



# **Comprehensive School Improvement Plan**

**North Laurel Middle School**  
**Laurel County**

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## **Introduction**

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

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

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

Our school is composed of 63.8% students receiving free or reduced lunch and 18.7% students with disabilities. 75% of our teachers have 4 or more years of experience.

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

NLMS has identified that our students with disabilities are not scoring as well on state assessments as all students. We feel that the root cause for this is that all teachers are not setting high expectations for ALL students, core instruction for our students with disabilities is not rigorous enough.

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

# Comprehensive School Improvement Plan

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

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

OR

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

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

## Goal 1:

Increase the percentage of effective teachers from 75% in 2015 to 100% in 2020.

## Measurable Objective 1:

collaborate to ensure that every student is taught by an effective teacher by 05/01/2020 as measured by our district evaluation tool and will use this evaluation tool to guide our teachers to become accomplished teachers in all areas of the teaching profession..

## Strategy1:

Professional Learning and Support - Teachers will be given opportunities for professional learning and support will be given to teachers as needed to ensure increases in effectiveness.

Category:

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete a Professional Growth Plan, submit it to and conference with principal, and enter into CIITS when approved.	Professional Learning	08/06/2015	05/13/2016	\$0 - District Funding	principals and teachers

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will observe peers to discuss and discover innovative teaching strategies and establish a support system.	Professional Learning	09/08/2015	05/13/2016	\$0 - No Funding Required	Principals and teachers

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Activity - Completion of TPGES Lync sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the professional growth and effectiveness system.	Professional Learning	08/06/2014	06/24/2016	\$0 - No Funding Required	Principals and teachers

## Strategy2:

Collection and Use of Data - Teachers and administrators will analyze and use the TELL Kentucky survey to drive decisions on teacher effectiveness.

Category:

Research Cited:

Activity - School level analysis of PGES implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data gained to make informed decisions on school progress and teacher effectiveness.	Professional Learning	08/06/2015	04/29/2016	\$0 - No Funding Required	Principals and teachers

## Strategy3:

Professional Growth and Effectiveness system - Principals have been trained in the new Professional Growth and Effectiveness System which allows them to better evaluate teachers. This training will allow the administration to do a better job of evaluating good teaching and will also allow them to help teachers grow professionally in all areas.

Category: Professional Learning & Support

Research Cited: The professional growth and effectiveness system has been proven by research and implemented state wide by KDE.

Activity - Establish a Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Growth and Development system of teacher and principal evaluations.	Policy and Process	08/06/2014	06/30/2016	\$1000 - District Funding	Administration (Principals), Teachers

Activity - School level analysis of PGES implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data collected from PGES for the purpose of identifying professional learning needs, evaluating fiscal and human resource needs, and potential shifts in calendars and schedules.	Professional Learning	08/06/2015	05/13/2016	\$0 - No Funding Required	Principals and teachers

Activity - Development of Student Growth Goals based on student need	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet to discuss the teacher-developed student growth goals. Teachers will complete a student growth goal, submit it and conference with principal.	Professional Learning	09/25/2015	10/16/2015	\$0 - No Funding Required	principals, teachers

# **Phase I - The Missing Piece**

## **Introduction**

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

## Stakeholders

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

Steve Morris-Principal

Frank Wilkerson-Assistant Principal

Tonya Rice-Assistant Principal

Linette McPhetridge-Guidance Counselor

Shannon Ball-Guidance Counselor

P.J. Bowman-PTO President

Angela Mounce-Parent

Carrie Thompson-Parent

Danielle Boggs-Parent

Tracy Pitman-Support Staff

Sue Jarman-Support Staff

## Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

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

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

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

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

**Communications**

Overall Rating: 2.86

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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

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

## Decision Making

Overall Rating: 2.43

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

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

**Advocacy**

Overall Rating: 2.83

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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).	Proficient

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

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

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

## Learning Opportunities

Overall Rating: 2.17

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

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

## Community Partnerships

Overall Rating: 2.33

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

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

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

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

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

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

## **Reflection**

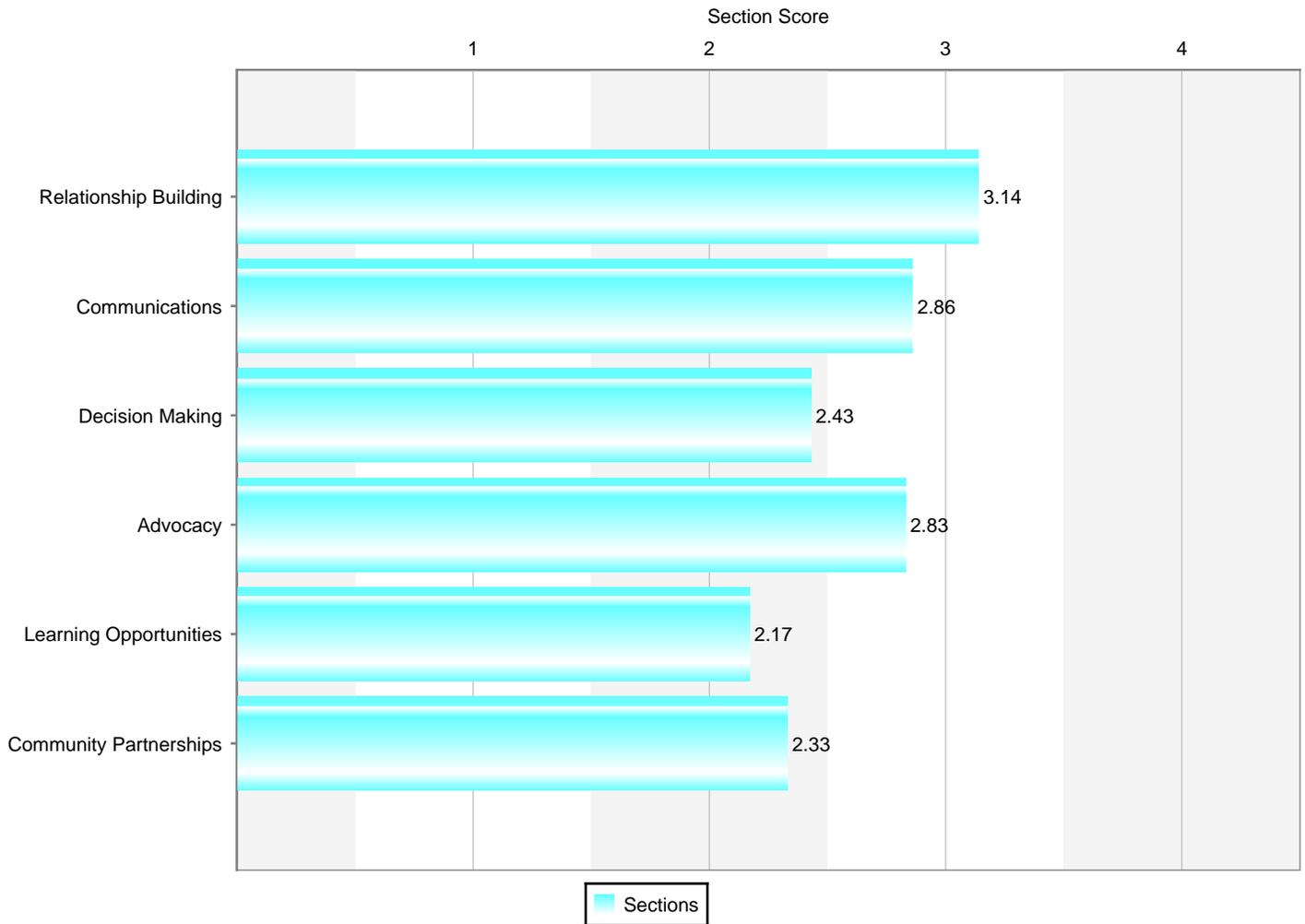
### **Reflect upon your responses to each of the Missing Piece objectives.**

An area of strength for NLMS is relationship-building, our emphasis is to build relationships between teacher and students as well as teacher and parent. We will continue to contact parents regarding school improvement and student success through emails, parent letters, Remind 101, Facebook messages, twitter, phone calls, and home visits.

We realize that parent involvement is an area of weakness for NLMS. The leadership team has met with stakeholders to discuss ways to improve parent involvement, this includes offering parent-teacher conferences more often, scheduling parent sessions with content teachers to improve student instruction, developing a school policy to allow parents to visit classrooms more often, and partnering with community groups to support student achievement.

## 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.**

NLMS has several committees that contribute to the school improvement process. These committees include: Learning Environment, Efficiency, Academic Performance, Coordinated School Health, and School Culture Committee. Members of the committees include teachers, classified staff members, and parents. Members were asked to volunteer for the committee that they felt they could benefit the most after being told what was expected by the Leadership Team. Meetings are scheduled after school, usually a week in advance, to allow committee members to make arrangements to be at the meeting.

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

Stakeholder groups include administrators, teachers, parents, and classified staff members. Each member is responsible for meeting with their specific committee and sharing ideas. Each committee will develop 2-3 strategies for school improvement that will then be submitted to the leadership team. The leadership team will review all strategies suggested by the committees and determine which strategies to include in the 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.**

Improvement plan was sent to stakeholders through email correspondence as well as shared on the school website so that it can be viewed by everyone.

# **Phase I - Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

When analyzing data we are trying to answer questions that will help us determine areas of need in each content area, each grade level, and each gap group.

Based on 2016 K-Prep data we have increased the percent of students scoring proficient/distinguished in Reading from 50% to 62%, in Math from 50% to 53%, and in Writing from 50% to 55%. Also, we have reduced the percentage of students with disabilities scoring Novice in Reading from 75% to 44%, and reduced the percentage scoring Novice in Math from 75% to 30.5%. This a significant decrease from the previous year. This data tells us that the adjustments that we made to the core instruction have been successful.

## **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?**

Areas of strength indicated by K-Prep is our growth in Reading and Math and our Novice reduction. Our K-Prep academic index increased from 66.8 in 2015 to 79 on 2016 K-Prep. We strongly feel that the emphasis on increased rigor in the classroom, the addition of standards mastery assessments, and reading/math intervention classes helped us to improve our test scores.

We are celebrating that we are now recognized as a Distinguished school.

## **Opportunities for Improvement**

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

Areas in need of improvement are still Reading, Math, and Writing (especially in our GAP group). We plan to continue improvement on these areas though:

1. positive behavior/academic rewards program
2. focus on building relationships
3. DEA goal sheets-incentives to increase score
4. Standards Mastery Assessments
5. in depth data analysis
6. continued PLC networking
7. increased student engagement through use of KAGAN structures
8. continued use of I-Ready remediation program
9. implementation of Reading and Math intervention classes

## **Conclusion**

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

The strategies and activities are in place to ensure growth. At this point monitoring is the key.

