



Comprehensive School Improvement Plan for Priority Schools

Western Middle
Jefferson County

Kymberly Rice
2201 W. Main Street
Louisville, KY 40212

TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction.....	3
-------------------	---

Equitable Access to Effective Educators - School.....	4
---	---

Phase I - The Missing Piece

Introduction.....	10
-------------------	----

Stakeholders.....	11
-------------------	----

Relationship Building.....	12
----------------------------	----

Communications.....	13
---------------------	----

Decision Making.....	15
----------------------	----

Advocacy.....	17
---------------	----

Learning Opportunities.....	18
-----------------------------	----

Community Partnerships.....	19
-----------------------------	----

Reflection.....	20
-----------------	----

Report Summary.....	21
---------------------	----

Improvement Plan Stakeholder Involvement

Introduction.....	23
-------------------	----

Improvement Planning Process.....	24
-----------------------------------	----

Phase I - Needs Assessment

Introduction..... 26

Data Analysis..... 27

Areas of Strengths..... 28

Opportunities for Improvement..... 29

Conclusion..... 30

Western Middle Plan for Comprehensive School Improvement Plan for Priority Schools

Overview..... 32

Goals Summary..... 33

 Goal 1: To achieve a minimum of 3.0 in program reviews as measured by the state rubric..... 34

 Goal 2: Gap - Proficiency Goal, By 2019, students in the gap group will meet their 2018-2019 delivery proficiency targets..... 34

 Goal 3: Instructional Resources - Western Middle will use 100% of the instructional resources (textbooks, technology) within two years to support student achievement and growth..... 36

 Goal 4: WMSFA (Western Middle School for the Arts) will create a culture of high expectations in which every student and staff member will feel valued, safe and engaged in the focus on learning..... 37

 Goal 5: Proficiency Goal All Students - By 2019, all students will meet the 2018-19 delivery targets in all content areas. . 38

 Goal 6: By May, 2017, students in the gap group will meet their 2016-17 delivery targets for Novice Reduction..... 39

Activity Summary by Funding Source..... 42

Phase II - KDE Assurances - Schools

Introduction..... 46

Assurances..... 47

Phase II - KDE Compliance and Accountability - Schools

Introduction..... 53

Planning and Accountability Requirements..... 54

Executive Summary

Introduction..... 67

Description of the School..... 68

School's Purpose..... 69

Notable Achievements and Areas of Improvement..... 70

Additional Information 71

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.	Our self selected indicator is Teacher turnover. We would like to have 10% or less teacher turnover at the end of the school year 2016-17	Western Middle School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The equity data indicates that the majority of teaching staff has experience with teaching a diverse population of students. Over 1/2 of the student population would be considered minorities. Over 1/2 of the student population also qualifies for free and reduced lunch. The school has experienced growth in student achievement data since being classified as a persistently low achieving school. Current school population is 611 students.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Challenges for our identified trends include a transient ESL population and assigned resides area. This causes a lack of consistency in academics for both students and teachers. Although there is not a high turnover of teachers, the average experience of teachers in the building is about 6 years. The majority of teaching staff have less than 5 years of teaching experience.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Gap - Proficiency Goal, By 2019, students in the gap group will meet their 2018-2019 delivery proficiency targets

Measurable Objective 1:

A 20% decrease of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will increase student growth to reduce the achievement gap in Mathematics by 12/30/2017 as measured by unbridled learning accountability model.

Strategy1:

PLC - Review and evaluate the current status of professional learning communities, including the processes, strategies and design. Implement and monitor a plan to ensure that the teacher's collaboration results in improved professional practices and increased student learning. Identify, implement and monitor for effectiveness a systematic process whereby faculty, staff, and school leaders analyze and use findings from a variety of data sources, including comparison and trend data about student learning, instruction, program evaluation, interpretation and use of data and require that data are used to inform decision that result in improved student learning and increased organizational effectiveness

Category: Professional Learning & Support

Research Cited: Rick Dufour, Professional Learning Communities at Work

Activity - PLC recalibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC's to be held for the purpose of planning for content instruction focused on standards, learning targets, and data analysis of common formative assessments	Professional Learning Academic Support Program	11/28/2016	12/30/2017	\$0 - No Funding Required	Principal, Assistant Principals, Goal Clarity Coach

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Strategy2:

Differentiated Instruction - We will identify, systematically implement and monitor instructional strategies that clearly inform students of learning expectations and standards of performance, consistently and deliberately require students to apply knowledge and skills, engage in student collaboration, self reflection and learning activities that develop critical thinking skills, as well as use technology as a learning tool

Category: Continuous Improvement

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded Professional development opportunities will be offered to teachers for the purpose of teacher preparation and use in creating a differentiated instruction classroom environment awareness	Academic Support Program	09/12/2016	12/30/2017	\$0 - No Funding Required	Principal

Goal 2:

Proficiency Goal All Students - By 2019, all students will meet the 2018-19 delivery targets in all content areas

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in mathematics in Mathematics by 12/30/2017 as measured by KPREP, common formative assessments, and district proficiencies.

Strategy1:

Content PLC - Content area teachers will meet regularly with resource teachers to plan for instruction and assessments

Category: Professional Learning & Support

Research Cited:

Activity - Math Department Planning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The math department will meet at least twice a month for the purpose of review student assessment data and planning. When possible, they will also meet	Academic Support Program Professional Learning	12/01/2016	12/30/2017	\$1500 - SIG Grant	Principal, Math Resource Teacher, Instructional Coach

Activity - Math PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLCs will be held twice a week to do one or more of the following: review student assessment data, plan lessons based on content standards, create learning targets, and discuss effective	Academic Support Program Professional Learning	12/30/2016	12/30/2017	\$0 - No Funding Required	Math Resource Teacher, Instructional Coach

Goal 3:

By May, 2017, students in the gap group will meet their 2016-17 delivery targets for Novice Reduction

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by Achievement of 61.2% Proficient and Distinguished on KPREP.

Strategy1:

Professional Learning Community - The PLC process will be reviewed with teachers

Category: Continuous Improvement

Research Cited:

Activity - School Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrators will commit to a viable walkthrough system which includes schedule and feedback	Academic Support Program	09/19/2016	12/30/2017	\$0 - No Funding Required	Assistant Principals, Principal, Goal Clarity Coach

Activity - PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC process will be reviewed with teachers for appropriate implementation	Academic Support Program	08/17/2016	12/30/2017	\$0 - No Funding Required	Assistant Principal, Goal Clarity Coach

Strategy2:

PLC Process - Through PLC meeting time, data will be analyzed and processes will be refined.

