



# Comprehensive School Improvement Plan

Lee County Middle School  
Lee County School District

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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 2014. 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. <br><br> 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?**

Lee County Middle School is based in a rural community of eastern Kentucky. We average around 250 students. Our school has experienced a reduction in staff due to budget cuts over the past several years, last year we were hit extremely hard with this reality. However small we may be in numbers, our staff is dedicating to meeting the needs of each and every child in our building. Some of the challenges facing our community as a whole include lack of resources and industry, the number of children being raised in non-traditional homes and our economy in general.

## **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.**

Lee County Middle School Vision:

Every student will leave the Lee County Middle School with the skills necessary to be successful.

Lee County Middle School Mission:

Lee County Middle School will provide all students with the necessary knowledge and skills needed to succeed.

Lee County Middle School provides a strong instructional program for all students. We embrace the ideas and implement the strategies found in formative assessment and differentiation in order to ensure that we meet the needs of individual students within our school.



## **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.**

Lee County Middle School provides a strong instructional program for all students. We embrace the ideas and implement the strategies found in formative assessment and differentiation in order to ensure that we meet the needs of individual students within our school.

Lee County Middle School is making steady progress over the past two year as shown through the K-PREP assessment. We moved from the 24th percentile within the state to the 62nd percentile. We exceeded our delivery targets set for us in proficiency, gap and growth. We were ranked among the top in middle school that made progress from the 2011-2012 to the 2012-2013 school years.

Lee County Middle School is continuing to strive to increase our percentage of proficient and distinguished students, as well as, to decrease our percentage of students scoring at the novice level in all areas. We are working to increase students that are meeting college and career ready standards at the 8th grade level. LCMS is striving to decrease the gap between all students and our gap groups, especially the gap showing with students with disabilities.

## **Additional Information**

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

Lee County Middle School is working hard to improve parent involvement and communication. We have implemented many new forms of parent communication and we are actively reaching out to parents.

# **Comprehensive School Improvement Plan 2013- 2014**

## **Overview**

### **Plan Name**

Comprehensive School Improvement Plan 2013-2014

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Program Review	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$600
2	Behavior Management	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	Gap Group Combined Reading and Math Proficiency	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$200
4	Combined Reading and Math Proficiency	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$15000
5	College and Career Readiness 2013-2014	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000
6	Attendance	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$500
7	Parent Involvement	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$100

## Goal 1: Program Review

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

demonstrate a proficiency in the collection of data for Program Review by 05/31/2014 as measured by Program Review data.

### Strategy 1:

Professional development - Staff will participate in 2 hours of PD on a review of Program Reviews, collection of data and how to submit data to sky drive. They will participate in an update training in the spring semester.

Activity - Program Review committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our program review committee will meet regularly to analyze data and report to the staff about what we have and still need to collect. Release time will be provided for additional work.	Academic Support Program	08/01/2013	05/31/2014	\$600	School Council Funds	Program Review Committee

## Goal 2: Behavior Management

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to decrease our percentage of referrals in the disrespectful and classroom disruptions areas by 05/31/2014 as measured by school discipline data.

### Strategy 1:

Behavior Management Review - Staff will participate in a review of positive behavior management and our discipline procedures at school.

Activity - Grade level PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams meet weekly to discuss students behavior. They plan rewards for the positive and discuss any concerns that need to be addressed.	Behavioral Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Teachers and assistant principal

Activity - Discipline data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our assistant principal reports discipline data quarterly to the staff. The data is analyzed to determine areas of success and identify areas that grade level teams need to focus on.	Behavioral Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Assistant principal and teachers

Activity - Teacher Assistance Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A teachers assistance team will be created and meet biweekly to review data and provide support for teachers.	Behavioral Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Assistant principal and teacher assistance team
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Activity - Rules and procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be taught common rules and procedures to the students in August and reviewed them in January. Rules are retaught as needed.	Behavioral Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Assistant principal and teachers

## Goal 3: Gap Group Combined Reading and Math Proficiency

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase the combined reading and math proficiency score of the gap group by 7 points annually to reach 72 by 2017. Delivery targets for 2013-2014 for specific gap groups are: FR - 42.2, disabilities - 29.6 and white - 46.7 and should be met by 05/31/2014 as measured by the K-PREP assessment.

### Strategy 1:

Response to Intervention (RTI) (SW Title One Program) - Teachers will implement RTI strategies to meet the whole group and individual needs of students.

Activity - Tier I RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various formative assessments and differentiation within the classroom to ensure that 80% of students are mastering 80% of the content taught.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Counselor, Principal and all teachers

Activity - Tier II RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the use of class profiles and other formative assessments, teachers will identify students that need Tier II RTI interventions. Progress monitoring will be used to track progress of these students toward meeting their goals.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Counselor, Gear Up Academic Specialist and all teachers

Activity - Tier III RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that do not reach their goals after Tier II RTI strategies will be referred to the counselor for Tier III RTI. These students will receive one on one RTI interventions.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Counselor and all teachers

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### Strategy 2:

Formative Assessment (SW Title One Program) - Teachers will implement formative assessments to monitor progress toward goals and make data based instructional decisions.

