18-19 Phase Three: Comprehensive Improvement Plan for Schools_10172018_12:13

Phase Three: Comprehensive Improvement Plan for Schools

McCreary County Middle School
Todd Waters
180 Raider Way
Stearns, Kentucky, 42647
United States of America

Last Modified: 10/18/2018
Status: Locked

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Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

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

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
18-19 CSIP	18-19 CSIP	

2018-19 Phase Three: Executive Summary for Schools_10172018_16:05

Phase Three: Executive Summary for Schools

McCreary County Middle School
Todd Waters
180 Raider Way
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Phase Three: Executive Summary for Schools

Executive Summary for Schools

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?

McCreary County Middle School has an enrollment of 423 students. There are 220 students in the 7th grade class in which 125 are males and 95 are females. There are 201 students in the 8th grade class in which 96 are males and 105 are females. Our school is located in Stearns, Kentucky which is in McCreary County. Our county is predominantly a low socioeconomic area which impacts our students. Our district provides free breakfast and lunch to all of our students. Within the last two years, our school has had two different principals. Parental involvement is definitely a challenge for our school.

ATTACHMENTS
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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.

The Mission of McCreary County Middle School is to provide a safe, supportive, nurturing environment in which all students can learn, actively participate in the education process and become successful, productive members of society.

ATTACHMENTS
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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.

n 2014 there were 58.3% of students scoring novice or apprentice in reading where as in 2017, the number of students scoring novice or apprentice had decreased to 49%. In 2014 there were 41.6% of students scoring proficient or distinguish in reading where as in 2017, the number of students scoring proficient or distinguish in reading had increased to 50.9%. In 2014 there were 67.7% of students scoring novice or apprentice in math where as in 2017, the number of students scoring novice or apprentice had decreased to 59.6%. In 2014 there were 32.3% of students scoring proficient or distinguish where as in 2017, the number of students scoring proficient or distinguish in math had increased to 40.4%. In 2014 there were 57.5% of students scoring novice or apprentice in social studies. This past year our school was one of very few in our area that was not labeled as a TSI/CSI school.

ATTACHMENTS
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Additional Information

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

Our school is a great place to learn!! We have an atmosphere that is especially suitable for students to excel. Our staff has bought in and we will continue to see gains regardless of the economic hardships that our county suffers.

ATTACHMENTS
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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

eProve diagnostics

Phase One: Continuous Improvement Diagnostic

McCreary County Middle School
Todd Waters
180 Raider Way
Stearns, Kentucky, 42647
United States of America

Last Modified: 10/17/2018
Status: Locked

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Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

In order to evaluate our 5 areas of continuous improvement which were taken from the 2017 TELL Kentucky Survey data, we generated a 5 question Survey Monkey. The 5 questions were written verbatim from the 2017 TELL Kentucky Survey and the results were as follows: Q5.1a (71.79%) Students at this school understand expectations for their conduct. Q5.1b (61.54%) Students at this school follow rules of conduct. Q5.1c (74.36%) Policies and procedures about student conduct are clearly understood by the faculty. Q5.1d (71.79%) School administrators consistently enforce rules for student conduct. Q7.1b (91.89%) There is an atmosphere of trust and mutual respect in the building. All of these must be continuously addressed in order for our students to improve academically.

ATTACHMENTS
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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

McCreary County Middle School will engage a variety of shareholders in the process that is truly ongoing and continuous by inviting them to participate in the process. Shareholders will be given a chance to view and give input on the information being presented. Meetings for input will be held at different times in order to accommodate the schedule of shareholders. Advanced notice of dates for presentation of information will be given to shareholders in order for them to mark their calendar to attend. The implementation and monitoring for effectiveness will be assessed by data from surveys used to identify our needs.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
📄 Survey Monkey 9-18-18	Survey Monkey of 5 questions of focus from 2017 TELL KY Survey administered to certified and classified staff on Sept. 18, 2108	1
📄 Tell Survey 2017	Focused on questions 5.1a through 5.1d and Q7.1b	1

18-19 Phase Two: The Needs Assessment for Schools_10172018_09:42

Phase Two: The Needs Assessment for Schools

McCreary County Middle School
Todd Waters
180 Raider Way
Stearns, Kentucky, 42647
United States of America

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

MAP testing is administered three times during the school year. Upon reviewing and analyzing data results students are placed in enrichment and intervention classes based on data. KPREP and grades are analyzed to determine the consistency of the data. Teams, content teachers, supervisor of instruction, and/or administrators meet to review data. Meetings occur at least once a month during planning, before school, and/or after school. Meetings are documented by sign in sheets and/or agendas.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-32% of gap students scored proficient on KPREP Reading.
-We saw a 10% increase among gap students in Reading from 2017 to 2018.
-34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Students at McCreary County Middle School received a Reading index score of 71.2. (54.5% students scored proficient/distinguish on KPREP reading which is a 3.6% increase. 20.5% students scored novice on KPREP reading which is a .9% decrease.) Students at McCreary County Middle School received a Math index score of 63.6 . (37.6% students scored proficient/distinguish on KPREP math which is a 2.8% decrease. 13.5% students scored novice on KPREP math which is a .7% decrease.) Students at McCreary County Middle School received a Social Studies index score of 78.4. (58.4% students scored proficient/distinguish on KPREP social studies which is a 11.0% decrease. 7.9% students scored novice on KPREP social studies which is a 3.3% increase.) Students at McCreary County Middle School received a Writing index score of 63.8. (39.2% students scored proficient/distinguish on KPREP writing which is a .9% increase. 14.0% students scored novice on KPREP writing which is a 5.3% increase.) Students at McCreary County Middle School received a Science index score of 53.5.

