



KDE Comprehensive School Improvement Plan

Clay County Middle School
Clay County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Clay County Middle School is a rural school in southeastern Kentucky. The school employs 38 full-time staff. However, not all staff are in the classroom full-time. This number includes our administrative staff, media specialist and collaborating special education teachers. Currently, there are 484 students enrolled. This includes 236 7th graders and 248 8th graders, 285 boys and 222 girls, 3 ESL students, 277 special education students, and a minority population of 12. 365 of our students eat free/reduced lunch. Our county is ranked among the poorest in the nation.

We have lost several staff members to retirement or job relocation who were not replaced. This reduction in staff presents a challenge as our class size is much larger than represented by the student/teacher ratio. Teachers have needed to add student seating to classrooms that were already full. The community presents a unique challenge due to the extreme poverty level and the lack of parental involvement.

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.

Clay County Middle School's sole purpose is to prepare our students for a successful transition to high school followed by college and/or career. Clay County Middle School recognizes that all students can learn and we accept the responsibility to assist them in achieving their highest level of academic excellence. To achieve these goals, our school offers classes to target students' interests and ability levels. Currently, we provide intervention in math and reading. Our plan is to provide advanced classes in every subject area and we plan to offer dual credit courses in language arts, in addition to the algebra classes we currently offer. Our teachers have high expectations for all students. Evidence of these expectations is found in the rigorous coursework and assessments. Our students also have the opportunity for a variety of extra-curricular activities including sports, academics and special interest clubs.

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 past three years we have seen a steady improvement in our average composite scores on the Explore test. We believe this is due, in part, to our targeted intervention. We are using MAP test scores to determine targeted student groups. The intervention we use is research-based and targets specific skills. A direct result of this may be the decrease in the number of special education referrals at our school. The number of students participating in enrichment classes (classes aimed at our gifted students) has also increased. We have been fortunate to have been awarded Gear-Up and Promise Neighborhood grants. One major benefit of these grants is the ability to provide college visits to all students. GEAR UP has also provided financial support for 7th grade Explore testing. These grants may also be used to fund improvement strategies we hope to put in place.

2012-13 Academic Team placed 5th in the state in KAAC and our KYA Students Bill ranked in the top 10 at the KYA conference. CCMS attendance was 92.2% which was higher than district attendance.

All math, science and language arts teachers have had rigorous professional development through Laying the Foundation. This experience has provided a great resource of rigorous lessons and materials. Our school has also formed Professional Learning Communities (PLC's). PLC time is used to share ideas and develop common assessments. PLCs are possible because we have changed the master schedule to provide a common planning time for teachers in the same subject area.

Our main focus for the next three years will be to increase the number of students successfully transitioning to high school and beyond. This transition will be made possible through academic success. The evidence of student progress will be measured by KPREP and MAP test score improvements. Another goal is to decrease the achievement gap between our student subgroups. RTI teams will be formed and trained to provide appropriate interventions for students performing below benchmark. These interventions will be designed to increase the number of students achieving benchmark. An emphasis will be place on math and reading improvements. Reading comprehension improvement will be measured by Accelerated Reading book points. We will implement a co-teaching model for all core and special ed teachers to improve academic performance in the classroom.

Academic achievement is not the only key to success in adulthood. Our school will focus on all 21st Century Learning Skills as outlined in Program Review. We will host an annual career day, invite guest speakers from the business community, and include career exploration as part of instruction in all subject areas. To provide opportunities for more students to step into leadership roles, we will increase the number of clubs offered. These clubs can also do community service projects. These students will mediate student conflicts to solve them before they become serious problems.

Additional Information

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

Clay County Middle School staff and faculty are very fortunate to work in such a positive school climate. Our school culture is one that is aimed at ensuring all students are provided a safe and secure environment in which to pursue their educational goals. Parent, teacher and student surveys all give evidence that our school is successfully reaching this goal.

CCMS 2014-15 CSIP

Overview

Plan Name

CCMS 2014-15 CSIP

Plan Description

This is the Improvement Plan for 2014-2015 school year.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores for Clay County Middle School students from 39.6% to 72% in 2017	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$46500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.25 in 2014 to 60.4 in 2017.	Objectives: 2 Strategies: 2 Activities: 5	Academic	\$9500
3	Increase the percentage of students who are college- and career-ready from 32% to 68% by 2015.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$4800
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 39.6% in 2014 to 64.5% in 2017.	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$11000
5	Teacher and principal will increase effectiveness of the school and thus student achievement through a focus on PGES and management.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$3500

Goal 1: Increase the average combined reading and math K-Prep scores for Clay County Middle School students from 39.6% to 72% in 2017

Measurable Objective 1:

collaborate to the strategy will be curriculum assessment and alignment by 06/30/2016 as measured by progress monitoring. This will be ongoing and flexible as needs change..

Strategy 1:

CIITS - All Clay County Middle School teachers will be increase their level of proficiency with the CIITS program.

