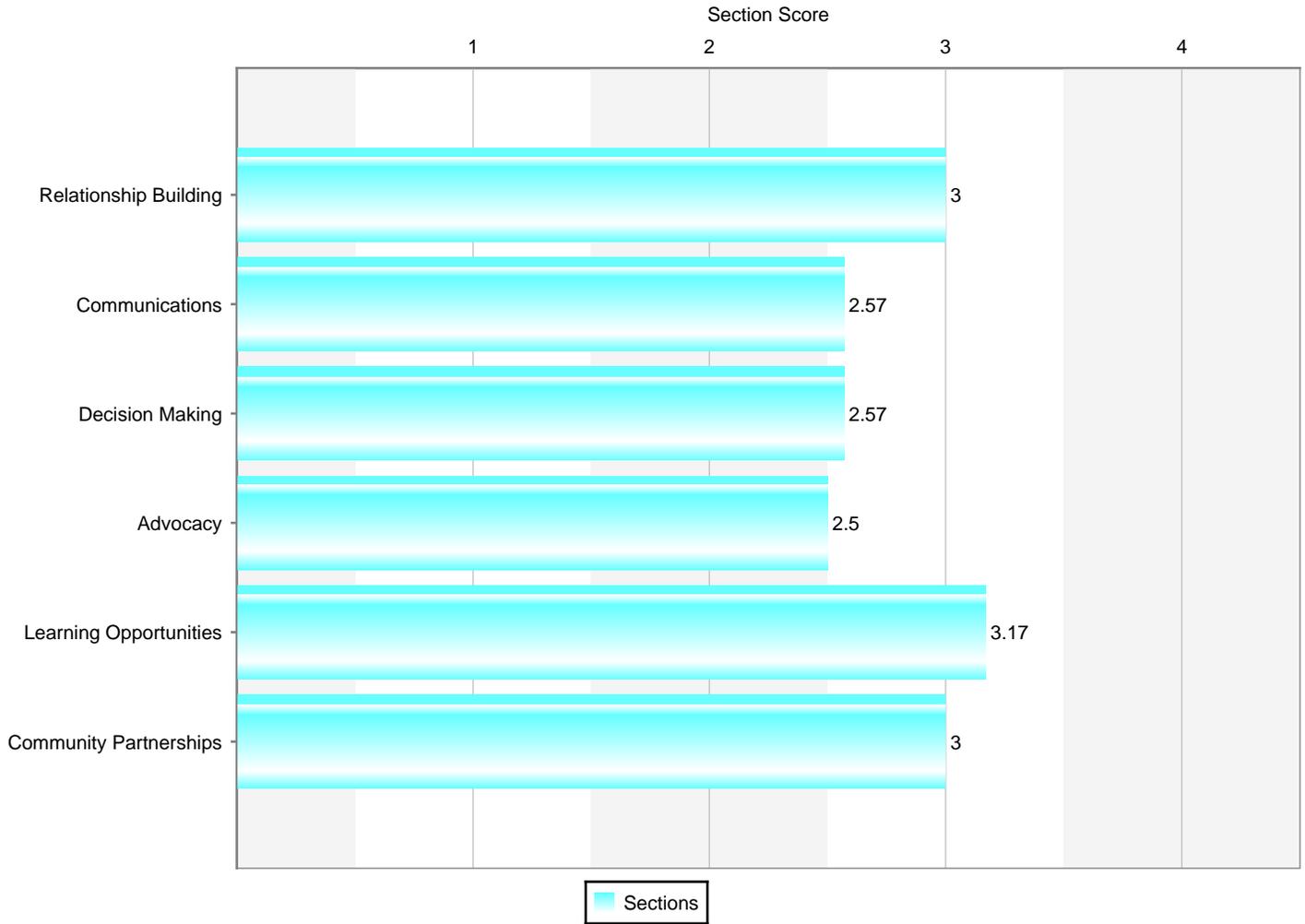
Reflect upon your responses to each of the Missing Piece objectives.

Our areas of strength are clearly in parent communication and training opportunities for parents to better equip their kids to succeed and advocate for them when needed. Our Youth Service Center Coordinator has been instrumental in reaching out to all stakeholders and providing multiple opportunities for school involvement. As well, our communication of academic achievement, both individually and as a school, are explicitly communicated by staff and leadership through the parent portal of Infinite Campus, teacher websites, which are continually updated with pertinent information for all stakeholders, and thorough weekly newsletters sent electronically to parents, staff, district personnel and business leaders as well. It's been said that if you don't know what's going on at SWMS and your child, then you're not paying attention. To sustain those strengths, priority will continue to be given to teacher websites with consistent monitoring and support of staff. As well, information to communicate grades will continually be analyzed and revised. At the end of each quarter, teachers will meet with leadership to discuss strategies for constant improvement. Support for our YSC will continue from leadership and community partners as our coordinator has demonstrated a true commitment to stakeholder involvement.