# **2016-2017 North Laurel Middle School Plan for Comprehensive School Improvement Plan**

## **Overview**

### **Plan Name**

2016-2017 North Laurel Middle School Plan for Comprehensive School Improvement Plan

### **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	As measured by K-Prep state assessments, North Laurel Middle School will increase the percent proficient/distinguished in Combined Reading and Math for All Students from 51.1 in 2015 to 73.1 in 2019.	Objectives: 1 Strategies: 5 Activities: 25	Organizational	\$119285
2	As measured by K-Prep state assessments, North Laurel Middle School will increase the percent proficient/distinguished in Combined Reading and Math for GAP students from 47.2 in 2015 to 67.3 in 2019.	Objectives: 1 Strategies: 5 Activities: 23	Organizational	\$71000
3	As measured by KPREP state assessments, North Laurel Middle School will reduce the total number of students scoring Novice in Reading(201 students) in 2014 by 50% for a total of 100 students scoring Novice on 2020 K-Prep.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$54485
4	As measured by KPREP state assessments, North Laurel Middle School will reduce the total number of students scoring Novice in Mathematics(133 students) in 2014 by 50% for a total of 66 students scoring Novice on 2020 K-Prep.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$54485

**Goal 1: As measured by K-Prep state assessments, North Laurel Middle School will increase the percent proficient/distinguished in Combined Reading and Math for All Students from 51.1 in 2015 to 73.1 in 2019.**

**Measurable Objective 1:**

collaborate to increase the percentage of students scoring Proficient and Distinguished in reading and math from 51.1% in 2015 to 73.1% by 05/15/2019 as measured by 2019 K-PREP assessment data.

**Strategy 1:**

Best Practices in Education - Teachers will implement Best Practices in education which are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve.

Category: Integrated Methods for Learning

Activity - DEA (Discovery Education Assessment)Assessment Administration & Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education Assessment (DEA) will be administered three times during the 2014/2015 school year (Fall, Winter, & Spring). Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA data results.	Academic Support Program	08/06/2015	04/28/2017	\$3900	Title I Schoolwide	School Principal, Building Assessment Coordinator, Counselors, All Team and Special Education Teachers
Activity - School-Wide Opening Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers require students, upon entering the classroom, to immediately begin answering a multiple choice question that is posted on the board. After determining the correct answer students must justify their choice. Teachers use this activity to identify studentsâ misunderstandings and/or misconceptions of previously taught content/skills.	Academic Support Program	08/06/2015	05/30/2017	\$0	No Funding Required	All Teachers (except physical education)
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

North Laurel Middle School

As a vital part of student success, parents are kept informed and involved through many programs and efforts such as: The Jungle Report (weekly e-mail-YSC), Parent/Teacher Conferences, Open House, Daily Announcement E-mail (YSC), Newsletter on back of report card (quarterly), Remind 101, and Teacher Webpages	Parent Involvement	08/06/2015	05/30/2017	\$500	Other	School Principals, YSC Director and Staff, All Teachers
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Activity - Weekly timed assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give weekly timed assessments in reading, on-demand writing, and math. These assessments will be K-PREP like to better prepare students.	Direct Instruction	09/08/2015	05/30/2017	\$0	No Funding Required	Principal, teachers

Activity - Word Problem Wednesdays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will increase the number of word problems on assignments and assessments though the use of Word Problem Wednesday.	Direct Instruction	08/06/2015	05/30/2017	\$0	No Funding Required	Math teachers

Activity - Vocabulary assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vocabulary assessments will be given throughout the year in all content areas culminating in an end of the year vocabulary final exam.	Direct Instruction	08/06/2015	05/30/2017	\$0	No Funding Required	All teachers and principals

Activity - Higher Order Thinking Questions (HOT questions)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers received training in developing and using HOT questions in their classroom. Increased use of HOT questions will help student improvement.	Academic Support Program	08/10/2016	05/30/2017	\$0	No Funding Required	teachers

### Strategy 2:

Data Driven Decisions - Teachers will use a data driven decision making focus using student assessment data and relevant background information, to inform decisions related to planning and implementing instructional strategies at the school, classroom, and individual student levels. Research shows that if instructional plans at the school, classroom, and individual student levels are based on assessment information relevant to the desired learning outcomes for students, the probability is increased that they will attain these desired learning outcomes.

Category:

Activity - Reading/Math Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule includes a reading intervention and a math intervention,s for students who are struggling with reading or math, that allows teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, extra practice, or enrichment activities based on individual student need.	Academic Support Program	08/10/2016	05/30/2017	\$0	No Funding Required	School Principal, 7th & 8th Grade Teachers

## Comprehensive School Improvement Plan

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Activity - TIES Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TIES (Targeted Instruction for Educational Success) is a three tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine TIES students within in the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress monitoring is kept by the regular classroom teacher and through I-Ready program and monitored every 6 weeks by an Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions concerning each student's progress and placement.	Academic Support Program	09/08/2015	05/30/2017	\$0	No Funding Required	Assistant Principal (Tonya Rice), All Team Teachers
Activity - ESS After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are hired to tutor students needing additional assistance or remediation in reading and/or math. After school tutoring is offered Tuesdays and Thursdays from 3:30 to 4:30.	Academic Support Program	10/05/2015	05/30/2017	\$8500	State Funds	School Principal, SBDM, Guidance Counselor, Team Teachers, Tutors
Activity - After School Grade Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school grade recovery will be offered to any student not meeting the requirements to pass one class. Students attending after school must meet assessment guidelines and attendance guidelines in order to be promoted to the next grade.	Academic Support Program	10/15/2015	05/30/2017	\$7500	Other	School Principal, After School Teachers
Activity - Data Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will develop a data board that enables all teachers to view the progress of each special needs student. Each special education teacher will present their data board at PLC meetings-student progress or the lack of will be discussed, a shared/common language will be developed as it applies to student progress, and teachers will acquire a greater depth of knowledge about effective teaching/learning strategies for students with disabilities.	Academic Support Program	08/06/2015	05/30/2017	\$0	No Funding Required	School Principal, All Special Education Teachers
Activity - Standards Mastery Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use standards mastery assessments to gauge student progress. These standards assessments are K-Prep like questions.	Academic Support Program	01/18/2016	05/30/2017	\$0	No Funding Required	principal teachers

## Comprehensive School Improvement Plan

North Laurel Middle School

### Strategy 3:

Professional Development - Teachers will attend professional development designed around clear expectations for what teachers should know and be able to do to help all students learn. Teachers will stay current concerning the latest research based strategies, techniques, and methods for classroom instruction. Teachers will implement knowledge, strategies, activities, processes, etc. gained from professional development attended.

Category:

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will attend LTF training for one week during the summer. The level of training will be determined based on the progress of their three year commitment. The program is intended to enhance the existing curriculum. Teachers become more effective in the classroom, and students become that more academically prepared in math, science, and English.	Professional Learning	07/11/2016	07/29/2016	\$2500	State Funds	School Principal, LTF Participants
Activity - Content area professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend content specific professional development. These may include but are not limited to: Higher Order Thinking skills, ILP development, Quiz-let, Clear Math, Culture, Differentiation, Teach Like a Rock Star, and PIMSER math, Dr. Gill Hunter Writing Strategies Training, Next Generation Science Standards training, FAL math lessons, Common Assessment training, Curriculum Alignment with EXPLORE emphasis, K-PREP and DEA data analysis, Turning Point Clicker Resonse Systems training,. CIITS training, and Instructional Strategies..	Professional Learning	08/06/2015	06/30/2016	\$15000	Title I Schoolwide, School Council Funds	Principals, teachers, counselors, district staff
Activity - KAGAN training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn strategies to improve student engagement and relationship building skills.	Professional Learning, Academic Support Program, Behavioral Support Program	07/29/2015	07/25/2018	\$30000	Grant Funds	NLMS staff

### Strategy 4:

Writing Across the Curriculum - Teachers will require students to write across the curriculum to improve students' critical thinking skills by increasing writing instruction throughout all departments and courses. Students will receive opportunities to learn to write, write to learn, and write to demonstrate learning.

Category:

Activity - Workshop for Extended Response and Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

North Laurel Middle School

Science, Social Studies, and Language Arts/Reading teachers are continuing to implement an extended response strategy (Frame-It Method), which clearly sets guidelines and expectations for completing the writing task.	Academic Support Program	08/06/2015	05/30/2017	\$200	Title I School Improvement (ISI)	School Principal, All Science, Social Studies, and Language Arts/Reading teachers
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Activity - On-Demand Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Arts teachers are implementing On-Demand writing practices, strategies, and tips learned from workshop. All grade levels of Language teachers meet in PLC to discuss strategies to be taught per grade level in order to scaffold learning.	Academic Support Program	08/06/2015	05/30/2017	\$200	Title I School Improvement (ISI)	School Principal, All Language Arts/Reading teachers

Activity - Frame-It Method	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide, teachers will use the frame-it method for all extended response questions. Students will be expected to complete all extended response using this format for writing.	Academic Support Program	08/10/2016	05/30/2017	\$0	No Funding Required	teachers

Activity - On-Demand Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will be trained in an on-demand writing curriculum that will be implemented for all on-demand writing prompts. All students will be expected to use this on-demand writing format when completing an on-demand writing assignment.	Academic Support Program	08/10/2016	05/30/2017	\$500	Title I School Improvement (ISI)	principal teachers

### Strategy 5:

Technology Integration/Digital Resources - Teachers and students will use technology that supports curricular goals. Technology integration will support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world.

Category:

Activity - iPad	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventy Six iPads are available for check out from the library for student engaging activities. Trainings are made available for how to best utilize this technology in the classroom for remediation, enrichment, and assessment.	Technology	08/06/2015	05/30/2017	\$19625	Other	Principal, All Teachers

Activity - Classroom Performance Systems (CPS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

North Laurel Middle School

Every core teacher has a set of voting systems that allow both the teacher and student to receive immediate feedback. Teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Technology	08/06/2015	05/30/2017	\$13000	Other	School Principal, All Teachers
<b>Activity - Utilize Graphing Calculators</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Additional TI-73 Plus Graphing Calculators were purchased to allow all students in 6th, 7th and 8th grade access to the same calculator. This allows teachers to utilize the technology to enhance classroom instruction	Technology	08/06/2015	05/30/2017	\$14260	Other	Principals, teachers
<b>Activity - GradeCam</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
School purchased grade-cam license to be used by all teachers. This program allows teachers to easily grade assessments with immediate feedback to the students. Teachers can track individual student progress on each standard.	Technology	08/10/2016	05/30/2017	\$3600	Title I School Improvement (ISI)	principal teachers
<b>Activity - I-Ready</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All special education students will complete 60 minutes of Reading and Math instruction through I-Ready program	Academic Support Program	08/10/2016	05/30/2017	\$0	State Funds	teachers

**Goal 2: As measured by K-Prep state assessments, North Laurel Middle School will increase the percent proficient/distinguished in Combined Reading and Math for GAP students from 47.2 in 2015 to 67.3 in 2019.**

### Measurable Objective 1:

collaborate to increase North Laurel Middle School GAP students scoring Proficient/Distinguished in Combined reading and math from 47.2% in 2015 to 67.3% in 2019 by 05/15/2019 as measured by the 2019 K-PREP assessment data..