Category: Professional Learning & Support

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% or more of the teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Professional Learning	02/28/2014	06/26/2015	\$1500	Race to the Top	All Staff
Activity - Improving instruction with CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss CIITS during PLCs. 75% of CCMS curriculum will be accessible through CIITS.	Professional Learning	01/31/2014	06/30/2015	\$0	No Funding Required	All Staff

Strategy 2:

Program Reviews - Improve curriculum assessment and alignment.

Category:

Activity - Implement suggestions based on Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in the 2014-2015 School year, Clay County Middle School will implement suggestions in writing, arts & humanities, and practical living.	Academic Support Program	01/31/2014	06/30/2015	\$2500	Title I Part A	Principal & Program Review Teams
Activity - Writing across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in the 2014-2015 School year, Clay County Middle School will implement writing across the curriculum.	Academic Support Program	01/31/2014	06/30/2015	\$1500	Title I Part A	Principal & Clay County Middle School Staff

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Activity - Arts across the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in the 2014-2015 school year, Clay County Middle School will incorporate arts across the curriculum.	Academic Support Program	01/31/2014	06/30/2015	\$5000	Title I Part A	Principal and staff

Activity - Incorporating Arts, Technology, & Practical Living	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in the 2014-2015 School year, Clay County Middle School will present strategies for incorporating Arts, Technology, Practical Living, and Writing during PLCs.	Academic Support Program	02/28/2014	06/30/2015	\$35000	Title I Part A	Principal & Exploratory Teachers

Strategy 3:

RTI - RTI will improve student achievement.

Category: Learning Systems

Activity - RTI identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Clay County Middle School will continue to implement and refine an effective process for identifying students for RTI.	Academic Support Program	03/17/2014	06/30/2015	\$500	Title I Part A	Principal, guidance counselor, school psychologist, classroom teachers, school librarian

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will be implemented school wide	Behavioral Support Program	08/01/2014	06/30/2015	\$500	FRYSC	Steve Burchfield

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.25 in 2014 to 60.4 in 2017.

Measurable Objective 1:

80% of Seventh and Eighth grade students will demonstrate a proficiency and decrease the overall achievement gap at Clay County Middle School in Mathematics by 05/31/2017 as measured by K-PREP data.

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(shared) Strategy 1:

Best Practice - The use of Best Practices will ensure that all students are taught according to their learning styles and assessments and feedback are given on a daily/regular basis.

Category:

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education and General Education teachers will participate in the Co-Teaching for Gap Closure	Academic Support Program	01/13/2014	06/30/2015	\$0	No Funding Required	Special Education Teachers, Vickie Nicholson

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use PLC time to focus on Best Practice Strategies, increase rigor in the classroom, evaluate student data and strategize for better student achievement.	Professional Learning	01/13/2014	06/30/2015	\$2500	Title I SIG	Principal, Assistant Principal, Department heads

Activity - Increase Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and incorporate plan to accelerate/increase parental involvement. A committee will be formed to create a welcoming environment for students, families and community.	Community Engagement	03/17/2014	06/30/2015	\$5000	Title I Part A	Susan Curry, Principal, Judy Murray

(shared) Strategy 2:

Professional Development - Training will target specific strategies to improve practice, assessment, and content to reduce/eliminate the gap in student test scores.

Category:

Activity - Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have training on effective assessment types and strategies during PLC.	Professional Learning	03/03/2014	06/30/2015	\$500	Title I Part A	Principal

Activity - Student Motivation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on strategies for improving student motivation during PLC.	Professional Learning	03/17/2014	06/30/2015	\$1500	Title I Part A	Principal

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Measurable Objective 2:

80% of All Students will demonstrate a proficiency in the Reading KPREP in Reading by 06/30/2015 as measured by KPREP.

(shared) Strategy 1:

Best Practice - The use of Best Practices will ensure that all students are taught according to their learning styles and assessments and feedback are given on a daily/regular basis.

Category:

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education and General Education teachers will participate in the Co-Teaching for Gap Closure	Academic Support Program	01/13/2014	06/30/2015	\$0	No Funding Required	Special Education Teachers, Vickie Nicholson

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use PLC time to focus on Best Practice Strategies, increase rigor in the classroom, evaluate student data and strategize for better student achievement.	Professional Learning	01/13/2014	06/30/2015	\$2500	Title I SIG	Principal, Assistant Principal, Department heads

Activity - Increase Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and incorporate plan to accelerate/increase parental involvement. A committee will be formed to create a welcoming environment for students, families and community.	Community Engagement	03/17/2014	06/30/2015	\$5000	Title I Part A	Susan Curry, Principal, Judy Murray

(shared) Strategy 2:

Professional Development - Training will target specific strategies to improve practice, assessment, and content to reduce/eliminate the gap in student test scores.