Category: Continuous Improvement

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a data analysis protocol for the purpose of planning instruction	Academic Support Program	08/31/2016	12/30/2017	\$0 - No Funding Required	Goal Clarity Coach

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by 2017 KPREP, district proficiencies, and common formative assessments.

Strategy1:

Content Vertical PLC - PLC Participants will provide and review data from previous week, i.e. CFA's proficiencies, until assessments and will use the data to make instructional decisions regarding classroom instruction and will also plan for targeted interventions for the coming week

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - Content PLC work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content vertical PLC will meet once per month to review student assessment data, content standards, learning targets and instructional strategies	Academic Support Program	12/30/2016	12/30/2017	\$0 - No Funding Required	Goal Clarity Coach

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Diyana Jones, Assistant Principal, Shalonda Foster, Assistant Principal, Judith Wilson, Counselor, Emily Knox, Counselor, Cathy Strange, Goal Clarity Coach, Brittany Johnston, Math Resource, Deondra Smith, ELA Resource

Relationship Building

Overall Rating: 2.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	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.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

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

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.14

	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 relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff 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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

Comprehensive School Improvement Plan for Priority Schools

Western Middle

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

Decision Making

Overall Rating: 0.0

	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.	N/A – School does not have a council.	Novice

	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.	N/A – School does not have a council.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	N/A – School does not have a council.	Novice

	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.	N/A – School does not have a council.	Novice

	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.	N/A – School does not have a council.	Novice

	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.	N/A – School does not have a council.	No council

Comprehensive School Improvement Plan for Priority Schools

Western Middle

	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.	N/A – School does not have a council.	No council

Advocacy

Overall Rating: 2.17

	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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	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: 2.17

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

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

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

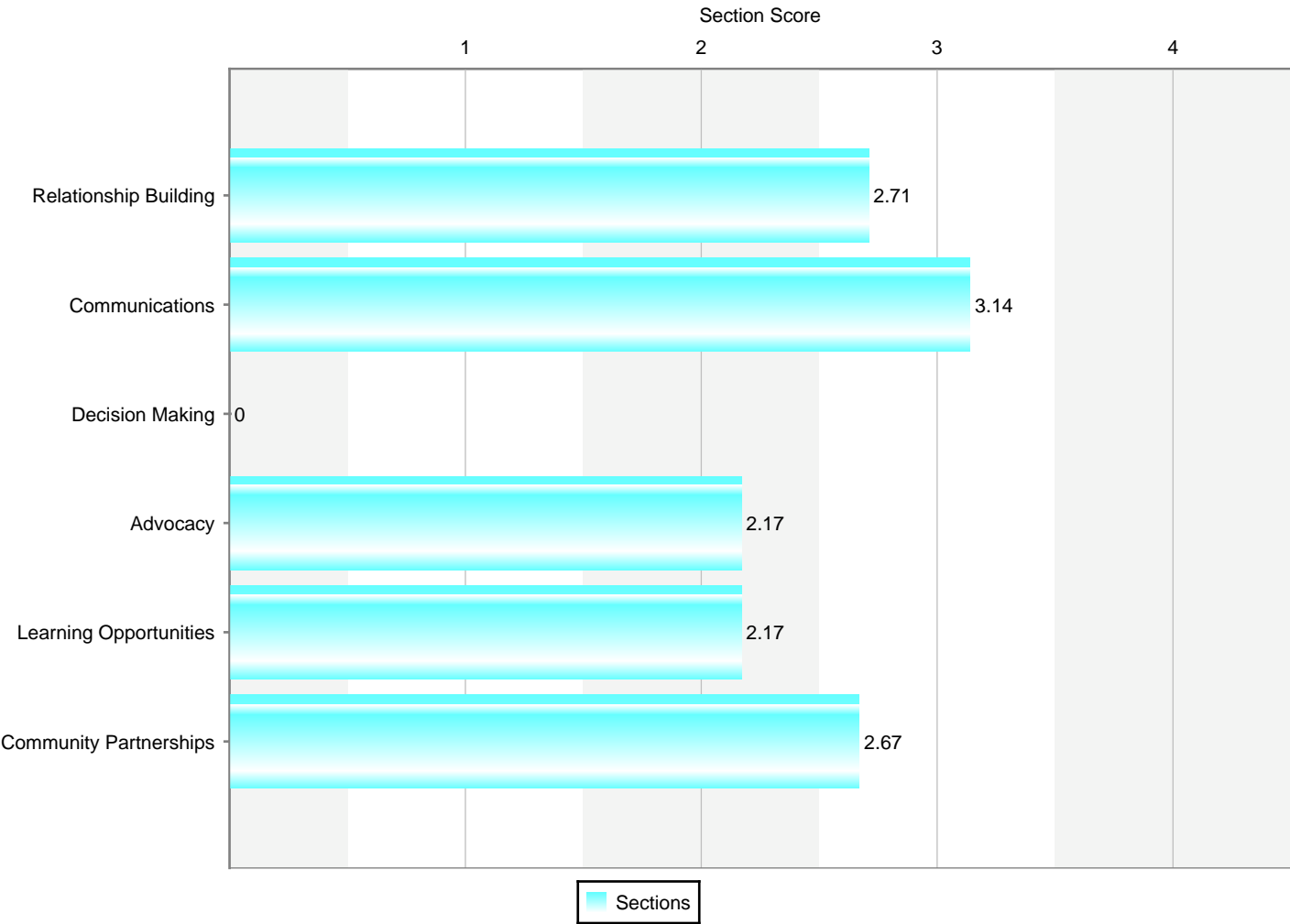
Reflection

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

Due to Western Middle School not having an SBDM council, methods to engage parents in training opportunities as it relates to educational advocacy are limited to PTSA and other parent volunteer opportunities. Through these, our staff makes an effort to ensure that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process for development of the school improvement plan consisted of many phases. The initial work began in September after the first release of KPREP scores. The principal and administrative team conducted an analysis of these scores and how this work was reflected in the school improvement plan. A plan was then developed to ensure the development of a plan that would best meet the needs of Western Middle School. In addition, administrative team meetings included the CSIP as a weekly agenda item to be discussed. This assisted the leadership in monitoring the completion of the improvement plan. This plan was also reviewed at monthly IIT (Instructional Improvement Team) meetings. During these meetings, department heads were then assigned various sections of the school improvement plan to revise and/or re-write based on input from all members, as well as formative and summative assessment data, MAP data, and teacher feedback and reflection.

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

For the development of the school improvement plan, all department chairs were charged with the task of facilitating the work that each department would contribute to goals, strategies, and activities of the school plan. Along with these members, the counselors, YSC coordinator, math and reading resource teachers, assistant superintendent, evaluation transition coordinator, assistant principals, and principal each participated in the development of this school plan with the lead role in compiling all information being the primary responsibility of the assistant principals.