### Strategy 1:

Best Practices in Education - Best practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve.

# Comprehensive School Improvement Plan

North Laurel Middle School

Category: Continuous Improvement

Activity - DEA Assessment Administration and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discover Education Assessment will be administered three times during the 2014/2015 school year (Fall, Winter, & Spring). Data will be analyzed by the Principal and counselors and meetings will be held with each team to review findings and to discuss next steps. Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA cycle's data results.	Academic Support Program	08/06/2015	05/30/2017	\$0	No Funding Required	School Principals, All Teachers, All Title I Instructional Assistants, Media Specialist, Media Center Assistant
Activity - School-Wide Opening Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers require students, upon entering the classroom, to immediately begin answering a multiple choice question that is posted on the board. After determining the correct answer students must justify their choice. Teachers begin class by discussing the opening assignment and allowing students to share justifications.	Academic Support Program	08/06/2015	05/30/2017	\$0	No Funding Required	School Principals, All Teachers
Activity - Standards Aligned Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize many newly purchased, standard aligned resources in order to teach to and assess at the rigor level of the new Common Core Standards. Many classroom sets of workbooks have been purchased for reading, language arts, and math to serve as a standards aligned resource and support. All Math and ELA teachers have a classroom set of Ready Common Core student workbooks.	Academic Support Program	08/06/2015	05/30/2017	\$12000	Title I School Improvement (ISI)	School Principal, Teachers
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a vital part of student success, parents are kept informed and involved through many programs and efforts such as: The Jungle Report (weekly e-mail-YSC), Parent/Teacher Conferences, Open House, Daily Announcement E-mail (YSC), Newsletter on back of report card (quarterly), Remind 101, and Teacher Webpages	Parent Involvement	08/06/2015	05/30/2017	\$500	Other	School Principal, Counselors, Teachers, YSC Director & Staff
Activity - Positive Relationship Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research supports that building positive relationships with students is the number one contributing factor for increasing student achievement. Many positive behavior, positive recognition, attendance programs/incentives are in place to help foster this process. Examples: JAG Mail, Fun Friday, Attendance Focus, Gold tickets and Team Day.	Academic Support Program	08/06/2015	05/30/2017	\$10000	Other	School Principals, All Teachers, All Support Staff

## Comprehensive School Improvement Plan

North Laurel Middle School

Activity - Pre/Post Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct pre and post assessments for each content area to design instruction and monitor student progress. Many of our teachers will conduct pre and post assessment for each unit of study in their content area.	Direct Instruction	08/06/2015	05/30/2017	\$0	No Funding Required	Teachers and principals

Activity - Standards Mastery Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use standards mastery assessment to track students' understanding of standards	Direct Instruction	01/25/2016	05/30/2017	\$0	No Funding Required	principal teachers

Activity - Higher Order Thinking Questions (HOT questions)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were trained in the creation and implementation of HOT questions for use in their classroom. Increase use of these questions will aid in student improvement	Direct Instruction	08/10/2016	05/30/2017	\$0	No Funding Required	principal teachers

### Strategy 2:

Data Driven Decisions - Teachers will use a data driven decision making focus using student assessment data and relevant background information, to inform decisions related to planning and implementing instructional strategies at the school, classroom, and individual student levels. Research shows that if instructional plans at the school, classroom, and individual student levels are based on assessment information relevant to the desired learning outcomes for students, the probability is increased that they will attain these desired learning outcomes.

Category: Continuous Improvement

Activity - Reading/Math Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule includes a reading or math intervention class, for students struggling in these areas in 6th, 7th and 8th grade that allows team teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, extra practice, or enrichment activities based on individual student need.	Academic Support Program	08/10/2016	05/30/2017	\$0	No Funding Required	School Principal, Counselors, All 7th & 8th grade teachers

Activity - TIES Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

North Laurel Middle School

TIES (Targeted Instruction for Educational Success) is a three tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine TIES students within in the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress monitoring is kept by the regular classroom teacher and through I-Ready monitored every 6 weeks by an Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions concerning each student's progress and placement.	Academic Support Program	09/15/2015	05/13/2016	\$0	No Funding Required	Assistant Principal, ESS tutor, Instructional Assistant, 7th & 8th grade math and language arts teachers
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Activity - ESS After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are hired to tutor students needing additional assistance or remediation in reading and/or math. After school tutoring is offered Tuesdays and Thursdays from 3:30 to 4:30.	Academic Support Program	10/01/2015	05/30/2017	\$8500	State Funds	School Principal, Tutoring Teachers, counselors

Activity - After School Grade Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After school grade recovery will be offered to any student not meeting the requirements to pass one class. Students attending after school must meet assessment guidelines and attendance guidelines in order to be promoted to the next grade.	Academic Support Program	10/15/2015	05/30/2017	\$7500	Other	School Principal, Counselors, After School Teachers

### Strategy 3:

Professional Development - Teachers will attend professional development designed around clear expectations for what teachers should know and be able to do to help all students learn. Teachers will stay current concerning the latest research based strategies, techniques, and methods for classroom instruction. Teachers will implement knowledge, strategies, activities, processes, etc. gained from professional development attended.

Category: Professional Learning & Support

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. All teachers will attend trainings provided by the district. The Principals will attend CIITS training provided by the district to learn how to utilize the program. All teachers are required to have lesson plans/unit plans and assessments in CIITS.	Professional Learning	08/06/2015	05/30/2017	\$0	No Funding Required	School Principal, Teachers

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

North Laurel Middle School

Select teachers will attend LTF training for one week during the summer. The level of training will be determined based on the progress of their three year commitment. The program is intended to enhance the existing curriculum. Teachers become more effective in the classroom, and students become that more academically prepared in math, science, and English.	Professional Learning	07/11/2016	07/28/2017	\$2500	State Funds	School Principal, LTF Participants
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Activity - PLCS Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive quality instruction in areas of PLCS throughout the year.	Professional Learning	08/06/2015	05/30/2017	\$0	District Funding	PLCS teachers, principal

Activity - KAGAN training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will learn strategies to improve student engagement and building relationships	Professional Learning	07/29/2015	07/27/2018	\$30000	Grant Funds	NLMS staff

### Strategy 4:

Writing Across the Curriculum - Teachers will require students to write across the curriculum to improve students' critical thinking skills by increasing writing instruction throughout all departments and courses. Students will receive opportunities to learn to write, write to learn, and write to demonstrate learning.

Category: Continuous Improvement

Activity - Writing Program Review/School-Wide Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Program Review Committee meets periodically to review progress of the Program Review and School-Wide Writing Plan. Documents/evidence is collected (both hard copy and digital). Committee members are responsible for taking information shared in meetings to their content area coworkers.	Academic Support Program	08/06/2015	05/30/2017	\$0	No Funding Required	All Science, Social Studies, and Language Arts/Reading Teacher, Writing Committee, Assistant Principal

Activity - On-Demand Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will be trained in a specific curriculum for On-Demand writing that will be implemented for all on-demand writing prompts.	Direct Instruction	08/10/2016	05/30/2017	\$0	No Funding Required	teachers

Activity - Frame-It Method	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers are trained in using Frame-it method for answering all extended response questions. This format will be used in all classrooms.	Direct Instruction	08/10/2016	05/30/2017	\$0	No Funding Required	teachers

## Comprehensive School Improvement Plan

North Laurel Middle School

### Strategy 5:

Technology Integration/Digital Resources - Teachers and students will use technology that supports curricular goals. Technology integration will support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world.

Category:

Activity - Classroom Performance Systems (CPS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teams have two sets of voting systems that allow both the teacher and student to receive immediate feedback. Many teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Technology	08/06/2015	05/30/2017	\$0	No Funding Required	All content area teachers
Activity - SmartSlate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms are equipped with a SmartBoard and a SmartSlate. The SmartSlate allows teachers to be free from the SmartBoard to better interact with the students and deliver instruction via the SmartBoard from anywhere in the room.	Technology	08/06/2015	05/30/2017	\$0	No Funding Required	All Teachers
Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. Teachers will begin to utilize this resource during the 2013/2014 school year by developing formative assessments and uploading curriculum work such as lesson plans and pacing guides.	Technology	08/06/2015	05/30/2017	\$0	No Funding Required	All Principals, All Teachers
Activity - Teacher Webpage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will continue to use and improve their webpage to help better the communication of assignments, assessments, expectations, and events to all stakeholders. Parents will receive access information through Open House, Parent-Teacher Conferences, YSC e-mail, and letter home.	Technology	08/06/2015	05/30/2017	\$0	No Funding Required	All Principals, All Teachers

**Goal 3: As measured by KPREP state assessments, North Laurel Middle School will reduce the total number of students scoring Novice in Reading(201 students) in 2014 by 50% for a total of 100 students scoring Novice on 2020 K-Prep.**

# Comprehensive School Improvement Plan

North Laurel Middle School

## Measurable Objective 1:

100% of All Students will collaborate to reduce the total number of students scoring Novice in Reading from 201 in 2015 to 100 in 2020 in Reading by 05/20/2020 as measured by KPREP assessment.

## Strategy 1:

Best Practices in Education - Teachers will implement Best Practices in education which are an inherent part of a curriculum that exemplifies the connection and relevance identified in education research. They interject rigor into the curriculum by developing thinking and problem solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve.

Category: Continuous Improvement

Activity - DEA Assessment Administration & Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DEA will be administered 3 times during each school year (Fall, Winter, & Spring). Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA data result.	Academic Support Program	08/24/2015	05/30/2017	\$4000	Title I Schoolwide	Principal, Building Assessment Coordinator, Counselors, teachers
Activity - Weekly Timed Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give weekly timed assessments in reading and math. These assessments will be KPREP like to better prepare students	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	principal, teachers
Activity - Higher Order Thinking Questions (HOT questions)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher were trained in the development and use of HOT questions in their classroom. Increase use of these questions will aid in student improvement.	Direct Instruction	08/10/2016	05/30/2017	\$0	No Funding Required	principal teachers

## Strategy 2:

Data Driven Decisions - Teachers will use a data driven decision making focus using student assessment data and relevant background information, to inform decisions related to planning and implementing instructional strategies at the school, classroom, and individual student levels. Research shows that if instructional plans at the school, classroom, and individual student levels are based on assessment information relevant to the desired learning outcomes for students, the probability is increased that they will attain these desired learning outcomes.