Category:

Activity - Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have training on effective assessment types and strategies during PLC.	Professional Learning	03/03/2014	06/30/2015	\$500	Title I Part A	Principal

Activity - Student Motivation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on strategies for improving student motivation during PLC.	Professional Learning	03/17/2014	06/30/2015	\$1500	Title I Part A	Principal

Goal 3: Increase the percentage of students who are college- and career-ready from 32% to 68% by 2015.

Measurable Objective 1:

80% of Eighth grade students will demonstrate a proficiency to be college and career ready in Career & Technical by 05/31/2015 as measured by Explore results.

Strategy 1:

Targeted Interventions - Students not reaching benchmark will be identified. Intervention strategies will be devised and implemented. Study Island will be used during intervention for more individualized interventions.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who score novice, apprentice, and low proficient in math on KPREP will be placed in intervention classes. This will be minimum 3 days a week for 35 minutes daily.	Academic Support Program	12/01/2014	12/18/2015	\$1800	Title I School Improvement (ISI)	Principal, Guidance Counselor, Math teachers
Activity - Implement Explore Based Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Explore based skills into all curriculum (e.g., reading charts and tables).	Academic Support Program	01/27/2014	06/30/2015	\$500	Title I Part A	Principals, all staff

Strategy 2:

Career Readiness Pathways - Students will made aware of available careers in their interest or skills areas. Also, students will investigate pathways to chosen careers.

Category:

Activity - Career/College Mentoring & ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
8th grade students will receive mentoring and work on their ILP during A/A.	Career Preparation/Orientation	01/13/2014	06/30/2015	\$500	Title I Part A	Principal
Activity - ILP during A/A	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a month, A/A teachers will explore ILPs with students.	Career Preparation/Orientation	02/24/2014	06/30/2015	\$500	Title I Part A	Principal and teachers

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Strategy 3:

Acceleration - This strategy will target students for accelerated coursework which will prepare them for secondary and post-secondary education.

Category:

Activity - Identify Students to Target	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The use of MAP, Explore and KPREP are the measures used to determine student access to Honors/Dual Credit.	Academic Support Program	04/21/2014	06/30/2015	\$0	No Funding Required	Guidance Counselor, Department Heads

Strategy 4:

Academic and Career Advising - Academic and career advising will help students explore careers of interest and set goals for their future.

Category:

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Plan and host a career day. Students can be matched to speakers according to interest inventories found in ILPs.	Career Preparation/Orientation	08/01/2013	06/30/2015	\$1500	Title I Part A	Guidance and PN staff

Activity - Media Specialist Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Librarian/Media Specialist will explore different careers with all students.	Career Preparation/Orientation	03/17/2014	05/31/2015	\$0	No Funding Required	Media Specialist

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 39.6% in 2014 to 64.5% in 2017.

Measurable Objective 1:

A 25% increase of Economically Disadvantaged students will demonstrate a proficiency in the non-duplicated gap group in Reading by 06/30/2015 as measured by KPREP.

Strategy 1:

Interventions - Students will go to interventions 3 days a week in reading for 35 minutes

Category: Integrated Methods for Learning

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Activity - Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
students will work with Study Island on 3 days a week for 35 minutes each day	Academic Support Program	01/07/2014	06/30/2015	\$5500	Other	Prinicpal, Guidance Counselor

Measurable Objective 2:

A 25% increase of Economically Disadvantaged students will demonstrate a proficiency in the non-duplicated gap group in Mathematics by 06/30/2015 as measured by KPREP.

Strategy 1:

Math Intervention - Students will work do math interventions a minimum of 3 days weekly for 35 minutes each day using Study Island and other various resources to improve math scores on KPREP.

Category: Integrated Methods for Learning

Activity - Math Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will follow a planned program. This program is more individualized for student needs.	Academic Support Program	01/07/2014	06/30/2015	\$5500	Other	Math Teachers

Goal 5: Teacher and principal will increase effectiveness of the school and thus student achievement through a focus on PGES and management.

Measurable Objective 1:

collaborate to increase student achievement through PGES by 06/30/2015 as measured by PGES documentation.

Strategy 1:

PGES - Teachers and administrators will develop student growth goals

Category: Continuous Improvement

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop Student Growth Goals	Policy and Process	07/30/2014	06/30/2015	\$0	No Funding Required	Steve Burchfield

Activity - Enduring Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will understand and use Enduring Skills	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Steve Burchfield

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Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a Professional Growth Plan	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	Steve Burchfield

Strategy 2:

Effective Management - Principal will increase his effectiveness in time management.

Category: Management Systems

Activity - SAM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will participate in the SAM project.	Policy and Process	08/01/2014	06/30/2015	\$2000	CCR Grant	Steve Burchfield

Activity - School Messenger	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of One Call School Messenger will be used to keep parents/guardians informed of school events and announcements.	Parent Involvement	07/01/2014	06/30/2015	\$1000	District Funding	Steve Burchfield

Strategy 3:

PBIS - PBIS will be implemented school wide to decrease behavior and increase student achievement.