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

The final improvement plan was shared will be shared with the instructional improvement team at the first meeting to be held in the 2014 school. Before the plan was submitted, the draft was shared with the administrative leadership team. During the school year, the improvement plan will be reviewed weekly with the administrative leadership team. Progress notes will be kept by department chairs and those notes will be a part of the monthly instructional improvement team meetings. In turn, these notes will be shared with teachers, staff, and parents through a variety of modes (email, agenda meeting minutes, newsletters, department meetings). Western Middle School does not have an SBDM council, however, progress on the goals and activities in the improvement plan will be communicated to the advisory council, as well as administrators who attend monthly PTSA meetings will provide this group with updates as necessary.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

What do our students know and what are they able to do?

Based on the 2016 KPREP scores, social studies experienced a 10.3 percent increase in the number of students scoring proficient and distinguished.

Math experienced a 12.8% increase in the number of students scoring proficient/distinguished. Reading experienced a 5.9% increase in the number of students scoring proficient/distinguished. Although we made gains, we still are below the state average in all content areas.

What do we do when students don't know the information?

The administrators, resource personnel and teachers meet with targeted students weekly during the enrichment period to provide additional instruction on current standards.

Resource team provides timely intervention to any student struggling on specific standards.

Extended day program is provided for students struggling in the areas of math and reading. Students are given standards-based instruction an additional two hours after school once a week.

Teachers provide before and after school tutoring for students needing extra instruction on specific learning targets.

What do we do when students do know the information?

Teachers are working to create higher order thinking tasks and questions to deepen student understanding of standards and to help students retain what they already learned.

What does the data not tell us?

The information provided from KPREP does not specify detailed analysis of how students performed within each content area (ex. Math - number sense).

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?

Social studies is the content area in which our students performed the strongest. Seventy-six percent of students scored proficient distinguished with a 6.4% decrease in novice.

Reading experienced a gain in proficient/distinguished of 5.9% and a decrease in novice of 4.3%. Math experienced a gain in proficient/distinguished of 12.8% and a decrease in novice of 7.5%.

The mid-year hiring of math and ELA resource teachers to support teachers helped teachers increase student achievement. The resource team provide real time coaching for teachers in instruction and intervention. The resource team monitor interventions to ensure fidelity. The resource team also works with teachers in Professional Learning Communities to develop lessons that ensure rigor and relevance of instruction. Resource team and teachers meet weekly in PLC's to develop and analyze weekly formative assessments and utilized data to drive instruction.

In 2016, embedded professional development was held weekly to increase instructional techniques and focus on higher order thinking lessons and differentiation.

Administrators and resource teachers conduct weekly walk-throughs to monitor and ensure that lessons were being implemented with rigor and fidelity. Feedback is provided to continuously improve instruction and move all learning forward.

For the 2016-17 school year, we will refine the formative assessments and more fully differentiate instruction to meet the needs of all students.

We celebrate the increase in writing, reading, math and social studies. The positive gain experienced last year motivates all to continue to inspire our students to attain higher goals.

Opportunities for Improvement

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

Based on the 2015-16 KPREP scores, the areas of greatest need are language mechanics (31.9% proficient/distinguished) and on-demand writing (58% proficient/distinguished).

In an effort to increase scores in on-demand writing, we have implemented a school-wide acronym to assist students in reading questions carefully and writing complete responses to posed questions.

In the area of language mechanics, English language arts teachers have created individualized homework to address specific needs of students. Teachers have also implemented learning centers focusing on language mechanics as well as providing whole group instruction with follow-up homework to practice skills.

As our reading and math scores show the percent of students scoring novice to be 22.4% and 15.1% respectively, these remain areas of concern. To help reduce the number of novice students, administrators and resource teachers meet weekly with novice students in math and language arts and provide direct instruction in addition to their core instruction. Both language arts and math teachers work to meet students at their instructional level by scaffolding instruction. Teachers implement a monthly coach to proficiency session to help students develop more proficient extended response questions.

All students continue to participate two days a week of practice in both reading and math through SRA and Study Island, in addition to core instruction in the content.

Conclusion

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

Throughout the 2016-2017 school year, all PLC teams will monitor student learning progress for all students through development of common assessments, analysis of student learning outcomes, intentionally designed interventions, and planning & implementation of effective classroom instruction.

Western Middle School for the Arts will create a culture of high expectations in which every student & staff member feels valued, safe and engaged in the focus on learning.

Administrators and resource teachers will work with teachers to identify, systematically implement, and monitor instructional strategies that 1)clearly inform students of learning expectations and standards of performance, 2)consistently and deliberately require students to apply knowledge and skills, engage in student collaboration, self-reflection and learning activities that develop critical thinking skills, as well as use technology as a learning tool, and 3)provide differentiation to address individual learning needs of each student.

Western Middle Plan for Comprehensive School Improvement Plan for Priority Schools

Overview

Plan Name

Western Middle Plan for Comprehensive School Improvement Plan for Priority Schools

Plan Description

2016-2017

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	To achieve a minimum of 3.0 in program reviews as measured by the state rubric.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Gap - Proficiency Goal, By 2019, students in the gap group will meet their 2018-2019 delivery proficiency targets	Objectives: 1 Strategies: 5 Activities: 6	Academic	\$8000
3	Instructional Resources - Western Middle will use 100% of the instructional resources (textbooks, technology) within two years to support student achievement and growth	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$22000
4	WMSFA (Western Middle School for the Arts) will create a culture of high expectations in which every student and staff member will feel valued, safe and engaged in the focus on learning	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
5	Proficiency Goal All Students - By 2019, all students will meet the 2018-19 delivery targets in all content areas	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$67500
6	By May, 2017, students in the gap group will meet their 2016-17 delivery targets for Novice Reduction	Objectives: 2 Strategies: 4 Activities: 6	Academic	\$0

Goal 1: To achieve a minimum of 3.0 in program reviews as measured by the state rubric.

Measurable Objective 1:

demonstrate a proficiency in writing by 12/30/2017 as measured by KPREP Writing Scores.

Strategy 1:

Writing Across All Content Areas - All students have equitable access to high quality curriculum and instruction in writing across content areas.

Category: Continuous Improvement

Activity - Content Area Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students participate in intentionally planned writing opportunities in all content areas and samples of writing for learning and writing to demonstrate learning	Direct Instruction	01/01/2016	12/30/2017	\$0	No Funding Required	All teachers, Literacy resource teacher, Language Arts Department Chair

Goal 2: Gap - Proficiency Goal, By 2019, students in the gap group will meet their 2018-2019 delivery proficiency targets

Measurable Objective 1:

A 20% decrease of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will increase student growth to reduce the achievement gap in Mathematics by 12/30/2017 as measured by unbridled learning accountability model.