Activity - Formative Assessment/Learning Target Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement formative assessment expectations set forth by the district. These expectations will be monitored through walk throughs. Implementation will be supported through PLCs.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Principal and all teachers
Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data notebooks will be kept on all students. Students will record their own scores on different assessments and set goals for these assessments. They will identify areas of strengths and weakness, as well as ways to get help.	Academic Support Program	08/01/2013	05/31/2014	\$200	School Council Funds	Principal, counselor and all teachers
Activity - Class Profiles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use class profiles to identify non-negotiable learning targets and track student progress toward meeting these targets.	Academic Support Program	05/01/2013	05/31/2014	\$0	No Funding Required	Principal and all teachers

### Strategy 3:

Students with disabilities will increase their time and exposure in the regular education classrooms. - Schedules will be planned so that their special education teacher can collaborate in the regular classroom as much as possible.

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our special education teacher will collaborate in the regular education classroom, as well as, participate in PLCs and other trainings.	Academic Support Program	08/01/2013	06/01/2014	\$0	No Funding Required	Counselor, principal, special education teacher
Activity - Grade level content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teacher will incorporate grade level material into the special education classes on a regular basis.	Academic Support Program	08/01/2013	06/01/2014	\$0	No Funding Required	Counselor and special education teacher



## Goal 4: Combined Reading and Math Proficiency

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase the overall combined reading and math proficiency score by 7 points annually to reach 72 by 2017. 2013-2013 target is 46.5. LCMS will also collaborate to increase students performing at or above grade level to 80% by 05/31/2014 as measured by combined proficiency scored on K-PREP assessment, classroom formative and summative assessments, Star Reading, Star Math and ThinkLink..

### Strategy 1:

Increase Rigor in the classroom (SW Title One Program) - Teachers will be trained in and implement aspects of the Literacy Design Collaborative(LDC) and Math Design Collaborative (MCD)

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, with the exception of math, will be trained in the LDC and implement a minimum of two LDC modules, one in the fall and one in the spring. Teachers will participate in an on-site update training in each of the first three nine weeks of school.	Academic Support Program	08/01/2013	05/31/2014	\$10000	Other	Integration grant coordinator and participating teachers
Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will be trained in and implement a minimum of two formative assessment modules, one in the fall and one in the spring. Math teachers will participate in an on-site update training in each of the first three nine weeks.	Academic Support Program	08/01/2013	05/31/2014	\$5000	Other	Integration grant coordinator and math teachers
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional learning communities (PLCs) weekly to discuss strategies and support each other in the implementation of the LDC and MDC. Teachers will also analyze work samples to look for strengths and weaknesses.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Principal and all teachers
Activity - Questioning techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement questioning expectations set forth by the district. These expectations will be monitored through walkthroughs. Implementation will be supported in PLCs. Teachers will also participate in "Thinking Through Quality Questions" PD and implement strategies.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Principal and all teachers

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## Strategy 2:

Formative Assessment (SW Title One Program) - Teachers will implement formative assessment to monitor progress toward the goal and make data based instructional decisions. Teacher will also use formative assessment to meet individual student needs.

Activity - Class profiles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use class profiles to identify non-negotiable learning targets and track student progress toward meeting these targets. This data will be used to make data based instructional decisions as a whole class, as well as, to meet individual needs.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Principal and all teachers
Activity - Formative Assessment/Learning Target Classroom Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the formative assessment expectations set forth by the district. These will be monitored by walk throughs. Implementation will be supported in PLCs.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Principal and all teachers
Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data notebooks will be kept on all students. Students will record their own scores on different assessments and set goals for these assessment. They will identify areas of strengths and weaknesses, as well as ways to get help.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Principal, Counselor and all teachers.

## Strategy 3:

Response to Intervention (RTI) (SW Title One Program) - Teachers will implement RTI strategies to meet whole group and individual needs of students.

Activity - Tier I RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various formative assessments and differentiation within the classroom to ensure that 80% of students are mastering 80% of the content taught.	Academic Support Program	08/31/2013	05/31/2014	\$0	No Funding Required	Counselor, Principal and all teachers
Activity - Tier II RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the use of class profiles and other formative assessment, teachers will identify students that need Tier II RTI interventions. Progress monitoring will be used to track progress of these students toward meeting their goal.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Counselor, Gear Up Academic Specialist and all teachers.
Activity - Tier III RTI strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students that still do not reach their goals after Tier II RTI strategies will be referred to the counselor for Tier III RTI. These students will receive one on one RTI interventions.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	Counselor and all teachers.
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## Goal 5: College and Career Readiness 2013-2014

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase the number of students that are meeting benchmark in English, Math, Reading and Science by 10/31/2013 as measured by the Explore assessment.