Category: Management Systems

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will be implemented school wide	Behavioral Support Program	07/01/2014	06/30/2015	\$500	FRYSC	Steve Burchfield

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

CCR Grant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SAM	Principal will participate in the SAM project.	Policy and Process	08/01/2014	06/30/2015	\$2000	Steve Burchfield
Total					\$2000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Implementation	100% or more of the teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Professional Learning	02/28/2014	06/26/2015	\$1500	All Staff
Total					\$1500	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Students who score novice, apprentice, and low proficient in math on KPREP will be placed in intervention classes. This will be minimum 3 days a week for 35 minutes daily.	Academic Support Program	12/01/2014	12/18/2015	\$1800	Principal, Guidance Counselor, Math teachers
Total					\$1800	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Messenger	Use of One Call School Messenger will be used to keep parents/guardians informed of school events and announcements.	Parent Involvement	07/01/2014	06/30/2015	\$1000	Steve Burchfield
Total					\$1000	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Growth Plan	Teachers will develop a Professional Growth Plan	Professional Learning	07/01/2014	06/30/2015	\$0	Steve Burchfield
Enduring Skills	Teachers will understand and use Enduring Skills	Professional Learning	07/01/2014	06/30/2015	\$0	Steve Burchfield
Identify Students to Target	The use of MAP, Explore and KPREP are the measures used to determine student access to Honors/Dual Credit.	Academic Support Program	04/21/2014	06/30/2015	\$0	Guidance Counselor, Department Heads
Improving instruction with CIITS	Teachers will discuss CIITS during PLCs. 75% of CCMS curriculum will be accessible through CIITS.	Professional Learning	01/31/2014	06/30/2015	\$0	All Staff
CT4GC	Special Education and General Education teachers will participate in the Co-Teaching for Gap Closure	Academic Support Program	01/13/2014	06/30/2015	\$0	Special Education Teachers, Vickie Nicholson
Media Specialist Lessons	Librarian/Media Specialist will explore different careers with all students.	Career Preparation/Orientation	03/17/2014	05/31/2015	\$0	Media Specialist
Student Growth Goals	Teachers will develop Student Growth Goals	Policy and Process	07/30/2014	06/30/2015	\$0	Steve Burchfield
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	PBIS will be implemented school wide	Behavioral Support Program	08/01/2014	06/30/2015	\$500	Steve Burchfield
PBIS	PBIS will be implemented school wide	Behavioral Support Program	07/01/2014	06/30/2015	\$500	Steve Burchfield
Total					\$1000	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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PLC meetings	Use PLC time to focus on Best Practice Strategies, increase rigor in the classroom, evaluate student data and strategize for better student achievement.	Professional Learning	01/13/2014	06/30/2015	\$2500	Principal, Assistant Principal, Department heads
Total					\$2500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Increase Parental Involvement	Develop and incorporate plan to accelerate/increase parental involvement. A committee will be formed to create a welcoming environment for students, families and community.	Community Engagement	03/17/2014	06/30/2015	\$5000	Susan Curry, Principal, Judy Murray
Arts across the curriculum	Beginning in the 2014-2015 school year, Clay County Middle School will incorporate arts across the curriculum.	Academic Support Program	01/31/2014	06/30/2015	\$5000	Principal and staff
Career Day	Plan and host a career day. Students can be matched to speakers according to interest inventories found in ILPs.	Career Preparation/Orientation	08/01/2013	06/30/2015	\$1500	Guidance and PN staff
Assessment Training	All teachers will have training on effective assessment types and strategies during PLC.	Professional Learning	03/03/2014	06/30/2015	\$500	Principal
RTI identification	Clay County Middle School will continue to implement and refine an effective process for identifying students for RTI.	Academic Support Program	03/17/2014	06/30/2015	\$500	Principal, guidance counselor, school psychologist, classroom teachers, school librarian
Incorporating Arts, Technology, & Practical Living	Beginning in the 2014-2015 School year, Clay County Middle School will present strategies for incorporating Arts, Technology, Practical Living, and Writing during PLCs.	Academic Support Program	02/28/2014	06/30/2015	\$35000	Principal & Exploratory Teachers
ILP during A/A	Once a month, A/A teachers will explore ILPs with students.	Career Preparation/Orientation	02/24/2014	06/30/2015	\$500	Principal and teachers
Career/College Mentoring & ILP	8th grade students will receive mentoring and work on their ILP during A/A.	Career Preparation/Orientation	01/13/2014	06/30/2015	\$500	Principal
Student Motivation Training	Teachers will receive training on strategies for improving student motivation during PLC.	Professional Learning	03/17/2014	06/30/2015	\$1500	Principal
Writing across the Curriculum	Beginning in the 2014-2015 School year, Clay County Middle School will implement writing across the curriculum.	Academic Support Program	01/31/2014	06/30/2015	\$1500	Principal & Clay County Middle School Staff