Strategy 1:

WIN (WHAT I NEED) - Identified students scoring below Proficiency on district proficiency assessments, teacher created assessments and/or KPREP will be assigned to tier I intervention groups for the purpose of demonstrating mastery in content areas. These groupings will occur each Friday. School schedule will be adjusted to accommodate this additional instructional time

Category: Continuous Improvement

Activity - Flexible Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan for Priority Schools

Western Middle

A flexible intervention schedule will be implemented based on student data. The schedule will remain fluid as to membership and process in order to continue to meet the needs of all gap students in identified area of need.	Academic Support Program	11/11/2015	12/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselors, Goal Clarity Coach, Teachers
--	--------------------------	------------	------------	-----	---------------------	--

Strategy 2:

PLC - Review and evaluate the current status of professional learning communities, including the processes, strategies and design. Implement and monitor a plan to ensure that the teacher's collaboration results in improved professional practices and increased student learning. Identify, implement and monitor for effectiveness a systematic process whereby faculty, staff, and school leaders analyze and use findings from a variety of data sources, including comparison and trend data about student learning, instruction, program evaluation, interpretation and use of data and require that data are used to inform decision that result in improved student learning and increased organizational effectiveness

Category: Professional Learning & Support

Research Cited: Rick Dufour, Professional Learning Communities at Work

Activity - PLC recalibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC's to be held for the purpose of planning for content instruction focused on standards, learning targets, and data analysis of common formative assessments	Academic Support Program, Professional Learning	11/28/2016	12/30/2017	\$0	No Funding Required	Principal, Assistant Principals, Goal Clarity Coach

Strategy 3:

Reading Intervention - Students will be identified to work on reading strategies. Material will be used twice a week for the purpose of students receiving support/assistance with reading

Category: Continuous Improvement

Activity - SRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SRA material will be used to support student reading	Academic Support Program	09/07/2016	12/30/2017	\$8000	SIG Grant	Goal Clarity Coach, Principal

Strategy 4:

Differentiated Instruction - We will identify, systematically implement and monitor instructional strategies that clearly inform students of learning expectations and standards of performance, consistently and deliberately require students to apply knowledge and skills, engage in student collaboration, self reflection and learning activities that develop critical thinking skills, as well as use technology as a learning tool

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Category: Continuous Improvement

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Embedded Professional development opportunities will be offered to teachers for the purpose of teacher preparation and use in creating a differentiated instruction classroom environment awareness	Academic Support Program	09/12/2016	12/30/2017	\$0	No Funding Required	Principal
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology PD will be provided for teachers to ensure proficiency within classroom instruction	Technology	01/02/2017	12/30/2017	\$0	No Funding Required	Principal

Strategy 5:

Lesson plans - Teachers will submit weekly lesson plans

Category: Continuous Improvement

Activity - SLAW - D	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly lesson plans containing Standards, Learning Targets, Assessments, WHAT I NEED, and Differentiation will be submitted by all teachers to evaluators for purpose of review and evidence of TPGES Domain 1	Policy and Process, Academic Support Program, Career Preparation/Orientation	08/15/2016	12/30/2017	\$0	No Funding Required	Principal

Goal 3: Instructional Resources - Western Middle will use 100% of the instructional resources (textbooks, technology) within two years to support student achievement and growth

Measurable Objective 1:

100% of All Students will collaborate to determine which textbooks and instructional materials align to KCAS. in Reading by 12/30/2017 as measured by 100% of the funds allocated for instructional resources or materials are used to improve student access to high quality standards based resources..

Strategy 1:

Instructional Resource Identification and Alignment - Department chairs in collaboration with resource teachers and instructional coach will research available resources for students in reading to enhance student achievement and growth

Category: Continuous Improvement

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - Instructional Textbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee will review and preview additional resources to support instructional practices	Academic Support Program	12/01/2014	12/30/2017	\$22000	Text Books	Language Arts Department Chair, Literacy Resource Coach

Goal 4: WMSFA (Western Middle School for the Arts) will create a culture of high expectations in which every student and staff member will feel valued, safe and engaged in the focus on learning

Measurable Objective 1:

collaborate to provide a climate and culture where all students can experience success by 12/30/2017 as measured by school culture surveys, tell survey data, comprehensive school survey, increased attendance percentages.

Strategy 1:

Town Hall Meetings - Grade level teams will have town hall meetings each six weeks. Meetings will be facilitated by administrators and/or team leaders

Category: Continuous Improvement

Activity - Grade Level Town Hall Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will meet each six weeks to discuss student expectations for classrooms, hallways, cafeteria, etc.	Community Engagement, Behavioral Support Program	12/30/2016	12/30/2017	\$0	No Funding Required	Assistant Principals, Team Leaders

Strategy 2:

PERFORM Expectations - Students will exhibit characteristics of PERFORM (positive attitudes, excellent effort, respect, focused learning, ownership of behavior, responsibility and motivatino

Category: Continuous Improvement

Activity - Mentor/Mentee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Each student will be assigned an adult mentor to work with at least once weekly. Activities will be provided by the counselors.	Academic Support Program, Behavioral Support Program	12/30/2016	12/30/2017	\$0	No Funding Required	Counselors
---	--	------------	------------	-----	---------------------	------------

Goal 5: Proficiency Goal All Students - By 2019, all students will meet the 2018-19 delivery targets in all content areas

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in mathematics in Mathematics by 12/30/2017 as measured by KPREP, common formative assessments, and district proficiencies.

Strategy 1:

Math Resource Teacher - Math Resource teacher will provide real time instructional support to teachers and students by modeling, planning, and providing resources needed

Category: Professional Learning & Support

Research Cited: Mike Mattos

Activity - Math Instructional Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional support will be provided to teachers through a math resource teacher who will work in classrooms and with teachers to provide assistance and strategies to effectively teach the math standards	Academic Support Program	12/30/2016	12/30/2017	\$65000	Other	Principal, Goal Clarity Coach

Strategy 2:

Math Night - The math department will plan a family night for parents to understand math content, instruction in math and will receive resources to assist their child

Category: Stakeholder Engagement

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families and students will be invited to participate. Students and families will partner together to participate in math rotations, play math games, get information about math programs available and learning about opportunities within the school (WIN, Extended day, ESS), to increase student achievement. Families will also receive math resources to take home	Parent Involvement, Academic Support Program	12/30/2016	12/30/2017	\$1000	SIG Grant	Math Department Chair

Strategy 3:

Content PLC - Content area teachers will meet regularly with resource teachers to plan for instruction and assessments

Category: Professional Learning & Support

Activity - Math PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area PLCs will be held twice a week to do one or more of the following: review student assessment data, plan lessons based on content standards, create learning targets, and discuss effective	Academic Support Program, Professional Learning	12/30/2016	12/30/2017	\$0	No Funding Required	Math Resource Teacher, Instructional Coach

Activity - Math Department Planning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math department will meet at least twice a month for the purpose of review student assessment data and planning. When possible, they will also meet	Academic Support Program, Professional Learning	12/01/2016	12/30/2017	\$1500	SIG Grant	Principal, Math Resource Teacher, Instructional Coach

Goal 6: By May, 2017, students in the gap group will meet their 2016-17 delivery targets for Novice Reduction

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by Achievement of 61.2% Proficient and Distinguished on KPREP.