### Strategy 1:

Explore Assessments (SW Title One Program) - Explore will be given prior to the 8th grade and results analyzed so that data based decisions can be made to help increase student achievement.

Activity - LCMS Explore Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore will be given in 6th, 7th and 8th grades. The counselor will go over the results with students. Results will be added to student data notebooks and students will set goals for improvement.	Academic Support Program	08/01/2013	05/31/2014	\$1000	Other	Counselor and principal

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The results from the Explore assessment will be analyzed at each grade level. Results will be used to plan RTI interventions for students, as well as, whole class interventions.	Academic Support Program	10/01/2013	05/31/2014	\$0	No Funding Required	Counselor, principal and all teachers

Activity - Bell ringers and test questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore like test items will be used for some of the bell ringers and assessment items on a regular basis.	Academic Support Program	08/01/2013	05/31/2014	\$0	No Funding Required	All teachers

## Goal 6: Attendance

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase staff and student ADA to 96% by 05/31/2014 as measured by average daily attendance (ADA).

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### Strategy 1:

Attendance Rewards - Attendance rewards will be implemented to increase attendance.

Activity - Monthly Attendance Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have missed four periods or less will participate in a monthly attendance activity.	Behavioral Support Program	08/01/2013	05/31/2014	\$500	General Fund	Attendance clerk and principal
Activity - Monthly TDP Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TDP team will meet bimonthly with students and parents to address attendance issues.	Behavioral Support Program	09/01/2013	05/31/2014	\$0	No Funding Required	TDP team

### Strategy 2:

Truancy Diversion Program - We will continue to implement the truancy diversion program to be proactive in helping students with attendance issues.

Activity - Kick off meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The TDP team along with the county judge will meet with students and parents that have had attendance issues in the past. They will discuss the expectations for attendance at school and procedures that will be followed for not attending school.	Academic Support Program	08/01/2013	09/01/2013	\$0	No Funding Required	TDP team

## Goal 7: Parent Involvement

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase parental involvement by 05/30/2014 as measured by parents attending open house, parent volunteers, parent communication, and survey.

### Strategy 1:

Parent Communication (SW Title One Program) - Increase the forms of communications in order to keep parents more informed.

Activity - Forms of Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LCMS will use a variety of forms of communication such as: The one call system, new paper articles, an online newspaper, newsletters, e-mails, announcements and parent meetings.	Parent Involvement	08/01/2013	05/30/2014	\$100	Title I Schoolwide	All staff

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### Strategy 2:

Student Progress Updates (SW Title One Program) - Parents will be updated on student progress throughout the year.

Activity - Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress reports will be sent home every three weeks with students by each teacher.	Parent Involvement	08/01/2013	05/31/2014	\$0	No Funding Required	All staff

  

Activity - Open House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Open House will be held three times during the school year to allow parents to meet with teachers.	Parent Involvement	08/01/2013	05/30/2014	\$0	No Funding Required	All staff

  

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and/or teachers will set up parent meeting throughout the year at anytime there are questions or concerns about a student's progress.	Parent Involvement	08/01/2013	05/30/2014	\$0	No Funding Required	All staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LCMS Explore Assessment	Explore will be given in 6th, 7th and 8th grades. The counselor will go over the results with students. Results will be added to student data notebooks and students will set goals for improvement.	Academic Support Program	08/01/2013	05/31/2014	\$1000	Counselor and principal
Math Design Collaborative	All math teachers will be trained in and implement a minimum of two formative assessment modules, one in the fall and one in the spring. Math teachers will participate in an on-site update training in each of the first three nine weeks.	Academic Support Program	08/01/2013	05/31/2014	\$5000	Integration grant coordinator and math teachers
Literacy Design Collaborative	All teachers, with the exception of math, will be trained in the LDC and implement a minimum of two LDC modules, one in the fall and one in the spring. Teachers will participate in an on-site update training in each of the first three nine weeks of school.	Academic Support Program	08/01/2013	05/31/2014	\$10000	Integration grant coordinator and participating teachers
<b>Total</b>					\$16000	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Forms of Communication	LCMS will use a variety of forms of communication such as: The one call system, new paper articles, an online newspaper, newsletters, e-mails, announcements and parent meetings.	Parent Involvement	08/01/2013	05/30/2014	\$100	All staff
<b>Total</b>					\$100	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Notebooks	Data notebooks will be kept on all students. Students will record their own scores on different assessments and set goals for these assessments. They will identify areas of strengths and weakness, as well as ways to get help.	Academic Support Program	08/01/2013	05/31/2014	\$200	Principal, counselor and all teachers