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Implement suggestions based on Program Reviews	Beginning in the 2014-2015 School year, Clay County Middle School will implement suggestions in writing, arts & humanities, and practical living.	Academic Support Program	01/31/2014	06/30/2015	\$2500	Principal & Program Review Teams
Implement Explore Based Skills	Teachers will incorporate Explore based skills into all curriculum (e.g., reading charts and tables).	Academic Support Program	01/27/2014	06/30/2015	\$500	Principals, all staff
Total					\$54500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Study Island	Students will follow a planned program. This program is more individualized for student needs.	Academic Support Program	01/07/2014	06/30/2015	\$5500	Math Teachers
Reading Interventions	students will work with Study Island on 3 days a week for 35 minutes each day	Academic Support Program	01/07/2014	06/30/2015	\$5500	Prinicpal, Guidance Counselor
Total					\$11000	

KDE Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Following the release of the 2013-14 KPREP scores, Clay County Middle School was classified as a Progressing School, excelling their Annual Measurable Objective Goal of 43.6% with an overall score of 58.2%. This score placed CCMS in the 32nd percentile, ranking 275 out of 329 schools.

ACHIEVEMENT: The overall achievement score was 61.1%, an increase of 8.7% from the previous year. The highest scores were seen in the areas of Science (72.6%) and Social Studies (65.6%). However, Reading and Math both saw significant increases as well. Reading scores increased 12.4% from 48.2% in 2012-13 to 60.6% in 2013-14 and increased 10.1% in Math from 45.4% in 2012-13 to 55.5% in 2013-14.

GAP: The overall gap score was 34.6%, an increase of 10.8% from the previous year of 23.8%. The largest gap was seen in the area of Science increasing 14.2% from 36.1% to 50.3%, followed closely by Math with an increase of 13.1% from 14.0% to 27.1%. The least area of improvement was in On-Demand Writing showing an increase of only 5.2%.

GROWTH: The overall growth score for CCMS was 57.6%, an increase of 9.6% from the previous year. 57.0% of students showed at least one year of growth in Reading while 58.1% of students showed at least one year of growth in Math.

CCR: The overall score was 31.9%, showing only an increase of 0.5% from the previous year. The percentage of eight grade students meeting benchmark on the EXPLORE test in Reading was 28.9%, an increase from 26.4% the previous year in 2012-13. The percentage of students who met benchmark in Math was 19.3%, a decrease from 19.8% in 2012-13. The percentage of students who met benchmark in English was 47.4%, a decrease from 48.1% the previous year. CCMS still remains below the state's percentage of students reaching benchmark in all areas.

CCMS teachers have used the MAP Assessment as a formative diagnostic tool for students since 2011.

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?

57.0% of students at Clay County Middle School showed at least one year of growth in Reading while 58.1% of students showed at least one year of growth in Math. To sustain and increase this growth, we have analyzed the 2013-14 KPREP data results and have designed intervention classes three days each week that target areas of weakness, such as Reading, Math, and On-Demand Writing.

Study Island is being used school-wide as a means for both intervention and enrichment in Reading and Math. It can be accessed from home as study tool or as a means to prevent learning loss during breaks and on snow days.

Teachers use the MAP Assessment as a formative diagnostic tool for students to monitor progress in Reading and Math. An increase in MAP scores was saw in both 7th and 8th grades from the 2012-13 school year to the 2013-14.

We will continue to provide our teachers with professional development opportunities and weekly PLCs will be used to construct rigorous units and common assessments.

Opportunities for Improvement

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

The percentage of 8th grade students reaching benchmark on the EXPLORE test decreased by 0.5% in Math (from 19.8 to 19.3) and 0.7% in English (from 48.1 to 47.4). CCMS is still below the state's percentage of students reaching benchmark in the EXPLORE test in all areas.

While there is an improvement of 5.2% in On-Demand Writing, CCMS is still scoring well below the state's goal of Proficient and Distinguished (from 14.4% to 19.2%). To improve On-Demand Writing, we plan to hire a new Writing teacher and are going to encourage writing across the curriculum.

Professional Development will be offered in the areas of best practices, student motivation, assessment, and specific subject matter training to help our teachers continually improve. PLC meetings will be used to share this information and develop strategies for the classroom.

Conclusion

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

To address the areas of concern at CCMS, we plan to continue analyzing student data and monitoring student achievement using MAP testing, classroom assessments, KPREP scores, and the EXPLORE tests. In the future, we plan to implement strategies that are research-based and targeted to our student's specific needs. We plan to provide training for all teachers to continue their professional growth.

Because our school's purpose is to prepare our students for the next steps in their educational and career paths, we plan on continuing to integrate college and career readiness into all subjects. We will hold college/job fairs, take college and career field trips, and implement career exploration in our lessons.