Strategy 1:

Professional Learning Community - The PLC process will be reviewed with teachers

Category: Continuous Improvement

Activity - PLC Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC process will be reviewed with teachers for appropriate implementation	Academic Support Program	08/17/2016	12/30/2017	\$0	No Funding Required	Assistant Principal, Goal Clarity Coach

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - School Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrators will commit to a viable walkthrough system which includes schedule and feedback	Academic Support Program	09/19/2016	12/30/2017	\$0	No Funding Required	Assistant Principals, Principal, Goal Clarity Coach

Strategy 2:

PLC Process - Through PLC meeting time, data will be analyzed and processes will be refined.

Category: Continuous Improvement

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a data analysis protocol for the purpose of planning instruction	Academic Support Program	08/31/2016	12/30/2017	\$0	No Funding Required	Goal Clarity Coach

Strategy 3:

School Walkthroughs - The administrative team will commit to a viable walkthrough system

Category: Continuous Improvement

Activity - Instructional Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team will conduct walkthroughs on a consistent basis. Teachers will be provided with quality effective feedback	Academic Support Program	09/19/2016	12/30/2017	\$0	No Funding Required	Assistant Principals, Principals

Activity - Walkthrough Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative team will review and/or analyze walkthrough data to develop professional development opportunities for teachers	Academic Support Program	10/10/2016	12/30/2017	\$0	No Funding Required	Administrative team

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by 2017 KPREP, district proficiencies, and common formative assessments.

Strategy 1:

Content Vertical PLC - PLC Participants will provide and review data from previous week, i.e. CFA's proficiencies, until assessments and will use the data to make instructional decisions regarding classroom instruction and will also plan for targeted interventions for the coming week

Category: Continuous Improvement

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - Content PLC work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content vertical PLC will meet once per month to review student assessment data, content standards, learning targets and instructional strategies	Academic Support Program	12/30/2016	12/30/2017	\$0	No Funding Required	Goal Clarity Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Walkthroughs	The administrative team will conduct walkthroughs on a consistent basis. Teachers will be provided with quality effective feedback	Academic Support Program	09/19/2016	12/30/2017	\$0	Assistant Principals, Principals
PLC Process	The PLC process will be reviewed with teachers for appropriate implementation	Academic Support Program	08/17/2016	12/30/2017	\$0	Assistant Principal, Goal Clarity Coach
Mentor/Mentee	Each student will be assigned an adult mentor to work with at least once weekly. Activities will be provided by the counselors.	Academic Support Program, Behavioral Support Program	12/30/2016	12/30/2017	\$0	Counselors
PLC	Teachers will use a data analysis protocol for the purpose of planning instruction	Academic Support Program	08/31/2016	12/30/2017	\$0	Goal Clarity Coach
Content Area Writing	All students participate in intentionally planned writing opportunities in all content areas and samples of writing for learning and writing to demonstrate learning	Direct Instruction	01/01/2016	12/30/2017	\$0	All teachers, Literacy resource teacher, Language Arts Department Chair
Math PLC	Content area PLCs will be held twice a week to do one or more of the following: review student assessment data, plan lessons based on content standards, create learning targets, and discuss effective	Academic Support Program, Professional Learning	12/30/2016	12/30/2017	\$0	Math Resource Teacher, Instructional Coach
Content PLC work	Content vertical PLC will meet once per month to review student assessment data, content standards, learning targets and instructional strategies	Academic Support Program	12/30/2016	12/30/2017	\$0	Goal Clarity Coach

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Flexible Intervention/Enrichment Time	A flexible intervention schedule will be implemented based on student data. The schedule will remain fluid as to membership and process in order to continue to meet the needs of all gap students in identified area of need.	Academic Support Program	11/11/2015	12/30/2017	\$0	Principal, Assistant Principal, Counselors, Goal Clarity Coach, Teachers
PLC recalibration	Weekly PLC's to be held for the purpose of planning for content instruction focused on standards, learning targets, and data analysis of common formative assessments	Academic Support Program, Professional Learning	11/28/2016	12/30/2017	\$0	Principal, Assistant Principals, Goal Clarity Coach
SLAW - D	Weekly lesson plans containing Standards, Learning Targets, Assessments, WHAT I NEED, and Differentiation will be submitted by all teachers to evaluators for purpose of review and evidence of TPGES Domain 1	Policy and Process, Academic Support Program, Career Preparation/Orientation	08/15/2016	12/30/2017	\$0	Principal
Walkthrough Review	Administrative team will review and/or analyze walkthrough data to develop professional development opportunities for teachers	Academic Support Program	10/10/2016	12/30/2017	\$0	Administrative team
School Walkthroughs	The administrators will commit to a viable walkthrough system which includes schedule and feedback	Academic Support Program	09/19/2016	12/30/2017	\$0	Assistant Principals, Principal, Goal Clarity Coach
Technology	Technology PD will be provided for teachers to ensure proficiency within classroom instruction	Technology	01/02/2017	12/30/2017	\$0	Principal
Embedded Professional Development	Embedded Professional development opportunities will be offered to teachers for the purpose of teacher preparation and use in creating a differentiated instruction classroom environment awareness	Academic Support Program	09/12/2016	12/30/2017	\$0	Principal
Grade Level Town Hall Meetings	Grade level teams will meet each six weeks to discuss student expectations for classrooms, hallways, cafeteria, etc.	Community Engagement, Behavioral Support Program	12/30/2016	12/30/2017	\$0	Assistant Principals, Team Leaders
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Math Instructional Support	Additional support will be provided to teachers through a math resource teacher who will work in classrooms and with teachers to provide assistance and strategies to effectively teach the math standards	Academic Support Program	12/30/2016	12/30/2017	\$65000	Principal, Goal Clarity Coach
Total					\$65000	