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Program Review committee	Our program review committee will meet regularly to analyze data and report to the staff about what we have and still need to collect. Release time will be provided for additional work.	Academic Support Program	08/01/2013	05/31/2014	\$600	Program Review Committee
<b>Total</b>					\$800	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rules and procedures	Staff will be taught common rules and procedures to the students in August and reviewed them in January. Rules are retaught as needed.	Behavioral Support Program	08/01/2013	05/31/2014	\$0	Assistant principal and teachers
Professional Learning Communities	Teachers will participate in professional learning communities (PLCs) weekly to discuss strategies and support each other in the implementation of the LDC and MDC. Teachers will also analyze work samples to look for strengths and weaknesses.	Academic Support Program	08/01/2013	05/31/2014	\$0	Principal and all teachers
Grade level PLC	Grade level teams meet weekly to discuss students behavior. They plan rewards for the positive and discuss any concerns that need to be addressed.	Behavioral Support Program	08/01/2013	05/31/2014	\$0	Teachers and assistant principal
Tier III RTI strategies	Students that still do not reach their goals after Tier II RTI strategies will be referred to the counselor for Tier III RTI. These students will receive one on one RTI interventions.	Academic Support Program	08/01/2013	05/31/2014	\$0	Counselor and all teachers.
Tier II RTI	With the use of class profiles and other formative assessments, teachers will identify students that need Tier II RTI interventions. Progress monitoring will be used to track progress of these students toward meeting their goals.	Academic Support Program	08/01/2013	05/31/2014	\$0	Counselor, Gear Up Academic Specialist and all teachers
Formative Assessment/Learning Target Classroom Expectations	Teachers will implement the formative assessment expectations set forth by the district. These will be monitored by walk throughs. Implementation will be supported in PLCs.	Academic Support Program	08/01/2013	05/31/2014	\$0	Principal and all teachers
Class Profiles	Teachers will use class profiles to identify non-negotiable learning targets and track student progress toward meeting these targets.	Academic Support Program	05/01/2013	05/31/2014	\$0	Principal and all teachers
Bell ringers and test questions	Explore like test items will be used for some of the bell ringers and assessment items on a regular basis.	Academic Support Program	08/01/2013	05/31/2014	\$0	All teachers
Tier I RTI	Teachers will use various formative assessments and differentiation within the classroom to ensure that 80% of students are mastering 80% of the content taught.	Academic Support Program	08/01/2013	05/31/2014	\$0	Counselor, Principal and all teachers
Monthly TDP Meeting	TDP team will meet bimonthly with students and parents to address attendance issues.	Behavioral Support Program	09/01/2013	05/31/2014	\$0	TDP team

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Discipline data	Our assistant principal reports discipline data quarterly to the staff. The data is analyzed to determine areas of success and identify areas that grade level teams need to focus on.	Behavioral Support Program	08/01/2013	05/31/2014	\$0	Assistant principal and teachers
Collaboration	Our special education teacher will collaborate in the regular education classroom, as well as, participate in PLCs and other trainings.	Academic Support Program	08/01/2013	06/01/2014	\$0	Counselor, principal, special education teacher
Tier III RTI	Students that do not reach their goals after Tier II RTI strategies will be referred to the counselor for Tier III RTI. These students will receive one on one RTI interventions.	Academic Support Program	08/01/2013	05/31/2014	\$0	Counselor and all teachers
Kick off meeting	The TDP team along with the county judge will meet with students and parents that have had attendance issues in the past. They will discuss the expectations for attendance at school and procedures that will be followed for not attending school.	Academic Support Program	08/01/2013	09/01/2013	\$0	TDP team
Data Analysis	The results from the Explore assessment will be analyzed at each grade level. Results will be used to plan RTI interventions for students, as well as, whole class interventions.	Academic Support Program	10/01/2013	05/31/2014	\$0	Counselor, principal and all teachers
Grade level content	Special education teacher will incorporate grade level material into the special education classes on a regular basis.	Academic Support Program	08/01/2013	06/01/2014	\$0	Counselor and special education teacher
Parent Meetings	Parents and/or teachers will set up parent meeting throughout the year at anytime there are questions or concerns about a student's progress.	Parent Involvement	08/01/2013	05/30/2014	\$0	All staff
Class profiles	Teachers will use class profiles to identify non-negotiable learning targets and track student progress toward meeting these targets. This data will be used to make data based instructional decisions as a whole class, as well as, to meet individual needs.	Academic Support Program	08/01/2013	05/31/2014	\$0	Principal and all teachers
Questioning techniques	Teachers will implement questioning expectations set forth by the district. These expectations will be monitored through walkthroughs. Implementation will be supported in PLCs. Teachers will also participate in "Thinking Through Quality Questions" PD and implement strategies.	Academic Support Program	08/01/2013	05/31/2014	\$0	Principal and all teachers
Open House	Open House will be held three times during the school year to allow parents to meet with teachers.	Parent Involvement	08/01/2013	05/30/2014	\$0	All staff
Teacher Assistance Team	A teachers assistance team will be created and meet biweekly to review data and provide support for teachers.	Behavioral Support Program	08/01/2013	05/31/2014	\$0	Assistant principal and teacher assistance team
Progress Reports	Progress reports will be sent home every three weeks with students by each teacher.	Parent Involvement	08/01/2013	05/31/2014	\$0	All staff