Category: Continuous Improvement

## Comprehensive School Improvement Plan

North Laurel Middle School

Activity - Reading/Math Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule includes a reading or math intervention class, for students who are struggling in reading or math, that allows team teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, and extra practice, or enrichment activities based on individual student need	Academic Support Program	08/10/2016	05/30/2017	\$0	No Funding Required	7th and 8th grade teachers

Activity - TIES Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TIES is a 3 tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine RTI students within the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress monitoring is kept through the I-Ready program and monitored monthly by the Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions regarding each students' progress and placement.	Academic Support Program	08/17/2015	05/30/2017	\$0	No Funding Required	Assistant Principal (Tonya Rice) all teachers

Activity - Standards Mastery Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a standards assessment weekly to determine mastery of specific standards.	Academic Support Program	01/04/2016	05/13/2016	\$0	No Funding Required	principal data leadership team district academic coach teachers

### Strategy 3:

Technology Integration/Digital Resources - Teachers and students will use technology that supports curricular goals. Technology integration will support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real world.

Category: Continuous Improvement

Activity - IPad	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Seventy six iPads are available for check out from the library for student engaging activities. Trainings are made available for how to best utilize this technology in the classroom for remediation, enrichment, and assessment.	Academic Support Program, Technology	08/17/2015	05/30/2017	\$19625	Other	principal all teachers

Activity - Classroom Performance Systems (CPS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

North Laurel Middle School

Every core teacher has a set of voting systems that allow both the teacher and student to receive immediate feedback. Teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Academic Support Program, Technology	08/10/2016	05/30/2017	\$13000	Other	principal all teachers
<b>Activity - Utilize graphing calculators</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Additional TI-73 Plus graphing calculators were purchased to allow all students in 6th, 7th and 8th grade access to the same calculator. This allows teachers to utilize the technology to enhance classroom instruction	Academic Support Program, Technology	08/10/2016	05/30/2017	\$14260	Other	principal teachers
<b>Activity - GradeCam</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
School purchase gradecam program to be used by teachers for easy scoring of assessments that provides immediate feedback to the students. Teachers can track student progress by standard.	Technology	08/10/2016	05/30/2017	\$3600	Title I School Improvement (ISI)	principal teachers
<b>Activity - I-Ready</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All special education students will spend 60 minutes a week in both reading and math curriculum through the I-Ready program. This is a research-based program that has been proven successful in the improvement of student achievement.	Academic Support Program	08/10/2016	05/30/2017	\$0	State Funds	teachers

**Goal 4: As measured by KPREP state assessments, North Laurel Middle School will reduce the total number of students scoring Novice in Mathematics(133 students) in 2014 by 50% for a total of 66 students scoring Novice on 2020 K-Prep.**

### Measurable Objective 1:

100% of All Students will collaborate to reduce the number of students scoring Novice in Mathematics from 133 in 2015 to 67 in 2020 in Mathematics by 05/20/2020 as measured by KPREP.

### Strategy 1:

Best Practices in Education - Teachers will implement Best Practices in education which are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve.

Category: Continuous Improvement

## Comprehensive School Improvement Plan

North Laurel Middle School

Activity - DEA Assessment administration & data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DEA will be administered three times each school year (Fall, Winter, and Spring). Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA data result	Academic Support Program	08/17/2015	05/30/2017	\$4000	Title I Schoolwide	principal building assessment coordinator counselor teachers

Activity - Weekly timed assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give weekly timed assessments in reading and math. These assessments will be KPREP like to better prepare students	Academic Support Program	08/10/2015	05/30/2017	\$0	No Funding Required	principal teachers

Activity - Higher Order Thinking Questions (HOT questions)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were trained in the use and development of HOT questions in their classroom. Increased use of these question will aid with student improvement	Direct Instruction	08/10/2016	05/30/2017	\$0	No Funding Required	principal teachers

### Strategy 2:

Data driven decisions - Teachers will use a data driven decision making process using student assessment data and relevant background information, to inform decisions related to planning and implementing instructional strategies at the school, classroom, and individual student levels. Research shows that if instructional plans at the school, classroom, and individual student levels are based on assessment information relevant to the desired learning outcomes for students, the probability is increased that they will attain these desired learning outcomes.

Category: Continuous Improvement

Activity - Reading/Math Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule includes a reading or math intervention class, for students who are struggling in reading or math, that allows team teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, extra practice, or enrichment activities based on individual student need.	Academic Support Program	08/10/2016	05/30/2017	\$0	No Funding Required	principal intervention teachers

Activity - TIES Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

North Laurel Middle School

TIES is a 3 tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine RTI students within the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress is kept through I-Ready program and monitored monthly by Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions concerning each students' progress and placement.	Academic Support Program	08/10/2016	05/30/2017	\$0	No Funding Required	Assistant Principal (Tonya Rice) teachers
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Activity - Standards Mastery Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a standard assessment weekly to determine if they have a mastered a specific standard.	Academic Support Program	01/04/2016	05/13/2016	\$0	No Funding Required	principal district academic coaches data leadership team

### Strategy 3:

Technology Integration/Digital Resources - Teachers and students will use technology that supports curricular goals. Technology integration will support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real world.

Category: Continuous Improvement

Activity - IPad	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
76 iPads are available for check out from the library for student engaging activities. Trainings are made available for how to best utilize this technology in the classroom for remediation, enrichment, and assessment	Academic Support Program, Technology	08/17/2015	05/30/2017	\$19625	Other	principal teachers

Activity - Classroom Performance System (CPS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every core teacher has a set of voting systems that allow both the teacher and student to receive immediate feedback. Teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Academic Support Program, Technology	08/17/2015	05/30/2017	\$13000	Other	principal teachers

Activity - Utilize graphing calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional TI-73 graphing calculators were purchased to allow all students in 6th, 7th and 8th grade access to the same calculator. This allows teachers to utilize the technology to enhance classroom instruction	Academic Support Program, Technology	08/10/2016	05/30/2017	\$14260	Other	principal teacher

## Comprehensive School Improvement Plan

North Laurel Middle School

Activity - I-Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special education students will receive 60 minutes of instruction in both Reading and Math in I-Ready curriculum. I-Ready is a research based program that has been shown to improve student scores.	Academic Support Program	08/10/2016	05/30/2017	\$0	State Funds	teachers
Activity - GradeCam	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GradeCam was purchased for teacher to use to easily grade assessments with immediate feedback to the students. It allows teachers to track student progress by standard.	Technology	08/10/2016	05/30/2017	\$3600	Title I School Improvement (ISI)	principal teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLCS Professional Development	Teachers will receive quality instruction in areas of PLCS throughout the year.	Professional Learning	08/06/2015	05/30/2017	\$0	PLCS teachers, principal
<b>Total</b>					\$0	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content area professional development	Teachers will attend content specific professional development. These may include but are not limited to: Higher Order Thinking skills, ILP development, Quiz-let, Clear Math, Culture, Differentiation, Teach Like a Rock Star, and PIMSER math, Dr. Gill Hunter Writing Strategies Training, Next Generation Science Standards training, FAL math lessons, Common Assessment training, Curriculum Alignment with EXPLORE emphasis, K-PREP and DEA data analysis, Turning Point Clicker Resonse Systems training,. CIITS training, and Instructional Strategies..	Professional Learning	08/06/2015	06/30/2016	\$5000	Principals, teachers, counselors, district staff
<b>Total</b>					\$5000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading/Math Intervention Class	The master schedule includes a reading or math intervention class, for students who are struggling in reading or math, that allows team teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, extra practice, or enrichment activities based on individual student need.	Academic Support Program	08/10/2016	05/30/2017	\$0	principal intervention teachers
Standards Mastery Assessments	Teacher will use standards mastery assessments to gauge student progress. These standards assessments are K-Prep like questions.	Academic Support Program	01/18/2016	05/30/2017	\$0	principal teachers

# Comprehensive School Improvement Plan

North Laurel Middle School

TIES Program	TIES is a 3 tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine RTI students within the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress monitoring is kept through the I-Ready program and monitored monthly by the Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions regarding each students' progress and placement.	Academic Support Program	08/17/2015	05/30/2017	\$0	Assistant Principal (Tonya Rice) all teachers
Vocabulary assessments	Vocabulary assessments will be given throughout the year in all content areas culminating in an end of the year vocabulary final exam.	Direct Instruction	08/06/2015	05/30/2017	\$0	All teachers and principals
TIES Program	TIES (Targeted Instruction for Educational Success) is a three tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine TIES students within in the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress monitoring is kept by the regular classroom teacher and through I-Ready program and monitored every 6 weeks by an Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions concerning each student's progress and placement.	Academic Support Program	09/08/2015	05/30/2017	\$0	Assistant Principal (Tonya Rice), All Team Teachers
School-Wide Opening Assignment	All teachers require students, upon entering the classroom, to immediately begin answering a multiple choice question that is posted on the board. After determining the correct answer students must justify their choice. Teachers begin class by discussing the opening assignment and allowing students to share justifications.	Academic Support Program	08/06/2015	05/30/2017	\$0	School Principals, All Teachers
SmartSlate	All classrooms are equipped with a SmartBoard and a SmartSlate. The SmartSlate allows teachers to be free from the SmartBoard to better interact with the students and deliver instruction via the SmartBoard from anywhere in the room.	Technology	08/06/2015	05/30/2017	\$0	All Teachers
Frame-It Method	All teachers are trained in using Frame-it method for answering all extended response questions. This format will be used in all classrooms.	Direct Instruction	08/10/2016	05/30/2017	\$0	teachers
Word Problem Wednesdays	Math teachers will increase the number of word problems on assignments and assessments though the use of Word Problem Wednesday.	Direct Instruction	08/06/2015	05/30/2017	\$0	Math teachers

# Comprehensive School Improvement Plan

North Laurel Middle School

TIES Program	TIES (Targeted Instruction for Educational Success) is a three tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine TIES students within in the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress monitoring is kept by the regular classroom teacher and through I-Ready monitored every 6 weeks by an Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions concerning each student's progress and placement.	Academic Support Program	09/15/2015	05/13/2016	\$0	Assistant Principal, ESS tutor, Instructional Assistant, 7th & 8th grade math and language arts teachers
CIITS	The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. All teachers will attend trainings provided by the district. The Principals will attend CIITS training provided by the district to learn how to utilize the program. All teachers are required to have lesson plans/unit plans and assessments in CIITS.	Professional Learning	08/06/2015	05/30/2017	\$0	School Principal, Teachers
Standards Mastery Assessments	Students will be given a standard assessment weekly to determine if they have a mastered a specific standard.	Academic Support Program	01/04/2016	05/13/2016	\$0	principal district academic coaches data leadership team
Higher Order Thinking Questions (HOT questions)	Teachers were trained in the use and development of HOT questions in their classroom. Increased use of these question will aid with student improvement	Direct Instruction	08/10/2016	05/30/2017	\$0	principal teachers
Higher Order Thinking Questions (HOT questions)	Teachers received training in developing and using HOT questions in their classroom. Increased use of HOT questions will help student improvement.	Academic Support Program	08/10/2016	05/30/2017	\$0	teachers
Writing Program Review/School-Wide Writing Plan	The Writing Program Review Committee meets periodically to review progress of the Program Review and School-Wide Writing Plan. Documents/evidence is collected (both hard copy and digital). Committee members are responsible for taking information shared in meetings to their content area coworkers.	Academic Support Program	08/06/2015	05/30/2017	\$0	All Science, Social Studies, and Language Arts/Reading Teacher, Writing Committee, Assistant Principal
Frame-It Method	School-wide, teachers will use the frame-it method for all extended response questions. Students will be expected to complete all extended response using this format for writing.	Academic Support Program	08/10/2016	05/30/2017	\$0	teachers