SIG Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SRA	SRA material will be used to support student reading	Academic Support Program	09/07/2016	12/30/2017	\$8000	Goal Clarity Coach, Principal
Math Department Planning Time	The math department will meet at least twice a month for the purpose of review student assessment data and planning. When possible, they will also meet	Academic Support Program, Professional Learning	12/01/2016	12/30/2017	\$1500	Principal, Math Resource Teacher, Instructional Coach
Family Math Night	Families and students will be invited to participate. Students and families will partner together to participate in math rotations, play math games, get information about math programs available and learning about opportunities within the school (WIN, Extended day, ESS), to increase student achievement. Families will also receive math resources to take home	Parent Involvement, Academic Support Program	12/30/2016	12/30/2017	\$1000	Math Department Chair
Total					\$10500	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Textbooks	A committee will review and preview additional resources to support instructional practices	Academic Support Program	12/01/2014	12/30/2017	\$22000	Language Arts Department Chair, Literacy Resource Coach
Total					\$22000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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	Intervention, READ 180, Compass, Study Island, SRA	

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

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

Comprehensive School Improvement Plan for Priority Schools

Western Middle

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	Weekly EPD sessions with staff	

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

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

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

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

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

Comprehensive School Improvement Plan for Priority Schools

Western Middle

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

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

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

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

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

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

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

Comprehensive School Improvement Plan for Priority Schools

Western Middle

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	Reviewed with Instructional improvement team	

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).	No	School improvement plan will be available on the website as soon as website is updated with new software.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	Parents are notified via a letter sent home by school notifying them of situations that may occur with teacher vacancies.	

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

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

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

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.	N/A		

Comprehensive School Improvement Plan for Priority Schools

Western Middle

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		

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Instructional Resources - Western Middle will use 100% of the instructional resources (textbooks, technology) within two years to support student achievement and growth

Measurable Objective 1:

100% of All Students will collaborate to determine which textbooks and instructional materials align to KCAS. in Reading by 12/30/2017 as measured by 100% of the funds allocated for instructional resources or materials are used to improve student access to high quality standards based resources..

Strategy1:

Instructional Resource Identification and Alignment - Department chairs in collaboration with resource teachers and instructional coach will research available resources for students in reading to enhance student achievement and growth

Category: Continuous Improvement

Research Cited:

Activity - Instructional Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A committee will review and preview additional resources to support instructional practices	Academic Support Program	12/01/2014	12/30/2017	\$22000 - Text Books	Language Arts Department Chair, Literacy Resource Coach

Goal 2:

WMSFA (Western Middle School for the Arts) will create a culture of high expectations in which every student and staff member will feel valued, safe and engaged in the focus on learning

Measurable Objective 1:

collaborate to provide a climate and culture where all students can experience success by 12/30/2017 as measured by school culture surveys, tell survey data, comprehensive school survey, increased attendance percentages.

Strategy1:

Town Hall Meetings - Grade level teams will have town hall meetings each six weeks. Meetings will be facilitated by administrators and/or team leaders

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - Grade Level Town Hall Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will meet each six weeks to discuss student expectations for classrooms, hallways, cafeteria, etc.	Community Engagement Behavioral Support Program	12/30/2016	12/30/2017	\$0 - No Funding Required	Assistant Principals, Team Leaders

Strategy2:

PERFORM Expectations - Students will exhibit characteristics of PERFORM (positive attitudes, excellent effort, respect, focused learning, ownership of behavior, responsibility and motivatio

Category: Continuous Improvement

Research Cited:

Activity - Mentor/Mentee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each student will be assigned an adult mentor to work with at least once weekly. Activities will be provided by the counselors.	Behavioral Support Program Academic Support Program	12/30/2016	12/30/2017	\$0 - No Funding Required	Counselors

Goal 3:

By May, 2017, students in the gap group will meet their 2016-17 delivery targets for Novice Reduction

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by Achievement of 61.2% Proficient and Distinguished on KPREP.

Strategy1:

Professional Learning Community - The PLC process will be reviewed with teachers

Category: Continuous Improvement

Research Cited:

Activity - School Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrators will commit to a viable walkthrough system which includes schedule and feedback	Academic Support Program	09/19/2016	12/30/2017	\$0 - No Funding Required	Assistant Principals, Principal, Goal Clarity Coach

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC process will be reviewed with teachers for appropriate implementation	Academic Support Program	08/17/2016	12/30/2017	\$0 - No Funding Required	Assistant Principal, Goal Clarity Coach

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by 2017 KPREP, district proficiencies, and common formative assessments.

Strategy1:

Content Vertical PLC - PLC Participants will provide and review data from previous week, i.e. CFA's proficiencies, until assessments and will use the data to make instructional decisions regarding classroom instruction and will also plan for targeted interventions for the coming week

Category: Continuous Improvement

Research Cited:

Activity - Content PLC work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content vertical PLC will meet once per month to review student assessment data, content standards, learning targets and instructional strategies	Academic Support Program	12/30/2016	12/30/2017	\$0 - No Funding Required	Goal Clarity Coach

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

Goal 1:

Proficiency Goal All Students - By 2019, all students will meet the 2018-19 delivery targets in all content areas

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in mathematics in Mathematics by 12/30/2017 as measured by KPREP, common formative assessments, and district proficiencies.

Strategy1:

Content PLC - Content area teachers will meet regularly with resource teachers to plan for instruction and assessments

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - Math PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area PLCs will be held twice a week to do one or more of the following: review student assessment data, plan lessons based on content standards, create learning targets, and discuss effective	Academic Support Program Professional Learning	12/30/2016	12/30/2017	\$0 - No Funding Required	Math Resource Teacher, Instructional Coach

Goal 2:

By May, 2017, students in the gap group will meet their 2016-17 delivery targets for Novice Reduction

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by Achievement of 61.2% Proficient and Distinguished on KPREP.

Strategy1:

PLC Process - Through PLC meeting time, data will be analyzed and processes will be refined.

Category: Continuous Improvement

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a data analysis protocol for the purpose of planning instruction	Academic Support Program	08/31/2016	12/30/2017	\$0 - No Funding Required	Goal Clarity Coach

Strategy2:

Professional Learning Community - The PLC process will be reviewed with teachers

Category: Continuous Improvement

Research Cited:

Activity - PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC process will be reviewed with teachers for appropriate implementation	Academic Support Program	08/17/2016	12/30/2017	\$0 - No Funding Required	Assistant Principal, Goal Clarity Coach

Activity - School Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrators will commit to a viable walkthrough system which includes schedule and feedback	Academic Support Program	09/19/2016	12/30/2017	\$0 - No Funding Required	Assistant Principals, Principal, Goal Clarity Coach

Strategy3:

School Walkthroughs - The administrative team will commit to a viable walkthrough system

Category: Continuous Improvement

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Research Cited:

Activity - Instructional Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will conduct walkthroughs on a consistent basis. Teachers will be provided with quality effective feedback	Academic Support Program	09/19/2016	12/30/2017	\$0 - No Funding Required	Assistant Principals, Principals

Activity - Walkthrough Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will review and/or analyze walkthrough data to develop professional development opportunities for teachers	Academic Support Program	10/10/2016	12/30/2017	\$0 - No Funding Required	Administrative team

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by 2017 KPREP, district proficiencies, and common formative assessments.