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Tier I RTI	Teachers will use various formative assessments and differentiation within the classroom to ensure that 80% of students are mastering 80% of the content taught.	Academic Support Program	08/31/2013	05/31/2014	\$0	Counselor, Principal and all teachers
Tier II RTI	With the use of class profiles and other formative assessment, teachers will identify students that need Tier II RTI interventions. Progress monitoring will be used to track progress of these students toward meeting their goal.	Academic Support Program	08/01/2013	05/31/2014	\$0	Counselor, Gear Up Academic Specialist and all teachers.
Data Notebooks	Data notebooks will be kept on all students. Students will record their own scores on different assessments and set goals for these assessment. They will identify areas of strengths and weaknesses, as well as ways to get help.	Academic Support Program	08/01/2013	05/31/2014	\$0	Principal, Counselor and all teachers.
Formative Assessment/Learning Target Expectations	Teachers will implement formative assessment expectations set forth by the district. These expectations will be monitored through walk throughs. Implementation will be supported through PLCs.	Academic Support Program	08/01/2013	05/31/2014	\$0	Principal and all teachers
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monthly Attendance Celebration	Students who have missed four periods or less will participate in a monthly attendance activity.	Behavioral Support Program	08/01/2013	05/31/2014	\$500	Attendance clerk and principal
<b>Total</b>					\$500	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Tier II RTI	In Progress	During the 2nd semester out light house after school program will be used to target students for Tier II RTI strategies.	November 27, 2013	Mrs. Karen L Angel

# **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?**

As we look at many sources of data, we are looking for the answers to three questions: Where are our students now? Where do we need them to go? How do we get them there? These three questions are the basic focus of formative assessment and they drive our data analysis.

We analyze several sets of data: Thinklink assessments, Star Reading and Star Math data, Explore, KPREP and other class room assessments.

Looking at our school wide Star Math data from the benchmark test (the test taken at the beginning of school) and the 2nd nine weeks test, we can see:

Areas of growth:

- \* We have decreased our percentage of students that are performing below grade level in all three grades.
- \*The sixth grade made a decrease of almost 19%, seventh grade of only about 2.5% and eighth grade about 11.5%
- \* Sixth and eighth grade made a significant reduction in those students performing below grade level.
- \* We also increased our percentage of student performing above grade level by significant amounts in sixth and eighth grades.

Areas of concern:

- \* Although we have decreased the percentage of student that are performing below grade level, we still have a high percentage of students performing below grade level. As the students' progress from grade to grade, the percentage of students below grade level increases. This is a major concern because the older the student, the harder to fill in the gaps.

Looking at our school wide Star Reading data from the benchmark test and the 2nd nine weeks test, we can see that:

Areas of growth:

- \* We are seeing a reduction in the percentage of students that are performing below grade level.
- \* We are seeing an increase in the percentage of students that are performing above grade level.

Areas of concern:

- \* We still have over half of our seventh and eighth grade student performing below grade level. This is the same concern as with math, the gap becomes wider for students as they get older.

Looking at our school wide reading data from Think Link Test A, we can see:

Areas of growth:

- \* Over half of our students are proficient or distinguished in reading.
- \* In reading, our distinguished out number or novice.
- \* In reading, we have made progress even with the new standards.

Areas of concern:

- \* Too many students at the novice level in both reading and math.
- \* Math is not seeing the progress that reading is.
- \* We are not making progress at the rate we would like.

Looking at our school wide data from Think Link Tests A in science and social studies, we can see that:

Areas of growth:

- \* We only have 8% novice in science.
- \* We had an increase in proficient and distinguished students from last year to this year in social studies.

Areas of concern:

## Comprehensive School Improvement Plan

Lee County Middle School

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\* We should have made bigger gains in both science and social studies since the standards did not change.

Looking at our school wide reading data from Think Link Tests B in reading and math, we were very concerned with these results:

Areas of growth:

\* As a staff, we could not identify growth. We did, however, take the time to really look into why this happened. We spent two PLCs and a faculty meeting analyzing the results. In studying the tests, as well as the results, we saw that the content in the tests had not changed that much from test A to B, but the way it was tested had changed. The rigor of B was greater and the application of the content was at high levels. This was a real eye opener for our staff, so while we did not make growth in the data, we saw a first-hand example increase in rigor.

Areas of concern:

\* The lack of growth in any area.

\* We had an increase in novice and a decrease in proficient and distinguished.