Clay County Middle School understands that while they made a significant advancement from the previous year there is still a need for great improvement. We plan to take all the necessary steps to ensure that students are successful in the classroom, show adequate growth on annual assessments, and make successful transitions to and from our school.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Steve Burchfield (Principal)

Denva Hoskins (CCMS Liaison and District Supervisor)

Susan Curry (FRYSC)

Denva Smtih (Parent)

Nancy Hubbard (Math Teacher)

Tiffany Murphy (Language Arts Teacher)

Judy Smith (District FRYSC Coordinator)

Deann Allen (District Supervisor)

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.71

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

	Statement or Question	Response	Rating
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
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
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 results.	Proficient

	Statement or Question	Response	Rating
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
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).	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, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

KDE Comprehensive School Improvement Plan

Clay County Middle School

	Statement or Question	Response	Rating
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

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

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

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

KDE Comprehensive School Improvement Plan

Clay County Middle School

	Statement or Question	Response	Rating
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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.83

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

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

	Statement or Question	Response	Rating
5.	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
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • 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
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that allows parents access to most classrooms by appointment only.</p>	Apprentice

KDE Comprehensive School Improvement Plan

Clay County Middle School

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

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.33

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

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

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

	Statement or Question	Response	Rating
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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.)	Apprentice

	Statement or Question	Response	Rating
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

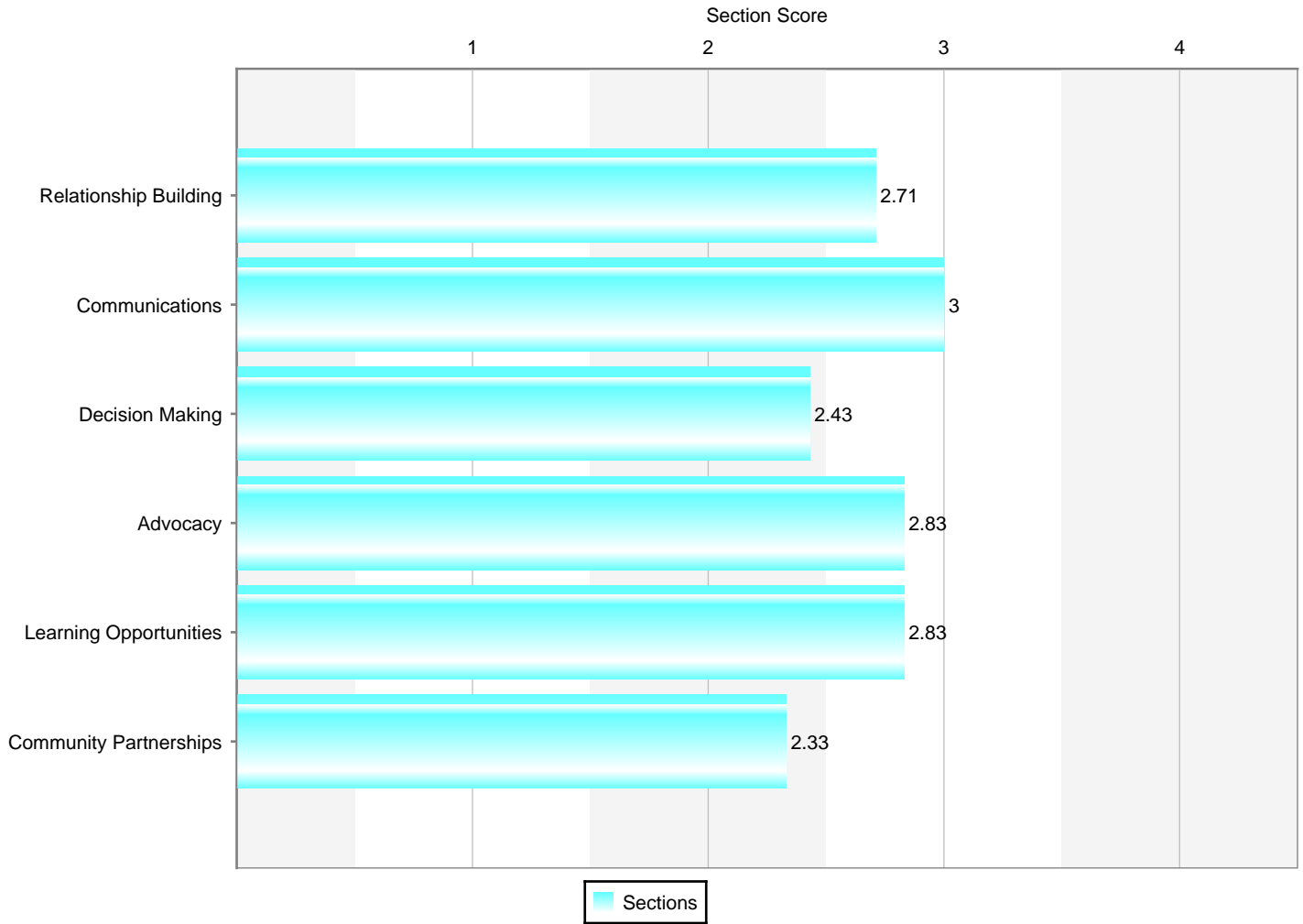
Reflect upon your responses to each of the Missing Piece objectives.