Strategy1:

Content Vertical PLC - PLC Participants will provide and review data from previous week, i.e. CFA's proficiencies, until assessments and will use the data to make instructional decisions regarding classroom instruction and will also plan for targeted interventions for the coming week
Category: Continuous Improvement

Research Cited:

Activity - Content PLC work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content vertical PLC will meet once per month to review student assessment data, content standards, learning targets and instructional strategies	Academic Support Program	12/30/2016	12/30/2017	\$0 - No Funding Required	Goal Clarity Coach

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)

Comprehensive School Improvement Plan for Priority Schools

Western Middle

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Gap - Proficiency Goal, By 2019, students in the gap group will meet their 2018-2019 delivery proficiency targets

Measurable Objective 1:

A 20% decrease of Sixth, Seventh and Eighth grade Black or African-American, Economically Disadvantaged, Students with Disabilities, English Learners and Two or More Races students will increase student growth to reduce the achievement gap in Mathematics by 12/30/2017 as measured by unbridled learning accountability model.

Strategy1:

Differentiated Instruction - We will identify, systematically implement and monitor instructional strategies that clearly inform students of learning expectations and standards of performance, consistently and deliberately require students to apply knowledge and skills, engage in student collaboration, self reflection and learning activities that develop critical thinking skills, as well as use technology as a learning tool

Category: Continuous Improvement

Research Cited:

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded Professional development opportunities will be offered to teachers for the purpose of teacher preparation and use in creating a differentiated instruction classroom environment awareness	Academic Support Program	09/12/2016	12/30/2017	\$0 - No Funding Required	Principal

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology PD will be provided for teachers to ensure proficiency within classroom instruction	Technology	01/02/2017	12/30/2017	\$0 - No Funding Required	Principal

Strategy2:

WIN (WHAT I NEED) - Identified students scoring below Proficiency on district proficiency assessments, teacher created assessments and/or KPREP will be assigned to tier I intervention groups for the purpose of demonstrating mastery in content areas. These groupings will occur each Friday. School schedule will be adjusted to accommodate this additional instructional time

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - Flexible Intervention/Enrichment Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A flexible intervention schedule will be implemented based on student data. The schedule will remain fluid as to membership and process in order to continue to meet the needs of all gap students in identified area of need.	Academic Support Program	11/11/2015	12/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselors, Goal Clarity Coach, Teachers

Strategy3:

Lesson plans - Teachers will submit weekly lesson plans

Category: Continuous Improvement

Research Cited:

Activity - SLAW - D	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly lesson plans containing Standards, Learning Targets, Assessments, WHAT I NEED, and Differentiation will be submitted by all teachers to evaluators for purpose of review and evidence of TPGES Domain 1	Career Preparation/ Orientation Policy and Process Academic Support Program	08/15/2016	12/30/2017	\$0 - No Funding Required	Principal

Strategy4:

Reading Intervention - Students will be identified to work on reading strategies. Material will be used twice a week for the purpose of students receiving support/assistance with reading

Category: Continuous Improvement

Research Cited:

Activity - SRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SRA material will be used to support student reading	Academic Support Program	09/07/2016	12/30/2017	\$8000 - SIG Grant	Goal Clarity Coach, Principal

Strategy5:

PLC - Review and evaluate the current status of professional learning communities, including the processes, strategies and design. Implement and monitor a plan to ensure that the teacher's collaboration results in improved professional practices and increased student learning. Identify, implement and monitor for effectiveness a systematic process whereby faculty, staff, and school leaders analyze and use findings from a variety of data sources, including comparison and trend data about student learning, instruction, program evaluation, interpretation and use of data and require that data are used to inform decision that result in improved student learning and increased organizational effectiveness

Category: Professional Learning & Support

Research Cited: Rick Dufour, Professional Learning Communities at Work

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - PLC recalibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly PLC's to be held for the purpose of planning for content instruction focused on standards, learning targets, and data analysis of common formative assessments	Professional Learning Academic Support Program	11/28/2016	12/30/2017	\$0 - No Funding Required	Principal, Assistant Principals, Goal Clarity Coach

Goal 2:

Novice Reduction - Western Middle will meet the 2018-2019 delivery targets for GAP students as measured by the unbridled learning accountability model

Measurable Objective 1:

A 20% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Mathematics in Mathematics by 06/03/2019 as measured by unbridled learning accountability model.

Strategy1:

Math Night - Family Math night to receive math materials and involve parents in the learning

Category: Stakeholder Engagement

Research Cited:

Activity - Family Mathematics Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families and students will be invited to attend Family Math night. At this event, students and their families will partner together to participate in math rotations, play math games, get information about math programs available and learn about opportunities within the school (WIN, Extended Day, ESS) to increase student achievement. Families will be given math resources to take home	Community Engagement Parent Involvement Academic Support Program	02/12/2016	06/03/2016	\$1000 - SIG Grant	Principal, Math Resource Teacher, Teachers

Strategy2:

Data Notebooks - Student data notebooks. Students will review in advisor/advisee time and during classroom instruction

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - Student data notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will collaborate with teachers to develop a data notebook to include formative and summative assessment results and benchmarks. This data will be utilized by students to create learning targets and goals for the students to reach each six weeks period. Students will reflect on this data and goals each six weeks and assess their own progress.	Academic Support Program	09/01/2015	06/01/2016	\$0 - No Funding Required	Principal, Resource Teacher, Instructional coach

Measurable Objective 2:

A 20% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the delivery target in Reading by 06/03/2019 as measured by Unbridled learning accountability model (KPREP).