Looking at our school wide delivery target data from K-PREP:

Areas of growth:

\* In reading, our students with disabilities gap are at the state level.

\* In math, our free and reduced population is within 4 of the state level.

Areas of concern:

\* Our gap score is significantly lower in all other gap groups than the state for: white, free and reduced, disability and all students.

Looking at our school wide reading data from EXPLORE, we can see that:

Areas of growth:

\* We are making progress in each area.

\* We met benchmark in English and missed it by only 2/10 in reading.

\* We are only 2/10 from the state mean in English and 4/10 in reading.

Areas of concern:

\* Math and science

\* Not making progress at the rate we would expect.

What does the data tell us?

These results show that we are making some progress with the basic skills needed to work at the middle school level. Our Think Link and KPREP scores test not only the skills but the application of the skills. This is where we are struggling, applying what we know, as well as the rigor needed to meet the expectations of the new standards.

Our EXPLORE data is the most reliable source in tracking growth due to its consistency over the years. It does show that we are continuing to make progress, but the progress is not at the pace that we would like to see

Our results also show that not only are we not meeting the needs of our students with disabilities, we are not meeting the needs of our gifted and talented students.

What does the data not tell us?

We are involved in the Gates Integration Grant funded by Bill and Melinda Gates. The data does not tell us the impact that this will have on student achievement. We do believe that we will see an impact due to the increased rigor and application of material.

The data does not tell us how the new standards are correlated with these data measures. This makes it hard to gauge true progress while things are changing, but it does give us a good picture of our strengths and weaknesses.

The data also does not allow us to track growth as we would like with the new standards.

## 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?**

What are causes for celebration?

- \* Star Reading and Star Math data shows progress. We are increaseing the percentage of students at or above grade level while decreasing the percentage of students below grade level.
- \* Our Explore data shows progress in every areas over the past three years.
- \* We met the benchmark in English on EXPLORE and very close in reading.
- \* We made progress in comparison with the other schools in our district on achievement.
- \* Analyzing the Think Link tests was a great eye opener for our staff, we knew we needed to increase the rigor, but this in-depth look made it tangible to staff.

## **Opportunities for Improvement**

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

- \* Increase the rigor in our classroom instruction and activities so that we can increase our percentage of students scoring at the proficient and distinguished levels.
- \* Decrease the percentage of novice by focusing on individual students and the data we get from our formative assessments.
- \* Increase the percentage of proficient and distinguished by differentiating instruction to allow students opportunities to excell.
- \* Continue to focus on RTI to meet individual student needs and decrease our gap. We also need to continue to make the most of all of our resources so that we can increase the rate of improvement.



## **Conclusion**

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

- \* Our staff was retrained in RTI this year and we are working on implementing this with fidelity. We need to continue focusing on RTI in order to meet individual needs and reduce the gaps with our different gap groups.
- \* Continue with the implementation of the Literacy Design Collaborative Modules and Math Design Collaborative formative assessment levels. We also want to mimic the rigor and higher order thinking found in these activities with other activities that we do in the classroom.
- \* Continue to share best practices in PLCs.
- \* Continue to focus on questioning strategies so that we address all students at higher levels, as well as, increase student engagement.
- \* Focus on differentiation for our gifted and talented students, as well as, those not performing at grade level.
- \* Continue to use formative assessment to drives instruction and decision making at LCMS
- \* We were able to provide two reading and math classes in 7th and 8th grade daily, and twice a week in sixth grade. We need to make sure we are utilizing these additional classes to address gaps.

## **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	Lee County Middle school takes the Thinklink assessment three times a year. Star Reading and Math are given quarterly. The results of each are analyzed to look for strengths, weaknesses and individual student needs. Plans are made to address each area. Six hours of our PD is spent analyzing K-Prep results. These results are linked to the assessments above, as well as, to student's term grades. Students also keep a data notebook where they track their own data, look for strengths, weaknesses, set goals and identify ways that they can improve.	Sample of a student tracking sheet

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	Lee County Middle School is involved in the Literacy Design Collaborative and Math Design Collaborative. These programs are helping to support our need to increase the rigor in our classrooms, bring our staff together with common themes and goals and to improve student achievement. We are also focused of the Teacher Growth and Effectiveness system and implementing the components of it in order to improve the quality of instruction that our students receive.	Sample PLC agenda

# Comprehensive School Improvement Plan

Lee County Middle School

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Lee County Middle School hosts the 5th graders in the spring that will be attending the middle school in the fall. Activities are planned to make them acquaint them with the middle school. Some example activities were going through the cafeteria and eating lunch there, practicing opening a middle school lock and looking at sample class assignments. We also had an early start program right before school began. Students were invited to come and participate in a half day orientation. Students walked through their schedules, met teachers and toured the building.	