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

CCMS has improved communications with parents using school messenger. The principal has encouraged all staff to be more open to parent communications. Communication is has also improved on direct and intentional information about student and school data. Parent involvement, resources for parents, and communicating the importance of education to students and parents are weaknesses of CCMS. Looking at SBDM policies to implement to maintain and improve communications with all stakeholders.

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.

Clay County Middle School put in place department heads for 2014-2015 school year. The departments heads was decided by each department. Meetings after school, during PLC's, and emails was how communication between stakeholders and adiministration was the different processes used. Data was analyzed and decisions was made on school improvement. Our school moved from 39.8 to 58.3. Stakeholders decided that many strategies that have worked 2013-2014 should be carried to 2014-2015 school year.

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

Steve Burchfield (Principal)

Denva Hoskins (CCMS Liaison and District Supervisor)

Susan Curry (FRYSC)

Denva Smtih (Parent)

Nancy Hubbard (Math Teacher)

Tiffany Murphy (Language Arts Teacher)

Judy Smith (District FRYSC Coordinator)

Deann Allen (District Supervisor)

Each of the above staff members worked in their assigned areas. The group collaborated together using the available data to develop the CCMS 2014-2015 CSIP.

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 presented to all stakeholders for final editing and approval. The process was communicated to the staff through PLC's during the entire process.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Not Applicable to our school	

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

KDE Comprehensive School Improvement Plan

Clay County Middle School

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Clay County Middle School

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

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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		

KDE Comprehensive School Improvement Plan

Clay County Middle School

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Clay County Middle School

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

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

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

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

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

Compliance and Accountability - Middle 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 TELL KY Survey results.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.25 in 2014 to 60.4 in 2017.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency and decrease the overall achievement gap at Clay County Middle School in Mathematics by 05/31/2017 as measured by K-PREP data.

Strategy1:

Best Practice - The use of Best Practices will ensure that all students are taught according to their learning styles and assessments and feedback are given on a daily/regular basis.

Category:

Research Cited:

Activity - Increase Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and incorporate plan to accelerate/increase parental involvement. A committee will be formed to create a welcoming environment for students, families and community.	Community Engagement			03/17/2014	06/30/2015	\$5000 - Title I Part A	Susan Curry, Principal, Judy Murray

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

Goal 1:

Increase the average combined reading and math K-Prep scores for Clay County Middle School students from 39.6% to 72% in 2017

Measurable Objective 1:

collaborate to the strategy will be curriculum assessment and alignment by 06/30/2016 as measured by progress monitoring. This will be ongoing and flexible as needs change..

Strategy1:

KDE Comprehensive School Improvement Plan

Clay County Middle School

CIITS - All Clay County Middle School teachers will be increase their level of proficiency with the CIITS program.

Category: Professional Learning & Support

Research Cited:

Activity - Improving instruction with CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will discuss CIITS during PLCs. 75% of CCMS curriculum will be accessible through CIITS.	Professional Learning			01/31/2014	06/30/2015	\$0 - No Funding Required	All Staff

Activity - CIITS Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100% or more of the teachers will use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Professional Learning			02/28/2014	06/26/2015	\$1500 - Race to the Top	All Staff

Strategy2:

RTI - RTI will improve student achievement.

Category: Learning Systems

Research Cited:

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS will be implemented school wide	Behavioral Support Program			08/01/2014	06/30/2015	\$500 - FRYSC	Steve Burchfield

Activity - RTI indentification	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clay County Middle School will continue to implement and refine an effective process for identifying students for RTI.	Academic Support Program			03/17/2014	06/30/2015	\$500 - Title I Part A	Principal, guidance counselor, school psychologist, classroom teachers, school librarian

Strategy3:

Program Reviews - Improve curriculum assessment and alignment.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - Implement suggestions based on Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2014-2015 School year, Clay County Middle School will implement suggestions in writing, arts & humanities, and practical living.	Academic Support Program			01/31/2014	06/30/2015	\$2500 - Title I Part A	Principal & Program Review Teams

Activity - Writing across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2014-2015 School year, Clay County Middle School will implement writing across the curriculum.	Academic Support Program			01/31/2014	06/30/2015	\$1500 - Title I Part A	Principal & Clay County Middle School Staff

Activity - Incorporating Arts, Technology, & Practical Living	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2014-2015 School year, Clay County Middle School will present strategies for incorporating Arts, Technology, Practical Living, and Writing during PLCs.	Academic Support Program			02/28/2014	06/30/2015	\$35000 - Title I Part A	Principal & Exploratory Teachers

Activity - Arts across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2014-2015 school year, Clay County Middle School will incorporate arts across the curriculum.	Academic Support Program			01/31/2014	06/30/2015	\$5000 - Title I Part A	Principal and staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.25 in 2014 to 60.4 in 2017.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency and decrease the overall achievement gap at Clay County Middle School in Mathematics by 05/31/2017 as measured by K-PREP data.