# Comprehensive School Improvement Plan

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Standards Mastery Assessments	Teachers will use standards mastery assessment to track students' understanding of standards	Direct Instruction	01/25/2016	05/30/2017	\$0	principal teachers
Weekly Timed Assessments	Teachers will give weekly timed assessments in reading and math. These assessments will be KPREP like to better prepare students	Academic Support Program	08/10/2015	05/30/2017	\$0	principal, teachers
Standards Mastery Assessments	Students will be given a standards assessment weekly to determine mastery of specific standards.	Academic Support Program	01/04/2016	05/13/2016	\$0	principal data leadership team district academic coach teachers
School-Wide Opening Assignment	All teachers require students, upon entering the classroom, to immediately begin answering a multiple choice question that is posted on the board. After determining the correct answer students must justify their choice. Teachers use this activity to identify students' misunderstandings and/or misconceptions of previously taught content/skills.	Academic Support Program	08/06/2015	05/30/2017	\$0	All Teachers (except physical education)
Teacher Webpage	All teachers will continue to use and improve their webpage to help better the communication of assignments, assessments, expectations, and events to all stakeholders. Parents will receive access information through Open House, Parent-Teacher Conferences, YSC e-mail, and letter home.	Technology	08/06/2015	05/30/2017	\$0	All Principals, All Teachers
Higher Order Thinking Questions (HOT questions)	Teacher were trained in the development and use of HOT questions in their classroom. Increase use of these questions will aid in student improvement.	Direct Instruction	08/10/2016	05/30/2017	\$0	principal teachers
Reading/Math Intervention Class	The master schedule includes a reading or math intervention class, for students who are struggling in reading or math, that allows team teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, and extra practice, or enrichment activities based on individual student need	Academic Support Program	08/10/2016	05/30/2017	\$0	7th and 8th grade teachers
DEA Assessment Administration and Data Analysis	Discover Education Assessment will be administered three times during the 2014/2015 school year (Fall, Winter, & Spring). Data will be analyzed by the Principal and counselors and meetings will be held with each team to review findings and to discuss next steps. Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA cycle's data results.	Academic Support Program	08/06/2015	05/30/2017	\$0	School Principals, All Teachers, All Title I Instructional Assistants, Media Specialist, Media Center Assistant

# Comprehensive School Improvement Plan

North Laurel Middle School

CIITS	The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. Teachers will begin to utilize this resource during the 2013/2014 school year by developing formative assessments and uploading curriculum work such as lesson plans and pacing guides.	Technology	08/06/2015	05/30/2017	\$0	All Principals, All Teachers
Pre/Post Assessments	Teachers will conduct pre and post assessments for each content area to design instruction and monitor student progress. Many of our teachers will conduct pre and post assessment for each unit of study in their content area.	Direct Instruction	08/06/2015	05/30/2017	\$0	Teachers and principals
Data Board	Special Education teachers will develop a data board that enables all teachers to view the progress of each special needs student. Each special education teacher will present their data board at PLC meetings-student progress or the lack of will be discussed, a shared/common language will be developed as it applies to student progress, and teachers will acquire a greater depth of knowledge about effective teaching/learning strategies for students with disabilities.	Academic Support Program	08/06/2015	05/30/2017	\$0	School Principal, All Special Education Teachers
Reading/Math Intervention Class	The master schedule includes a reading intervention and a math intervention, for students who are struggling with reading or math, that allows teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, extra practice, or enrichment activities based on individual student need.	Academic Support Program	08/10/2016	05/30/2017	\$0	School Principal, 7th & 8th Grade Teachers
On-Demand Writing Curriculum	All ELA teachers will be trained in a specific curriculum for On-Demand writing that will be implemented for all on-demand writing prompts.	Direct Instruction	08/10/2016	05/30/2017	\$0	teachers
Weekly timed assessments	Teachers will give weekly timed assessments in reading, on-demand writing, and math. These assessments will be K-PREP like to better prepare students.	Direct Instruction	09/08/2015	05/30/2017	\$0	Principal, teachers
Classroom Performance Systems (CPS)	All teams have two sets of voting systems that allow both the teacher and student to receive immediate feedback. Many teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Technology	08/06/2015	05/30/2017	\$0	All content area teachers
Higher Order Thinking Questions (HOT questions)	Teachers were trained in the creation and implementation of HOT questions for use in their classroom. Increase use of these questions will aid in student improvement	Direct Instruction	08/10/2016	05/30/2017	\$0	principal teachers
Weekly timed assessments	Teachers will give weekly timed assessments in reading and math. These assessments will be KPREP like to better prepare students	Academic Support Program	08/10/2015	05/30/2017	\$0	principal teachers

# Comprehensive School Improvement Plan

North Laurel Middle School

TIES Program	TIES is a 3 tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine RTI students within the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress is kept through I-Ready program and monitored monthly by Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions concerning each students' progress and placement.	Academic Support Program	08/10/2016	05/30/2017	\$0	Assistant Principal (Tonya Rice) teachers
Reading/Math Intervention Class	The master schedule includes a reading or math intervention class, for students struggling in these areas in 6th, 7th and 8th grade that allows team teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, extra practice, or enrichment activities based on individual student need.	Academic Support Program	08/10/2016	05/30/2017	\$0	School Principal, Counselors, All 7th & 8th grade teachers
<b>Total</b>					<b>\$0</b>	

## Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
On-Demand Workshop	Language Arts teachers are implementing On-Demand writing practices, strategies, and tips learned from workshop. All grade levels of Language teachers meet in PLC to discuss strategies to be taught per grade level in order to scaffold learning.	Academic Support Program	08/06/2015	05/30/2017	\$200	School Principal, All Language Arts/Reading teachers
GradeCam	GradeCam was purchased for teacher to use to easily grade assessments with immediate feedback to the students. It allows teachers to track student progress by standard.	Technology	08/10/2016	05/30/2017	\$3600	principal teachers
On-Demand Writing Curriculum	All ELA teachers will be trained in an on-demand writing curriculum that will be implemented for all on-demand writing prompts. All students will be expected to use this on-demand writing format when completing an on-demand writing assignment.	Academic Support Program	08/10/2016	05/30/2017	\$500	principal teachers
GradeCam	School purchased grade-cam license to be used by all teachers. This program allows teachers to easily grade assessments with immediate feedback to the students. Teachers can track individual student progress on each standard.	Technology	08/10/2016	05/30/2017	\$3600	principal teachers
Standards Aligned Resources	Teachers utilize many newly purchased, standard aligned resources in order to teach to and assess at the rigor level of the new Common Core Standards. Many classroom sets of workbooks have been purchased for reading, language arts, and math to serve as a standards aligned resource and support. All Math and ELA teachers have a classroom set of Ready Common Core student workbooks.	Academic Support Program	08/06/2015	05/30/2017	\$12000	School Principal, Teachers

## Comprehensive School Improvement Plan

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GradeCam	School purchase gradecam program to be used by teachers for easy scoring of assessments that provides immediate feedback to the students. Teachers can track student progress by standard.	Technology	08/10/2016	05/30/2017	\$3600	principal teachers
Workshop for Extended Response and Vocabulary	Science, Social Studies, and Language Arts/Reading teachers are continuing to implement an extended response strategy (Frame-It Method), which clearly sets guidelines and expectations for completing the writing task.	Academic Support Program	08/06/2015	05/30/2017	\$200	School Principal, All Science, Social Studies, and Language Arts/Reading teachers
<b>Total</b>					<b>\$23700</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DEA (Discovery Education Assessment)Assessment Administration & Data Analysis	Discovery Education Assessment (DEA) will be administered three times during the 2014/2015 school year (Fall, Winter, & Spring). Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA data results.	Academic Support Program	08/06/2015	04/28/2017	\$3900	School Principal, Building Assessment Coordinator, Counselors, All Team and Special Education Teachers
DEA Assessment Administration & Data Analysis	DEA will be administered 3 times during each school year (Fall, Winter, & Spring). Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA data result.	Academic Support Program	08/24/2015	05/30/2017	\$4000	Principal, Building Assessment Coordinator, Counselors, teachers
DEA Assessment administration & data analysis	DEA will be administered three times each school year (Fall, Winter, and Spring). Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA data result	Academic Support Program	08/17/2015	05/30/2017	\$4000	principal building assessment coordinator counselor teachers

## Comprehensive School Improvement Plan

North Laurel Middle School

Content area professional development	Teachers will attend content specific professional development. These may include but are not limited to: Higher Order Thinking skills, ILP development, Quiz-let, Clear Math, Culture, Differentiation, Teach Like a Rock Star, and PIMSER math, Dr. Gill Hunter Writing Strategies Training, Next Generation Science Standards training, FAL math lessons, Common Assessment training, Curriculum Alignment with EXPLORE emphasis, K-PREP and DEA data analysis, Turning Point Clicker Resonse Systems training,. CIITS training, and Instructional Strategies..	Professional Learning	08/06/2015	06/30/2016	\$10000	Principals, teachers, counselors, district staff
<b>Total</b>					\$21900	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Utilize graphing calculators	Additional TI-73 Plus graphing calculators were purchased to allow all students in 6th, 7th and 8th grade access to the same calculator. This allows teachers to utilize the technology to enhance classroom instruction	Academic Support Program, Technology	08/10/2016	05/30/2017	\$14260	principal teachers
After School Grade Recovery	After school grade recovery will be offered to any student not meeting the requirements to pass one class. Students attending after school must meet assessment guidelines and attendance guidelines in order to be promoted to the next grade.	Academic Support Program	10/15/2015	05/30/2017	\$7500	School Principal, After School Teachers
iPad	Seventy Six iPads are available for check out from the library for student engaging activities. Trainings are made available for how to best utilize this technology in the classroom for remediation, enrichment, and assessment.	Technology	08/06/2015	05/30/2017	\$19625	Principal, All Teachers
Parental Involvement	As a vital part of student success, parents are kept informed and involved through many programs and efforts such as: The Jungle Report (weekly e-mail-YSC), Parent/Teacher Conferences, Open House, Daily Announcement E-mail (YSC), Newsletter on back of report card (quarterly), Remind 101, and Teacher Webpages	Parent Involvement	08/06/2015	05/30/2017	\$500	School Principal, Counselors, Teachers, YSC Director & Staff
Positive Relationship Building	Research supports that building positive relationships with students is the number one contributing factor for increasing student achievement. Many positive behavior, positive recognition, attendance programs/incentives are in place to help foster this process. Examples: JAG Mail, Fun Friday, Attendance Focus, Gold tickets and Team Day.	Academic Support Program	08/06/2015	05/30/2017	\$10000	School Principals, All Teachers, All Support Staff
Classroom Performance Systems (CPS)	Every core teacher has a set of voting systems that allow both the teacher and student to receive immediate feedback. Teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Technology	08/06/2015	05/30/2017	\$13000	School Principal, All Teachers