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	Lee County Middle School implements differentiated strategies to help students that are experiencing the greatest degrees of difficulty mastering the state's academic achievement standards. This is an area that we are focused on and still working hard to improve. We are making progress with students, but many times the progress the not as fast as we need it to be.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All teachers at LCMS are highly qualified in the area that they teach.	

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		

# Comprehensive School Improvement Plan

Lee 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	Lee County Middle School has implemented many strategies this year to help increase parental involvement. At open house, we asked parents to leave their name and number if they were interested in volunteering. We have used these parents throughout the year for different activities. We have increased our forms of communication. We still use daily announcements, one call system phone calls and newsletters. But, this year we have added e-mailing of announcements through our one call system, an on line newspaper and we are utilizing our local newspaper more effectively.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The school wide title one program requirements were incorporated into our school improvement plan. Activities that address these are noted in the CSIP.	

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	Professional development was planned based on school needs. The implementation is monitored and follow up is provided through PLCs and faculty meetings.	

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	The staff reviews the school improvement plan at data analysis day and makes changes as needed based on student achievement results.	

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		

# Comprehensive School Improvement Plan

Lee County Middle School

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.	No	N/A	

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.	No	N/A	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Some examples would be how response to intervention, twentyfirst century, literacy design collaborative and math design collaborative all work together to increase student achievement.	

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.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A	

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

# Comprehensive School Improvement Plan

Lee County Middle School

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.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	N/A	

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		



# Comprehensive School Improvement Plan

Lee County Middle School

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		

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.	No	N/A	

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	No	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		

# **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 2014. 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:**

Parent Involvement

**Measurable Objective 1:**

collaborate to increase parental involvement by 05/30/2014 as measured by parents attending open house, parent volunteers, parent communication, and survey.

**Strategy1:**

Parent Communication (SW Title One Program) - Increase the forms of communications in order to keep parents more informed.

Research Cited:

Activity - Forms of Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LCMS will use a variety of forms of communication such as: The one call system, new paper articles, an online newspaper, newsletters, e-mails, announcements and parent meetings.	Parent Involvement	08/01/2013	05/30/2014	\$100 - Title I Schoolwide	All staff

**Strategy2:**

Student Progress Updates (SW Title One Program) - Parents will be updated on student progress throughout the year.

Research Cited:

Activity - Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress reports will be sent home every three weeks with students by each teacher.	Parent Involvement	08/01/2013	05/31/2014	\$0 - No Funding Required	All staff

Activity - Parent Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and/or teachers will set up parent meeting throughout the year at anytime there are questions or concerns about a student's progress.	Parent Involvement	08/01/2013	05/30/2014	\$0 - No Funding Required	All staff

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Activity - Open House	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open House will be held three times during the school year to allow parents to meet with teachers.	Parent Involvement	08/01/2013	05/30/2014	\$0 - No Funding Required	All staff

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

## Goal 1:

Combined Reading and Math Proficiency

## Measurable Objective 1:

collaborate to increase the overall combined reading and math proficiency score by 7 points annually to reach 72 by 2017. 2013-2013 target is 46.5. LCMS will also collaborate to increase students performing at or above grade level to 80% by 05/31/2014 as measured by combined proficiency scored on K-PREP assessment, classroom formative and summative assessments, Star Reading, Star Math and ThinkLink..

## Strategy1:

Response to Intervention (RTI) (SW Title One Program) - Teachers will implement RTI strategies to meet whole group and individual needs of students.

Research Cited:

Activity - Tier I RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various formative assessments and differentiation within the classroom to ensure that 80% of students are mastering 80% of the content taught.	Academic Support Program	08/31/2013	05/31/2014	\$0 - No Funding Required	Counselor, Principal and all teachers

Activity - Tier II RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the use of class profiles and other formative assessment, teachers will identify students that need Tier II RTI interventions. Progress monitoring will be used to track progress of these students toward meeting their goal.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Counselor, Gear Up Academic Specialist and all teachers.

Activity - Tier III RTI strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that still do not reach their goals after Tier II RTI strategies will be referred to the counselor for Tier III RTI. These students will receive one on one RTI interventions.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Counselor and all teachers.

## Strategy2:

# Comprehensive School Improvement Plan

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Increase Rigor in the classroom (SW Title One Program) - Teachers will be trained in and implement aspects of the Literacy Design Collaborative(LDC) and Math Design Collaborative (MCD)

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional learning communities (PLCs) weekly to discuss strategies and support each other in the implementation of the LDC and MDC. Teachers will also analyze work samples to look for strengths and weaknesses.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Principal and all teachers

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, with the exception of math, will be trained in the LDC and implement a minimum of two LDC modules, one in the fall and one in the spring. Teachers will participate in an on-site update training in each of the first three nine weeks of school. (SW - Title One Program)	Academic Support Program	08/01/2013	05/31/2014	\$10000 - Other	Integration grant coordinator and participating teachers