Strategy1:

Best Practice - The use of Best Practices will ensure that all students are taught according to their learning styles and assessments and feedback are given on a daily/regular basis.

Category:

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Research Cited:

Activity - Increase Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and incorporate plan to accelerate/increase parental involvement. A committee will be formed to create a welcoming environment for students, families and community.	Community Engagement			03/17/2014	06/30/2015	\$5000 - Title I Part A	Susan Curry, Principal, Judy Murray

Activity - PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use PLC time to focus on Best Practice Strategies, increase rigor in the classroom, evaluate student data and strategize for better student achievement.	Professional Learning			01/13/2014	06/30/2015	\$2500 - Title I SIG	Principal, Assistant Principal, Department heads

Activity - CT4GC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education and General Education teachers will participate in the Co-Teaching for Gap Closure	Academic Support Program			01/13/2014	06/30/2015	\$0 - No Funding Required	Special Education Teachers, Vickie Nicholson

Strategy2:

Professional Development - Training will target specific strategies to improve practice, assessment, and content to reduce/eliminate the gap in student test scores.

Category:

Research Cited:

Activity - Student Motivation Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategies for improving student motivation during PLC.	Professional Learning			03/17/2014	06/30/2015	\$1500 - Title I Part A	Principal

Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have training on effective assessment types and strategies during PLC.	Professional Learning			03/03/2014	06/30/2015	\$500 - Title I Part A	Principal

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in the Reading KPREP in Reading by 06/30/2015 as measured by KPREP.

Strategy1:

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Best Practice - The use of Best Practices will ensure that all students are taught according to their learning styles and assessments and feedback are given on a daily/regular basis.

Category:

Research Cited:

Activity - CT4GC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education and General Education teachers will participate in the Co-Teaching for Gap Closure	Academic Support Program			01/13/2014	06/30/2015	\$0 - No Funding Required	Special Education Teachers, Vickie Nicholson

Activity - PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use PLC time to focus on Best Practice Strategies, increase rigor in the classroom, evaluate student data and strategize for better student achievement.	Professional Learning			01/13/2014	06/30/2015	\$2500 - Title I SIG	Principal, Assistant Principal, Department heads

Activity - Increase Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and incorporate plan to accelerate/increase parental involvement. A committee will be formed to create a welcoming environment for students, families and community.	Community Engagement			03/17/2014	06/30/2015	\$5000 - Title I Part A	Susan Curry, Principal, Judy Murray

Strategy2:

Professional Development - Training will target specific strategies to improve practice, assessment, and content to reduce/eliminate the gap in student test scores.

Category:

Research Cited:

Activity - Student Motivation Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on strategies for improving student motivation during PLC.	Professional Learning			03/17/2014	06/30/2015	\$1500 - Title I Part A	Principal

Activity - Assessment Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have training on effective assessment types and strategies during PLC.	Professional Learning			03/03/2014	06/30/2015	\$500 - Title I Part A	Principal

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

Goal 1:
Increase the average combined reading and math K-Prep scores for Clay County Middle School students from 39.6% to 72% in 2017

Measurable Objective 1:
collaborate to the strategy will be curriculum assessment and alignment by 06/30/2016 as measured by progress monitoring. This will be ongoing and flexible as needs change..

Strategy1:
Program Reviews - Improve curriculum assessment and alignment.

Category:

Research Cited:

Activity - Writing across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2014-2015 School year, Clay County Middle School will implement writing across the curriculum.	Academic Support Program			01/31/2014	06/30/2015	\$1500 - Title I Part A	Principal & Clay County Middle School Staff

Activity - Implement suggestions based on Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2014-2015 School year, Clay County Middle School will implement suggestions in writing, arts & humanities, and practical living.	Academic Support Program			01/31/2014	06/30/2015	\$2500 - Title I Part A	Principal & Program Review Teams

Activity - Incorporating Arts, Technology, & Practical Living	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2014-2015 School year, Clay County Middle School will present strategies for incorporating Arts, Technology, Practical Living, and Writing during PLCs.	Academic Support Program			02/28/2014	06/30/2015	\$35000 - Title I Part A	Principal & Exploratory Teachers

Activity - Arts across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Beginning in the 2014-2015 school year, Clay County Middle School will incorporate arts across the curriculum.	Academic Support Program			01/31/2014	06/30/2015	\$5000 - Title I Part A	Principal and staff

School Safety Diagnostic

Introduction

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

School Safety Requirements

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

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

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

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

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

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

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

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