## Comprehensive School Improvement Plan

North Laurel Middle School

Parental Involvement	As a vital part of student success, parents are kept informed and involved through many programs and efforts such as: The Jungle Report (weekly e-mail-YSC), Parent/Teacher Conferences, Open House, Daily Announcement E-mail (YSC), Newsletter on back of report card (quarterly), Remind 101, and Teacher Webpages	Parent Involvement	08/06/2015	05/30/2017	\$500	School Principals, YSC Director and Staff, All Teachers
IPad	76 iPads are available for check out from the library for student engaging activities. Trainings are made available for how to best utilize this technology in the classroom for remediation, enrichment, and assessment	Academic Support Program, Technology	08/17/2015	05/30/2017	\$19625	principal teachers
Classroom Performance System (CPS)	Every core teacher has a set of voting systems that allow both the teacher and student to receive immediate feedback. Teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Academic Support Program, Technology	08/17/2015	05/30/2017	\$13000	principal teachers
Utilize graphing calculators	Additional TI-73 graphing calculators were purchased to allow all students in 6th, 7th and 8th grade access to the same calculator. This allows teachers to utilize the technology to enhance classroom instruction	Academic Support Program, Technology	08/10/2016	05/30/2017	\$14260	principal teacher
After School Grade Recovery	After school grade recovery will be offered to any student not meeting the requirements to pass one class. Students attending after school must meet assessment guidelines and attendance guidelines in order to be promoted to the next grade.	Academic Support Program	10/15/2015	05/30/2017	\$7500	School Principal, Counselors, After School Teachers
Utilize Graphing Calculators	Additional TI-73 Plus Graphing Calculators were purchased to allow all students in 6th, 7th and 8th grade access to the same calculator. This allows teachers to utilize the technology to enhance classroom instruction	Technology	08/06/2015	05/30/2017	\$14260	Principals, teachers
Classroom Performance Systems (CPS)	Every core teacher has a set of voting systems that allow both the teacher and student to receive immediate feedback. Teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Academic Support Program, Technology	08/10/2016	05/30/2017	\$13000	principal all teachers
IPad	Seventy six iPads are available for check out from the library for student engaging activities. Trainings are made available for how to best utilize this technology in the classroom for remediation, enrichment, and assessment.	Academic Support Program, Technology	08/17/2015	05/30/2017	\$19625	principal all teachers
<b>Total</b>					<b>\$166655</b>	

### Grant Funds

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

North Laurel Middle School

KAGAN training	Teachers will learn strategies to improve student engagement and relationship building skills.	Professional Learning, Academic Support Program, Behavioral Support Program	07/29/2015	07/25/2018	\$30000	NLMS staff
KAGAN training	Staff will learn strategies to improve student engagement and building relationships	Professional Learning	07/29/2015	07/27/2018	\$30000	NLMS staff
<b>Total</b>					<b>\$60000</b>	

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I-Ready	All special education students will spend 60 minutes a week in both reading and math curriculum through the I-Ready program. This is a research-based program that has been proven successful in the improvement of student achievement.	Academic Support Program	08/10/2016	05/30/2017	\$0	teachers
ESS After School Tutoring	Teachers are hired to tutor students needing additional assistance or remediation in reading and/or math. After school tutoring is offered Tuesdays and Thursdays from 3:30 to 4:30.	Academic Support Program	10/01/2015	05/30/2017	\$8500	School Principal, Tutoring Teachers, counselors
ESS After School Tutoring	Teachers are hired to tutor students needing additional assistance or remediation in reading and/or math. After school tutoring is offered Tuesdays and Thursdays from 3:30 to 4:30.	Academic Support Program	10/05/2015	05/30/2017	\$8500	School Principal, SBDM, Guidance Counselor, Team Teachers, Tutors
Laying the Foundation (LTF)	Select teachers will attend LTF training for one week during the summer. The level of training will be determined based on the progress of their three year commitment. The program is intended to enhance the existing curriculum. Teachers become more effective in the classroom, and students become that more academically prepared in math, science, and English.	Professional Learning	07/11/2016	07/28/2017	\$2500	School Principal, LTF Participants
Laying the Foundation (LTF)	Select teachers will attend LTF training for one week during the summer. The level of training will be determined based on the progress of their three year commitment. The program is intended to enhance the existing curriculum. Teachers become more effective in the classroom, and students become that more academically prepared in math, science, and English.	Professional Learning	07/11/2016	07/29/2016	\$2500	School Principal, LTF Participants

**Comprehensive School Improvement Plan**

North Laurel Middle School

I-Ready	All special education students will receive 60 minutes of instruction in both Reading and Math in I-Ready curriculum. I-Ready is a research based program that has been shown to improve student scores.	Academic Support Program	08/10/2016	05/30/2017	\$0	teachers
I-Ready	All special education students will complete 60 minutes of Reading and Math instruction through I-Ready program	Academic Support Program	08/10/2016	05/30/2017	\$0	teachers
<b>Total</b>					<b>\$22000</b>	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Data Leadership team meets regularly to look at school data throughout the year. Teachers met with administrators in September for an in-depth look at our 2016 K-Prep data.	

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	Implemented reading and math intervention classes, implemented Standards Mastery Assessments, and increased rigor on all assessments.	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	I-Ready program implemented for students identified as having greatest need. Reading and math intervention classes are also used to provide additional instruction for those students struggling in reading and math.	

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

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

# Comprehensive School Improvement Plan

North Laurel 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		

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

# Comprehensive School Improvement Plan

North Laurel Middle School

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

North Laurel Middle School

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

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

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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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

# Comprehensive School Improvement Plan

North Laurel Middle School

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

## **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

North Laurel Middle School is led by an effective leader.

**Measurable Objective 1:**

collaborate to increase principal effectiveness by 05/20/2020 as measured by meeting minutes and plans for improvement.

**Strategy1:**

Collection and Use of Data - Principals with collect and use data to make informed decisions to increase principal effectiveness.

Category:

Research Cited:

Activity - TELL Kentucky Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By using the results of the Kentucky TELL survey, the principal will be able to make adjustments to improvement plans.	Professional Learning	08/06/2015	06/30/2016	\$0 - No Funding Required	Principals and teachers

**Strategy2:**

Professional Growth and Effectiveness system - This system will allow the principals to create professional learning goals for growth and effectiveness.

Category:

Research Cited:

Activity - KDE PGES and ISLN Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will participate in webcasts for professional development and learning.	Professional Learning	08/06/2015	06/30/2016	\$0 - No Funding Required	Central office staff and principals

Activity - Develop a professional learning plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This plan would allow for time for principals to meet with teachers and staff to discuss	Professional Learning	08/06/2014	06/24/2016	\$0 - No Funding Required	Central office staff, principals

# Comprehensive School Improvement Plan

North Laurel Middle School

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

## Goal 1:

As measured by K-Prep state assessments, North Laurel Middle School will increase the percent proficient/distinguished in Combined Reading and Math for GAP students from 47.2 in 2015 to 67.3 in 2019.

## Measurable Objective 1:

collaborate to decrease North Laurel Middle School students scoring at Novice or Apprentice in reading, writing, and math from 50% to 40% by 09/29/2016 as measured by the 2016 K-PREP assessment data..

## Strategy1:

Professional Development - Teachers will attend professional development designed around clear expectations for what teachers should know and be able to do to help all students learn. Teachers will stay current concerning the latest research based strategies, techniques, and methods for classroom instruction. Teachers will implement knowledge, strategies, activities, processes, etc. gained from professional development attended.

Category: Professional Learning & Support

Research Cited:

Activity - KAGAN training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will learn strategies to improve student engagement and building relationships	Professional Learning	07/29/2015	07/27/2018	\$30000 - Grant Funds	NLMS staff

Activity - PLCS Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive quality instruction in areas of PLCS throughout the year.	Professional Learning	08/06/2015	05/13/2016	\$0 - District Funding	PLCS teachers, principal

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. All teachers will attend trainings provided by the district. The Principals will attend CIITS training provided by the district to learn how to utilize the program. All teachers are required to have lesson plans/unit plans and assessments in CIITS.	Professional Learning	08/06/2015	05/13/2016	\$0 - No Funding Required	School Principal, Teachers

# Comprehensive School Improvement Plan

North Laurel Middle School

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will attend LTF training for one week during the summer. The level of training will be determined based on the progress of their three year commitment. The program is intended to enhance the existing curriculum. Teachers become more effective in the classroom, and students become that more academically prepared in math, science, and English.	Professional Learning	07/11/2016	07/22/2016	\$2500 - State Funds	School Principal, LTF Participants

## Strategy2:

Data Driven Decisions - Teachers will use a data driven decision making focus using student assessment data and relevant background information, to inform decisions related to planning and implementing instructional strategies at the school, classroom, and individual student levels. Research shows that if instructional plans at the school, classroom, and individual student levels are based on assessment information relevant to the desired learning outcomes for students, the probability is increased that they will attain these desired learning outcomes.

Category: Continuous Improvement

Research Cited:

Activity - FLEX-Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule includes a daily class period in 7th and 8th grade that allows team teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, extra practice, or enrichment activities based on individual student need.	Academic Support Program	08/06/2015	05/13/2016	\$0 - No Funding Required	School Principal, Counselors, All 7th & 8th grade teachers

Activity - TIES Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TIES (Targeted Instruction for Educational Success) is a three tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine TIES students within in the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress monitoring is kept by the regular classroom teacher and through I-Ready monitored every 6 weeks by an Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions concerning each student's progress and placement.	Academic Support Program	09/15/2015	05/13/2016	\$0 - No Funding Required	Assistant Principal, ESS tutor, Instructional Assistant, 7th & 8th grade math and language arts teachers

Activity - ESS After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are hired to tutor students needing additional assistance or remediation in reading and/or math. After school tutoring is offered Tuesdays and Thursdays from 3:30 to 4:30.	Academic Support Program	10/01/2015	04/14/2016	\$8500 - State Funds	School Principal, Tutoring Teachers, counselors

# Comprehensive School Improvement Plan

North Laurel Middle School

Activity - After School Grade Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school grade recovery will be offered to any student not meeting the requirements to pass one class. Students attending after school must meet assessment guidelines and attendance guidelines in order to be promoted to the next grade.	Academic Support Program	10/15/2015	05/13/2016	\$7500 - Other	School Principal, Counselors, After School Teachers

### Strategy3:

Technology Integration/Digital Resources - Teachers and students will use technology that supports curricular goals. Technology integration will support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world.