Activity - Math Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will be trained in and implement a minimum of two formative assessment modules, one in the fall and one in the spring. Math teachers will participate in an on-site update training in each of the first three nine weeks.	Academic Support Program	08/01/2013	05/31/2014	\$5000 - Other	Integration grant coordinator and math teachers

Activity - Questioning techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement questioning expectations set forth by the district. These expectations will be monitored through walkthroughs. Implementation will be supported in PLCs. Teachers will also participate in "Thinking Through Quality Questions" PD and implement strategies.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Principal and all teachers

### Strategy3:

Formative Assessment (SW Title One Program) - Teachers will implement formative assessment to monitor progress toward the goal and make data based instructional decisions. Teacher will also use formative assessment to meet individual student needs.

Research Cited:

# Comprehensive School Improvement Plan

Lee County Middle School

Activity - Formative Assessment/Learning Target Classroom Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the formative assessment expectations set forth by the district. These will be monitored by walk throughs. Implementation will be supported in PLCs.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Principal and all teachers

Activity - Class profiles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use class profiles to identify non-negotiable learning targets and track student progress toward meeting these targets. This data will be used to make data based instructional decision as a whole class, as well as, to meet individual needs.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Principal and all teachers

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data notebooks will be kept on all students. Students will record their own scores on different assessments and set goals for these assessment. They will identify areas of strengths and weaknesses, as well as ways to get help.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Principal, Counselor and all teachers.

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Gap Group Combined Reading and Math Proficiency

### Measurable Objective 1:

collaborate to increase the combined reading and math proficiency score of the gap group by 7 points annually to reach 72 by 2017.

Delivery targets for 2013-2014 for specific gap groups are: FR - 42.2, disabilities - 29.6 and white - 46.7 and should be met by 05/31/2014 as measured by the K-PREP assessment.

### Strategy1:

Response to Intervention (RTI) (SW Title One Program) - Teachers will implement RTI strategies to meet the whole group and individual needs of students.

Research Cited:

# Comprehensive School Improvement Plan

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Activity - Tier II RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With the use of class profiles and other formative assessments, teachers will identify students that need Tier II RTI interventions. Progress monitoring will be used to track progress of these students toward meeting their goals.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Counselor, Gear Up Academic Specialist and all teachers

Activity - Tier I RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various formative assessments and differentiation within the classroom to ensure that 80% of students are mastering 80% of the content taught.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Counselor, Principal and all teachers

Activity - Tier III RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that do not reach their goals after Tier II RTI strategies will be referred to the counselor for Tier III RTI. These students will receive one on one RTI interventions.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Counselor and all teachers

## Strategy2:

Students with disabilities will increase their time and exposure in the regular education classrooms. - Schedules will be planned so that their special education teacher can collaborate in the regular classroom as much as possible.

Research Cited:

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our special education teacher will collaborate in the regular education classroom, as well as, participate in PLCs and other trainings.	Academic Support Program	08/01/2013	06/01/2014	\$0 - No Funding Required	Counselor, principal, special education teacher

Activity - Grade level content	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teacher will incorporate grade level material into the special education class on a regular basis.	Academic Support Program	08/01/2013	06/01/2014	\$0 - No Funding Required	Counselor and special education teacher

## Strategy3:

Formative Assessment (SW Title One Program) - Teachers will implement formative assessments to monitor progress toward goals and make data based instructional decisions.

Research Cited:

Activity - Class Profiles	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use class profiles to identify non-negotiable learning targets and track student progress toward meeting these targets.	Academic Support Program	05/01/2013	05/31/2014	\$0 - No Funding Required	Principal and all teachers



# Comprehensive School Improvement Plan

Lee County Middle School

Activity - Formative Assessment/Learning Target Expectations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement formative assessment expectations set forth by the district. These expectations will be monitored through walk throughs. Implementation will be supported through PLCs.	Academic Support Program	08/01/2013	05/31/2014	\$0 - No Funding Required	Principal and all teachers

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data notebooks will be kept on all students. Students will record their own scores on different assessments and set goals for these assessments. They will identify areas of strengths and weakness, as well as ways to get help.	Academic Support Program	08/01/2013	05/31/2014	\$200 - School Council Funds	Principal, counselor and all teachers

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

**Goal 1:**

Program Review

**Measurable Objective 1:**

demonstrate a proficiency in the collection of data for Program Review by 05/31/2014 as measured by Program Review data.

**Strategy1:**

Professional development - Staff will participate in 2 hours of PD on a review of Program Reviews, collection of data and how to submit data to sky drive. They will participate in an update training in the spring semester.

Research Cited:

Activity - Program Review committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our program review committee will meet regularly to analyze data and report to the staff about what we have and still need to collect. Release time will be provided for additional work.	Academic Support Program	08/01/2013	05/31/2014	\$600 - School Council Funds	Program Review Committee