One area for improvement includes student lead conferences. These do not take place often enough or across the board. Much of this is due to the fact that so many students maintain data notebooks, which are meant to communicate progress monitoring of individual skills and assessment data to both students and parents. This type of sharing is typical of what takes place in a student lead conference. Because parents express that they feel informed, formal conferencing has been neglected. Another area for improvement would be in our parent participation of the needs assessment. Leadership has identified this as an area of need and plan to actively promote completion with a longer term of availability. As well, opportunities for stakeholders to engage in conversation about school-wide achievement issues and data are not provided once per semester. Participation in such opportunities in the past has been low which is in part due to the fact that our written communication is so thorough and explicit. Parents have been provided a youtube video that explains individual assessment data reports which has served well in eliminating confusion in interpretation and identifying areas of need where the parent can help.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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Introduction

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

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Improvement Planning Process

Improvement Planning Process

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

We ensured input from stakeholders who have their thumb on the pulse of SWMS. In order for the input to be valuable, it was essential that these members be those in tune with the SWMS community. We invited two parents, our youth services coordinator and four teachers to participate in the development, stressing the value of their input. As well, the administrative team at SWMS was heavily involved. We met without a formal schedule when the need and opportunity arose and the work centered around other activities/involvement in order to ensure a manageable, reasonable investment of time.

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

Stakeholders were responsible for analyzing high stakes assessment results for K-PREP, universal screening/progress monitoring diagnostic assessment data from STAR & SRI, and SWIS data for non-academic indicators. The TELL survey results, parent surveys and the school's PD Plan were other sources of information. Identifying personal information was removed. As the goals and plan were dissected, the effectiveness of previous initiatives was scrutinized and it was determined whether or not to continue or abandon those initiatives. We've fortunately had success with the previous plan, therefore most initiatives continue. Administration is committed to limited initiatives implemented with depth and fidelity.

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

The final plan was submitted to SBDM for approval. After submission to the state, a link was posted on our school's website with the link then shared in the weekly newsletter sent to parents and community members. Faculty and staff are informed of the progress through faculty meetings and PLC discussions.

School Safety Report

DRAFT

Introduction

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

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School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	<p>Adopted on 8/20/15</p> <p>19. EMERGENCY PLAN An Emergency/Crisis response plan has been developed for South Warren Middle School. Administrators will review this at least annually prior to the first instructional day, share with staff, and make changes on an as needed basis. Copies of the plan will be placed in the offices of principal, assistant principal, and at the front desk. These plans will be shared with law enforcement/emergency responders. At a minimum, drills will be conducted as required by the district.</p> <p>This is in accordance with KRS 160.345(2)(i)9 and KRS 158.162.</p>	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Adopted on 8/20/15	

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	8/20/15	

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	8/6/15	

KDE Comprehensive School Improvement Plan

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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		

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	8/20/15	

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	8/20/15	

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

DRAFT

Introduction

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

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Needs Assessment

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

What are the barriers identified?

All students have equitable access to highly qualified educators.

What sources of data were used to determine the barriers?