Category:

Research Cited:

Activity - Classroom Performance Systems (CPS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teams have two sets of voting systems that allow both the teacher and student to receive immediate feedback. Many teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Technology	08/06/2015	05/13/2016	\$0 - No Funding Required	All content area teachers

Activity - Teacher Webpage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will continue to use and improve their webpage to help better the communication of assignments, assessments, expectations, and events to all stakeholders. Parents will receive access information through Open House, Parent-Teacher Conferences, YSC e-mail, and letter home.	Technology	08/06/2015	05/13/2016	\$0 - No Funding Required	All Principals, All Teachers

Activity - SmartSlate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms are equipped with a SmartBoard and a SmartSlate. The SmartSlate allows teachers to be free from the SmartBoard to better interact with the students and deliver instruction via the SmartBoard from anywhere in the room.	Technology	08/06/2015	05/06/2016	\$0 - No Funding Required	All Teachers

# Comprehensive School Improvement Plan

North Laurel Middle School

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. Teachers will begin to utilize this resource during the 2013/2014 school year by developing formative assessments and uploading curriculum work such as lesson plans and pacing guides.	Technology	08/06/2015	05/13/2016	\$0 - No Funding Required	All Principals, All Teachers

## Strategy4:

Best Practices in Education - Best practices are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve.

Category: Continuous Improvement

Research Cited:

Activity - DEA Assessment Administration and Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discover Education Assessment will be administered three times during the 2014/2015 school year (Fall, Winter, & Spring). Data will be analyzed by the Principal and counselors and meetings will be held with each team to review findings and to discuss next steps. Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA cycle's data results.	Academic Support Program	08/06/2015	05/13/2016	\$0 - No Funding Required	School Principals, All Teachers, All Title I Instructional Assistants, Media Specialist, Media Center Assistant

Activity - School-Wide Opening Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers require students, upon entering the classroom, to immediately begin answering a multiple choice question that is posted on the board. After determining the correct answer students must justify their choice. Teachers begin class by discussing the opening assignment and allowing students to share justifications.	Academic Support Program	08/06/2015	05/13/2016	\$0 - No Funding Required	School Principals, All Teachers

# Comprehensive School Improvement Plan

North Laurel Middle School

Activity - Positive Relationship Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research supports that building positive relationships with students is the number one contributing factor for increasing student achievement. Many positive behavior, positive recognition, attendance programs/incentives are in place to help foster this process. Examples: JAG Mail, Fun Friday, Attendance Focus, Gold tickets and Team Day.	Academic Support Program	08/06/2015	05/13/2016	\$10000 - Other	School Principals, All Teachers, All Support Staff

Activity - Pre/Post Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will conduct pre and post assessments for each content area to design instruction and monitor student progress. Many of our teachers will conduct pre and post assessment for each unit of study in their content area.	Direct Instruction	08/06/2015	05/13/2016	\$0 - No Funding Required	Teachers and principals

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a vital part of student success, parents are kept informed and involved through many programs and efforts such as: The Jungle Report (weekly e-mail-YSC), Parent/Teacher Conferences, Open House, Daily Announcement E-mail (YSC), Newsletter on back of report card (quarterly), Remind 101, and Teacher Webpages	Parent Involvement	08/06/2015	05/13/2016	\$500 - Other	School Principal, Counselors, Teachers, YSC Director & Staff

Activity - Standards Aligned Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize many newly purchased, standard aligned resources in order to teach to and assess at the rigor level of the new Common Core Standards. Many classroom sets of workbooks have been purchased for reading, language arts, and math to serve as a standards aligned resource and support. All Math and ELA teachers have a classroom set of Ready Common Core student workbooks.	Academic Support Program	08/06/2015	05/13/2016	\$12000 - Title I School Improvement (ISI)	School Principal, Teachers

## Strategy5:

Writing Across the Curriculum - Teachers will require students to write across the curriculum to improve students' critical thinking skills by increasing writing instruction throughout all departments and courses. Students will receive opportunities to learn to write, write to learn, and write to demonstrate learning.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

North Laurel Middle School

Activity - Writing Program Review/School-Wide Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review Committee meets periodically to review progress of the Program Review and School-Wide Writing Plan. Documents/evidence is collected (both hard copy and digital). Committee members are responsible for taking information shared in meetings to their content area coworkers.	Academic Support Program	08/06/2015	05/13/2016	\$0 - No Funding Required	All Science, Social Studies, and Language Arts/Reading Teacher, Writing Committee, Assistant Principal

**All children were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

## Goal 1:

As measured by K-Prep state assessments, North Laurel Middle School will increase the percent proficient/distinguished in Combined Reading and Math for All Students from 51.1 in 2015 to 73.1 in 2019.

## Measurable Objective 1:

collaborate to increase the percentage of free and reduced lunch students scoring Proficient and Distinguished in math from 39% in 2015 to 45% by 09/29/2017 as measured by 2017 K-PREP assessment data.

## Strategy1:

Professional Development - Teachers will attend professional development designed around clear expectations for what teachers should know and be able to do to help all students learn. Teachers will stay current concerning the latest research based strategies, techniques, and methods for classroom instruction. Teachers will implement knowledge, strategies, activities, processes, etc. gained from professional development attended.

Category:

Research Cited:

# Comprehensive School Improvement Plan

North Laurel Middle School

Activity - Laying the Foundation (LTF)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will attend LTF training for one week during the summer. The level of training will be determined based on the progress of their three year commitment. The program is intended to enhance the existing curriculum. Teachers become more effective in the classroom, and students become that more academically prepared in math, science, and English.	Professional Learning	07/11/2016	07/29/2016	\$2500 - State Funds	School Principal, LTF Participants

Activity - KAGAN training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn strategies to improve student engagement and relationship building skills.	Behavioral Support Program Academic Support Program Professional Learning	07/29/2015	07/25/2018	\$30000 - Grant Funds	NLMS staff

Activity - Content area professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend content specific professional development. These may include but are not limited to: Higher Order Thinking skills, ILP development, Quiz-let, Clear Math, Culture, Differentiation, Teach Like a Rock Star, and PIMSER math, Dr. Gill Hunter Writing Strategies Training, Next Generation Science Standards training, FAL math lessons, Common Assessment training, Curriculum Alignment with EXPLORE emphasis, K-PREP and DEA data analysis, Turning Point Clicker Resonse Systems training, CIITS training, and Instructional Strategies..	Professional Learning	08/06/2015	06/30/2016	\$10000 - Title I Schoolwide \$5000 - School Council Funds	Principals, teachers, counselors, district staff

## Strategy2:

Writing Across the Curriculum - Teachers will require students to write across the curriculum to improve students' critical thinking skills by increasing writing instruction throughout all departments and courses. Students will receive opportunities to learn to write, write to learn, and write to demonstrate learning.

Category:

Research Cited:

Activity - On-Demand Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts teachers are implementing On-Demand writing practices, strategies, and tips learned from workshop. All grade levels of Language teachers meet in PLC to discuss strategies to be taught per grade level in order to scaffold learning.	Academic Support Program	08/06/2015	05/30/2017	\$200 - Title I School Improvement (ISI)	School Principal, All Language Arts/Reading teachers

# Comprehensive School Improvement Plan

North Laurel Middle School

Activity - Frame-It Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide, teachers will use the frame-it method for all extended response questions. Students will be expected to complete all extended response using this format for writing.	Academic Support Program	08/10/2016	05/30/2017	\$0 - No Funding Required	teachers

Activity - Workshop for Extended Response and Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science, Social Studies, and Language Arts/Reading teachers are continuing to implement an extended response strategy (Frame-It Method), which clearly sets guidelines and expectations for completing the writing task.	Academic Support Program	08/06/2015	05/30/2017	\$200 - Title I School Improvement (ISI)	School Principal, All Science, Social Studies, and Language Arts/Reading teachers

Activity - On-Demand Writing Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers will be trained in an on-demand writing curriculum that will be implemented for all on-demand writing prompts. All students will be expected to use this on-demand writing format when completing an on-demand writing assignment.	Academic Support Program	08/10/2016	05/30/2017	\$500 - Title I School Improvement (ISI)	principal teachers

### Strategy3:

Best Practices in Education - Teachers will implement Best Practices in education which are an inherent part of a curriculum that exemplifies the connection and relevance identified in educational research. They interject rigor into the curriculum by developing thinking and problem-solving skills through integration and active learning. Relationships are built through opportunities for communication and teamwork. Best practices are applicable to all grade levels and provide the building blocks for instruction. Best practices motivate, engage and prompt students to learn and achieve.

Category: Integrated Methods for Learning

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a vital part of student success, parents are kept informed and involved through many programs and efforts such as: The Jungle Report (weekly e-mail-YSC), Parent/Teacher Conferences, Open House, Daily Announcement E-mail (YSC), Newsletter on back of report card (quarterly), Remind 101, and Teacher Webpages	Parent Involvement	08/06/2015	05/30/2017	\$500 - Other	School Principals, YSC Director and Staff, All Teachers

# Comprehensive School Improvement Plan

North Laurel Middle School

Activity - School-Wide Opening Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers require students, upon entering the classroom, to immediately begin answering a multiple choice question that is posted on the board. After determining the correct answer students must justify their choice. Teachers use this activity to identify students' misunderstandings and/or misconceptions of previously taught content/skills.	Academic Support Program	08/06/2015	05/30/2017	\$0 - No Funding Required	All Teachers (except physical education)

Activity - Higher Order Thinking Questions (HOT questions)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers received training in developing and using HOT questions in their classroom. Increased use of HOT questions will help student improvement.	Academic Support Program	08/10/2016	05/30/2017	\$0 - No Funding Required	teachers

Activity - Word Problem Wednesdays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will increase the number of word problems on assignments and assessments through the use of Word Problem Wednesday.	Direct Instruction	08/06/2015	05/30/2017	\$0 - No Funding Required	Math teachers

Activity - DEA (Discovery Education Assessment) Assessment Administration & Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education Assessment (DEA) will be administered three times during the 2014/2015 school year (Fall, Winter, & Spring). Instructional strategies, RTI placement/movement, course placement, and other instructional, remedial, and enrichment opportunities will be determined based on each DEA data results.	Academic Support Program	08/06/2015	04/28/2017	\$3900 - Title I Schoolwide	School Principal, Building Assessment Coordinator, Counselors, All Team and Special Education Teachers

Activity - Vocabulary assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary assessments will be given throughout the year in all content areas culminating in an end of the year vocabulary final exam.	Direct Instruction	08/06/2015	05/30/2017	\$0 - No Funding Required	All teachers and principals

Activity - Weekly timed assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give weekly timed assessments in reading, on-demand writing, and math. These assessments will be K-PREP like to better prepare students.	Direct Instruction	09/08/2015	05/30/2017	\$0 - No Funding Required	Principal, teachers

## Strategy4:

Data Driven Decisions - Teachers will use a data driven decision making focus using student assessment data and relevant background information, to inform decisions related to planning and implementing instructional strategies at the school, classroom, and individual student levels. Research shows that if instructional plans at the school, classroom, and individual student levels are based on assessment

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information relevant to the desired learning outcomes for students, the probability is increased that they will attain these desired learning outcomes.