ATTACHMENTS
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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

In Reading we were 5.5% below the state level in proficient/distinguished. (38.7% of students with disabilities scored novice in Reading as opposed to 20.5% of all students). In Math we are 9.5% below the state level in proficient/distinguished. (25.8% of students with disabilities scored novice in Math as opposed to 13.5% of all students).

ATTACHMENTS

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Math, and reading remain significant areas for improvement. Data shows in both areas, we need to continue to reduce the percentage novice students and increase the percentage of proficient/ distinguish students. Also, we are below the state percentage in both areas.

ATTACHMENTS
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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

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

Our school will focus its resource and effects on review, analyze, and apply data results in order to produce our desired changes.

ATTACHMENTS
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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

54.5% of students scored proficient/distinguish on KPREP reading which is a 3.6% increase. Our student growth for reading was 11.9. 39.2% of students scored proficient/distinguish on KPREP writing which is a .9% increase.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)

Attachment Name	Description	Item(s)

eProve diagnostics

18-19 Phase Three: Closing the Achievement Gap Diagnostic_10172018_15:22

Phase Three: Closing the Achievement Gap Diagnostic

McCreary County Middle School
Todd Waters
180 Raider Way
Stearns, Kentucky, 42647
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Phase Three: Closing the Achievement Gap Diagnostic

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the Achievement Gap Group spreadsheet and attach it.

See attachment

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

The McCreary County Schools District is predominantly a low socioeconomic area, which really impacts the students that attend McCreary County Middle School. Our school district is fortunate enough to provide free breakfast and lunch to all of its students.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

When analyzing gap trends using our school report card, we determined we have two gap groups. For Free and Reduce lunch we have 337 students out of 415, 82%. For Disability/IEP we have 62 students out of 415, 14.9%

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Reading-Free and Reduced for 17-18 P/D was 50.7% and for 16-17 was 47% which was a 3.7% increase. Writing-Free and Reduced for 17-18 P/D was 37.3% and for 16-17 was 34% Which was a 3.3% increase

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Reading-Disability/IEP for 17-18 P/D 33.9% was and for 16-17 was 34.5% which was a .6% decrease Writing-Disability/IEP for 17-18 P/D was 20% and for 16-16-17 was 25.9% which was a 5.9% decrease Math-Free and Reduced for 17-18 P/D was 32.9 % and for 16-17 was 35.9%, which was a 3% decrease Math-Disability/IEP for 17-18 P/D was 17.7% and for 16-17 was 27.6%, which was a 9.9% decrease Social Studies-Free and Reduced for 17-18 P/D was 56.2% and for 16-17 was 64.7% which was a 8.5% decrease Social Studies-Disability/IEP for 17-18 P/D was 28.0 and for 16-17 was 44.4% which was a 16.4% decrease

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.
(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).

We have offered the following PD opportunities: IXL training, being trauma informed in the classroom, PLC's/Co-teaching, Reading Plus/Lexia, and Google Classroom/Chromebook. These PD's have been offered in order to improve instruction in helping to close achievement gaps. PD opportunities were limited due to lack of funds given by State

ATTACHMENTS
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F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Issues that play a role in our school not closing existing and persistent achievement gaps are; discipline, parental support, low socioeconomic area, class size and being understaffed.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

At our district's data retreat, our school's CSIP was completed. The following were involved in the process: Todd Waters, Principal; Sherry Durham, Supervisor of Instruction; Tanya Jones, Teacher; Joy Waters, Teacher; Wade Davis, Teacher.

III. Planning the Work

Gap Goals
List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Our plan is to reduce novice and increase proficient/distinguish in Reading and Writing for students who are disabled/IEP by 10%. We will also reduce Novice and increase proficient/distinguish in Social Studies and Math for students who are disabled/IEP, and students with free and reduced lunch by 10%.

ATTACHMENTS
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Closing the Gap
Step 1: Download the <u>Closing the Achievement Gap Summary</u> spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
Closing the Gap	Closing the Gap	III
Gap Group	Gap Group	I

18-19 School Assurances_01182018_16:47

🎖 School Assurances

McCreary County Middle School
Todd Waters
180 Raider Way
Stearns, Kentucky, 42647
United States of America

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School Assurances

A. Institution Assurances

1. AdvancED Policies and Procedures

a. The institution has read, understands, and complies with the AdvancED Policies and Procedures.

- ● **Yes**
- ○ No

1a. Comments

N/A

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Substantive Changes

a. The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED Standards and Policies. Such changes include, but are not limited to:
* Restructuring (merging, opening or closing) of the institution or institution(s) within its jurisdiction
* Mission and purpose of the institution
* Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership
* Grade levels served by the institution
* Staffing, including administrative and other non-teaching professional personnel
* Available facilities, including upkeep and maintenance
* Level of funding
* School day or school year
* Establishment of an additional location geographically apart from the main campus
* Student population that causes program or staffing modification(s)
* Available programs, including fine arts, practical arts and student activities

- ● **Yes**
- ○ No

2a. Comments

N/A

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Security and Crisis Management Plan

a. The institution implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for stakeholders. Attach the Security and Crisis Management Plan. (optional)

- **Yes**
- ○ No

3a. Comments

N/A

COMMENTS
Please enter your comments below.

ATTACHMENTS
Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Financial Transactions

a. The institution monitors all financial transactions through a recognized, regularly audited accounting system.

- **Yes**
- ○ No

4a. Comments

N/A

COMMENTS
Please enter your comments below.

ATTACHMENTS
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5. Improvement Plan

a. The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's eProve system.

- **Yes**
- ○ No

5a. Comments

N/A

COMMENTS
Please enter your comments below.

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