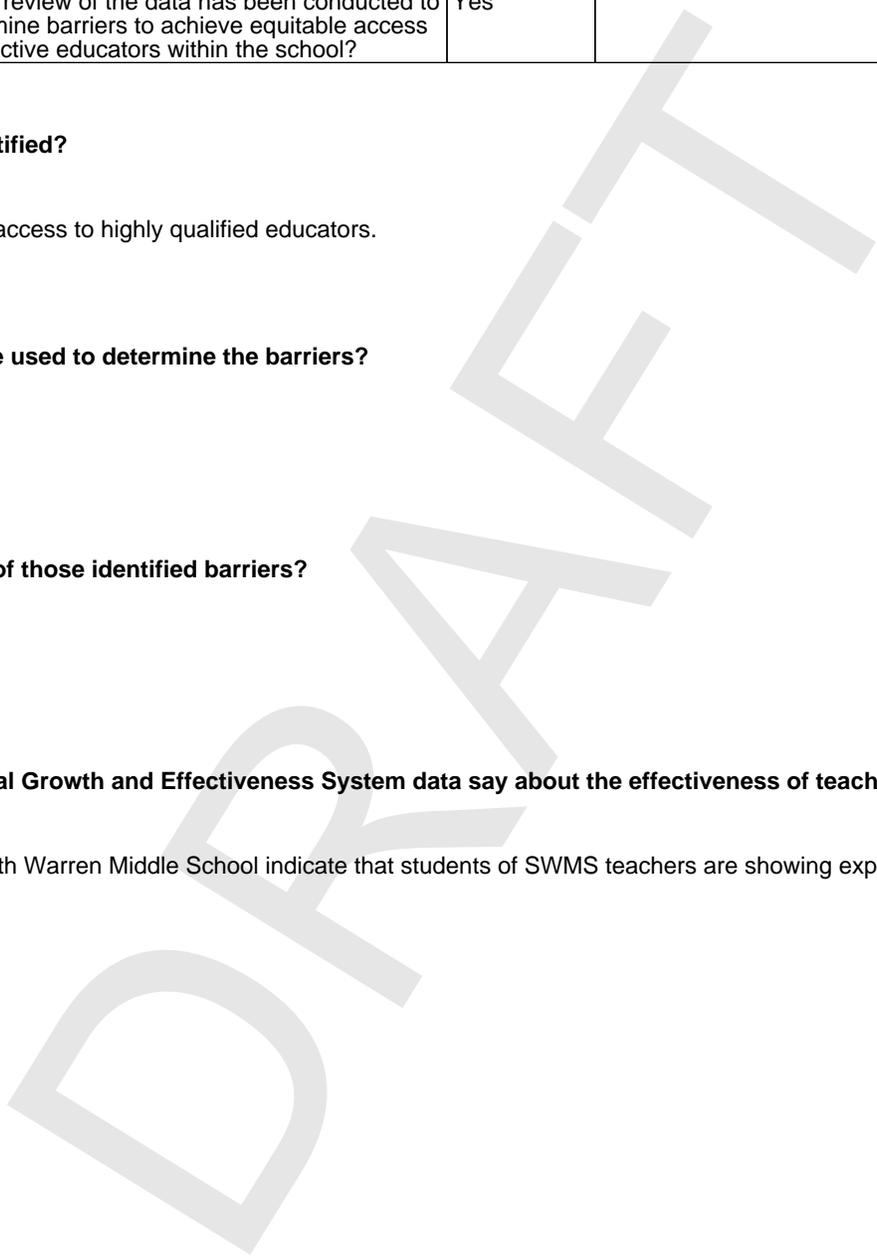
School Report Card

What are the root causes of those identified barriers?

N/A

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

Median SGP results for South Warren Middle School indicate that students of SWMS teachers are showing expected or high growth.



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.

No students at SWMS are taught by ineffective or out-of-field teachers. All students at SWMS are scheduled by hand by our guidance counselor to ensure balanced, equitable classrooms for experienced and inexperienced teachers as well.

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?

- Non-academic data is used by our guidance counselor to schedule all students by hand.
- All teachers are highly qualified; we do not have out-of-field teachers.
- Each team consists of four content teachers who share all the students on that team. Therefore, all teachers on the team would have a collaborative class and the same number of EL, Ex. Ed., low income, and/or minority students throughout the day.

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

STAR, SRI, KPREP, and DCA data are used to disaggregate student performance by grade, team, and teacher. Students weaknesses are complimented by the recruitment and addition of teachers who have an understanding of targeted intervention. ESS aides are hired in the spring based on the analysis of mid-year, school-wide reading and math data.

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?

Administration communicates with contacts at Western Kentucky University's SKyTeach program and the College of Education and Behavioral Sciences to recruit teachers who have excelled in their preparation programs. We collaborate with WKU by allowing many of their students to conduct observation hours and practice the implementation of differentiated instruction with our teachers.

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

Excellent professional learning opportunities are leveraged to retain effective teachers. Administration works to provide job-embedded learning based on the self-identified needs of teachers. Release time to work with professors and attend workshops is provided to teachers who desire to have such learning experiences.

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

First year teachers meet regularly with the curriculum coordinator and assistant principal for coaching. A literacy professor from WKU was contacted to provide job-embedded coaching with literacy strategies and differentiation.

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

N/A

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

TELL Kentucky results were analyzed by administration and used to identify strengths and weaknesses relative to the five high growth strategies of the Batelle for Kids (2013) BFK Connect Framework. The need to empower teachers and develop leaders emerged as a priority for improvement. Consequently, our strategies are to use strong teachers to continue to keep a focus on learning, uphold valued structures like PLC, data driven instruction, etc., and provide differentiated professional development based on the teachers' areas of concern.

Questions

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

Goal 1: Increase the average combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017. 3

Goal 2: Increase the percentage of students who are college and career ready from 66.3% to 67.4% by 2016. 12

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% to 54.2% in 2017. 18

Goal 4: Achieve a 50% reduction of students scoring novice in reading and math over 5 years. 21

Goal 5: Students in the non-duplicated gap group will increase the average combined reading and math proficiency from 66.3% to 71.5% by 2017.

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