Strategy1:

Data Notebooks - Student data notebooks. Students will review in advisor/advisee time and during classroom instruction

Category: Continuous Improvement

Research Cited:

Activity - Student data notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will collaborate with teachers to develop a data notebook to include formative and summative assessment results and benchmarks. This data will be utilized by students to create learning targets and goals for the students to reach each six weeks period. Students will reflect on this data and goals each six weeks and assess their own progress.	Academic Support Program	09/01/2015	06/01/2016	\$0 - No Funding Required	Principal, Resource Teacher, Instructional coach

Strategy2:

Literacy Night - School sponsored literacy night for families and students to play games, learn about literacy programs available

Category: Stakeholder Engagement

Research Cited:

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at risk for failure in meeting standards will receive additional instructional time (2 days per week) with transportation. Instruction will utilize targeted interventions and progress monitoring to assess effectiveness	Academic Support Program	11/16/2015	06/01/2016	\$13000 - District Funding	Principal, Goal Clarity Coach, Teachers

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school wide event in which students and their families partner together to participate in reading/writing rotations, play reading games, get information about literacy programs available at the school and learn about additional intervention opportunities available for students. Families will be fed an light meal and will be given books to take home to read	Academic Support Program Community Engagement	02/12/2016	06/01/2016	\$1000 - SIG Grant	Principal, Literacy Resource Coach, Teachers

Goal 3:

By May, 2017, students in the gap group will meet their 2016-17 delivery targets for Novice Reduction

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by 2017 KPREP, district proficiencies, and common formative assessments.

Strategy1:

Content Vertical PLC - PLC Participants will provide and review data from previous week, i.e. CFA's proficiencies, until assessments and will use the data to make instructional decisions regarding classroom instruction and will also plan for targeted interventions for the coming week

Category: Continuous Improvement

Research Cited:

Activity - Content PLC work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content vertical PLC will meet once per month to review student assessment data, content standards, learning targets and instructional strategies	Academic Support Program	12/30/2016	12/30/2017	\$0 - No Funding Required	Goal Clarity Coach

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in reading in Reading by 12/30/2017 as measured by Achievement of 61.2% Proficient and Distinguished on KPREP.

Strategy1:

Professional Learning Community - The PLC process will be reviewed with teachers

Category: Continuous Improvement

Research Cited:

Activity - School Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrators will commit to a viable walkthrough system which includes schedule and feedback	Academic Support Program	09/19/2016	12/30/2017	\$0 - No Funding Required	Assistant Principals, Principal, Goal Clarity Coach

Comprehensive School Improvement Plan for Priority Schools

Western Middle

Activity - PLC Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC process will be reviewed with teachers for appropriate implementation	Academic Support Program	08/17/2016	12/30/2017	\$0 - No Funding Required	Assistant Principal, Goal Clarity Coach

Strategy2:

School Walkthroughs - The administrative team will commit to a viable walkthrough system

Category: Continuous Improvement

Research Cited:

Activity - Walkthrough Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative team will review and/or analyze walkthrough data to develop professional development opportunities for teachers	Academic Support Program	10/10/2016	12/30/2017	\$0 - No Funding Required	Administrative team

Activity - Instructional Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team will conduct walkthroughs on a consistent basis. Teachers will be provided with quality effective feedback	Academic Support Program	09/19/2016	12/30/2017	\$0 - No Funding Required	Assistant Principals, Principals

Strategy3:

PLC Process - Through PLC meeting time, data will be analyzed and processes will be refined.

Category: Continuous Improvement

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a data analysis protocol for the purpose of planning instruction	Academic Support Program	08/31/2016	12/30/2017	\$0 - No Funding Required	Goal Clarity Coach

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:
 To achieve a minimum of 3.0 in program reviews as measured by the state rubric.

Measurable Objective 1:
 demonstrate a proficiency in writing by 12/30/2017 as measured by KPREP Writing Scores.

Strategy1:
 Writing Across All Content Areas - All students have equitable access to high quality curriculum and instruction in writing across content areas.
 Category: Continuous Improvement
 Research Cited:

Activity - Content Area Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students participate in intentionally planned writing opportunities in all content areas and samples of writing for learning and writing to demonstrate learning	Direct Instruction	01/01/2016	12/30/2017	\$0 - No Funding Required	All teachers, Literacy resource teacher, Language Arts Department Chair

Executive Summary

Introduction

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

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

Description of the School

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

Western Middle School for the Arts is located in the heart of downtown Louisville in the Portland neighborhood, a high poverty area. The current enrollment is 575 students. Western Middle is an ethnically diverse school. The African American population accounts for 56% of the population, Caucasian students make up 30% of our population. The population also consists of a 68% female population. Western Middle School was designated as a performing arts magnet in which students must apply for admissions with the following guidelines: a required 2.5 GPA, recommendations from a classroom and arts teacher, good attendance, and an identified visual or performing arts as a major Jefferson County Public schools as part of the turnaround initiative in 2009. Since this designation, Western Middle School for the arts has increased student achievement and growth and now ranks in the 53rd percentile of the state as a high progress school. This increase can be attributed to many initiatives undertaken with the guidance of a state recovery team, new leadership, embedded professional development, improved culture, and a new teaching staff.

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 at Western Middle school for the Arts is to provide students opportunities to create, perform and interact with the arts while ensuring that students receive a rigorous education in a safe learning environment. Students are offered daily opportunities to hone their craft in the arts they selected as a major as well as opportunities to practice the other art forms as an enrichment. Our teachers are committed to providing an instructional environment with high expectations and standards. They attended daily embedded professional development on instructional strategies, formative/summative assessments and other areas focused on leveraging change in instruction toward increased student achievement. The professional learning community is a strategy employed for teachers to discuss and plan activities, lessons, and assessments that will improve student achievement. Western Middle School also operates under the mantra of being Performers each and every day, meaning positive attitudes, excellent effort, respect, focused learning, ownership of behavior, responsibility and motivation. These characteristics are the focus of every instructional and students are expected to follow these guidelines we perform, have excellent effort, focused learning, ownership of behavior, responsibility and motivation.

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.

The school has shown great academic growth since being deemed a turnaround school in 2009. Since 2012, we have experienced a 21 point gain in Reading, an 18 point gain in Math and a 43 point gain in Social Studies. Our gap area still continues to be in the areas of Reading and Math, but test data shows we have made great strides in closing the gap. Our growth area shows steady improvement with a gain of about 3 points since 2012. The school's enrollment continues to grow with an average daily attendance of about 96%. Western Middle School has also met its AMO for the past two years with a most recent score of 51. Western Middle experienced a slight change in its demographics with the closing of a middle school in the district. These students have been dissolved into the general population at Western Middle School.

Over the next three years, Western Middle will strive to achieve its high progress status and maintain meeting the AMO goal each year. Western will also work to maintain a low suspension rate to ensure no loss of instructional time to any student.

Additional Information

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

Western Middle school has been recognized for the gains made in student achievement. Community partnerships have been and are continuing to be formed with various entities: The Kentucky Center for the Arts, The Louisville Ballet, Lincoln Performing Arts School and Youth Performing Arts School. Western will continue to expand its outreach endeavors in the community as well as strengthen the magnet program