Category:

Research Cited:

Activity - Reading/Math Intervention Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule includes a reading intervention and a math intervention,s for students who are struggling with reading or math, that allows teachers to use classroom formative assessment data to group and regroup students for daily intervention, remediation, extra practice, or enrichment activities based on individual student need.	Academic Support Program	08/10/2016	05/30/2017	\$0 - No Funding Required	School Principal, 7th & 8th Grade Teachers

Activity - Standards Mastery Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use standards mastery assessments to gauge student progress. These standards assessments are K-Prep like questions.	Academic Support Program	01/18/2016	05/30/2017	\$0 - No Funding Required	principal teachers

Activity - Data Board	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will develop a data board that enables all teachers to view the progress of each special needs student. Each special education teacher will present their data board at PLC meetings-student progress or the lack of will be discussed, a shared/common language will be developed as it applies to student progress, and teachers will aquire a greater depth of knowledge about effective teaching/learning strategies for students with disabilities.	Academic Support Program	08/06/2015	05/30/2017	\$0 - No Funding Required	School Princpal, All Special Education Teachers

Activity - After School Grade Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school grade recovery will be offered to any student not meeting the requirements to pass one class. Students attending after school must meet assessment guidelines and attendance guidelines in order to be promoted to the next grade.	Academic Support Program	10/15/2015	05/30/2017	\$7500 - Other	School Principal, After School Teachers

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Activity - TIES Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TIES (Targeted Instruction for Educational Success) is a three tier framework for providing systematic, comprehensive services to address the academic needs for all students. Fall DEA data is used to determine TIES students within in the school in the areas of reading and/or math. Direct instruction is provided to students in addition to their regular classroom instruction. Progress monitoring is kept by the regular classroom teacher and through I-Ready program and monitored every 6 weeks by an Assistant Principal. Team teachers meet periodically with the Assistant Principal to review data and make decisions concerning each student's progress and placement.	Academic Support Program	09/08/2015	05/30/2017	\$0 - No Funding Required	Assistant Principal (Tonya Rice), All Team Teachers

Activity - ESS After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are hired to tutor students needing additional assistance or remediation in reading and/or math. After school tutoring is offered Tuesdays and Thursdays from 3:30 to 4:30.	Academic Support Program	10/05/2015	05/30/2017	\$8500 - State Funds	School Principal, SBDM, Guidance Counselor, Team Teachers, Tutors

## Strategy5:

Technology Integration/Digital Resources - Teachers and students will use technology that supports curricular goals. Technology integration will support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world.

Category:

Research Cited:

Activity - Classroom Performance Systems (CPS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every core teacher has a set of voting systems that allow both the teacher and student to receive immediate feedback. Teachers utilize this technology as a formative assessment tool in order to adjust their instruction in a timely manner.	Technology	08/06/2015	05/30/2017	\$13000 - Other	School Principal, All Teachers

Activity - GradeCam	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School purchased grade-cam license to be used by all teachers. This program allows teachers to easily grade assessments with immediate feedback to the students. Teachers can track individual student progress on each standard.	Technology	08/10/2016	05/30/2017	\$3600 - Title I School Improvement (ISI)	principal teachers

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Activity - iPad	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Seventy Six iPads are available for check out from the library for student engaging activities. Trainings are made available for how to best utilize this technology in the classroom for remediation, enrichment, and assessment.	Technology	08/06/2015	05/30/2017	\$19625 - Other	Principal, All Teachers

Activity - Utilize Graphing Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional TI-73 Plus Graphing Calculators were purchased to allow all students in 6th, 7th and 8th grade access to the same calculator. This allows teachers to utilize the technology to enhance classroom instruction	Technology	08/06/2015	05/30/2017	\$14260 - Other	Principals, teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

## Goal 1:

As measured by K-Prep state assessments, North Laurel Middle School will increase the percent proficient/distinguished in Combined Reading and Math for GAP students from 47.2 in 2015 to 67.3 in 2019.

## Measurable Objective 1:

collaborate to decrease North Laurel Middle School students scoring at Novice or Apprentice in reading, writing, and math from 50% to 40% by 09/29/2016 as measured by the 2016 K-PREP assessment data..

## Strategy1:

Writing Across the Curriculum - Teachers will require students to write across the curriculum to improve students' critical thinking skills by increasing writing instruction throughout all departments and courses. Students will receive opportunities to learn to write, write to learn, and write to demonstrate learning.

Category: Continuous Improvement

Research Cited:

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Activity - Writing Program Review/School-Wide Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Program Review Committee meets periodically to review progress of the Program Review and School-Wide Writing Plan. Documents/evidence is collected (both hard copy and digital). Committee members are responsible for taking information shared in meetings to their content area coworkers.	Academic Support Program	08/06/2015	05/13/2016	\$0 - No Funding Required	All Science, Social Studies, and Language Arts/Reading Teacher, Writing Committee, Assistant Principal

## Goal 2:

As measured by K-Prep state assessments, North Laurel Middle School will increase the percent proficient/distinguished in Combined Reading and Math for All Students from 51.1 in 2015 to 73.1 in 2019.

## Measurable Objective 1:

collaborate to increase the percentage of free and reduced lunch students scoring Proficient and Distinguished in math from 39% in 2015 to 45% by 09/29/2017 as measured by 2017 K-PREP assessment data.

## Strategy1:

Writing Across the Curriculum - Teachers will require students to write across the curriculum to improve students' critical thinking skills by increasing writing instruction throughout all departments and courses. Students will receive opportunities to learn to write, write to learn, and write to demonstrate learning.

Category:

Research Cited:

Activity - On-Demand Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts teachers are implementing On-Demand writing practices, strategies, and tips learned from workshop. All grade levels of Language teachers meet in PLC to discuss strategies to be taught per grade level in order to scaffold learning.	Academic Support Program	08/06/2015	05/30/2017	\$200 - Title I School Improvement (ISI)	School Principal, All Language Arts/Reading teachers

Activity - Workshop for Extended Response and Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science, Social Studies, and Language Arts/Reading teachers are continuing to implement an extended response strategy (Frame-It Method), which clearly sets guidelines and expectations for completing the writing task.	Academic Support Program	08/06/2015	05/30/2017	\$200 - Title I School Improvement (ISI)	School Principal, All Science, Social Studies, and Language Arts/Reading teachers

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Activity - On-Demand Writing Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA teachers will be trained in an on-demand writing curriculum that will be implemented for all on-demand writing prompts. All students will be expected to use this on-demand writing format when completing an on-demand writing assignment.	Academic Support Program	08/10/2016	05/30/2017	\$500 - Title I School Improvement (ISI)	principal teachers

Activity - Frame-It Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide, teachers will use the frame-it method for all extended response questions. Students will be expected to complete all extended response using this format for writing.	Academic Support Program	08/10/2016	05/30/2017	\$0 - No Funding Required	teachers

# **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?**

North Laurel Middle School is a part of the Laurel County school system in London, Kentucky. We are located off Interstate 75 on Hal Rogers Parkway in southeastern Kentucky serving students from primarily rural backgrounds. Our current population is approximately 1100 students comprising grades 6 through 8 and feeding from six of the eleven elementary schools in our district. Of the 1100 students served at our school, 97% are white, 22.6% are in the gifted and talented program, 16.1% receive special education services, and 65.9% are considered low-socioeconomic status and are therefore eligible for free or reduced price lunch. Our school operates under the middle school concept of teaming and has three teams per grade level. Our goal is to provide a safe, educationally rich, and emotionally fulfilling environment for each and every student empowering them to achieve at their highest potential. There is an on-going focus on student learning and reaching proficiency. We strive to include support and commitment from students, families, staff, and community in order to achieve our goal.

North Laurel Middle School is blessed with a diverse and knowledgeable staff dedicated to the growth and development of our students. We currently employ 60.1 certified staff and 36 classified employees. We have a full-time nurse, two Guidance Counselors, Bridges Counselor, and Youth Services Center. Of our certified teaching staff, 8 are in their first three years of teaching experience, and 43 have obtained a Master's degree or higher. We are extremely proud to have 1 teacher that is National Board Certified. Through our district, we also have access to an ESL teacher, Hearing and Vision Impaired teachers, and Occupational and Physical Therapists ensuring that all of our students' needs are met.

NLMS has a goal of preparing students for future success by helping them to be College and Career ready. NLMS is able to provide mentoring, college visits, tutoring, and many other college and career ready experiences for our 8th grade students. Our leadership has established a laser focus on culture and building positive relationships with students. Our staff desires for every single student to have an incredible life-changing experience at NLMS through their relationships with teachers, faculty, and fellow students. We believe that the middle school experience is a critical time in every child's life. NLMS provides an atmosphere that encourages high achievement, participation in extracurricular activities, and promotes personal growth for all of our students.

Our student population has steadily grown over the years, and we recently totally remodeled our school to add more classrooms, computer access, and office area to better serve our students and their families. This renovation allows teachers and students to have the space and resources needed to be successful.

One of the greatest challenges facing North Laurel Middle School is providing for the growing diverse needs of a student population exceeding 1100 students and steadily increasing. Another challenge, relating to the first, is staying current on the technological advancements available for instruction and learning along with having the support structures in place to run/operate the systems. A third obstacle is overcoming the barriers associated with low socioeconomic status. North Laurel Middle School is making strides in overcoming these challenges by implementing a new design on our Mathematics classes, school wide writing strategies, and a web-based reading and mathematics program to help our struggling students.

## **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.**

North Laurel Middle School is committed to developing a partnership among students, staff members, families, and community members to ensure academic proficiency, positive character development, personal initiative and motivation, respect for the diversity of people, and strong work ethics for all children that we serve. Our commitment will build the foundation for our students to succeed in school, in careers, and in their personal lives.

Mission:

The mission of North Laurel Middle School is to provide a safe, orderly, and nurturing environment where students are guaranteed engaging and rigorous academic instruction, emotional support and encouragement, opportunities to build strong bonds of friendship, a wide range of cultural activities, and inspiration to set and achieve goals. The staff of NLMS strives daily to uphold our mission statement: "We, the staff of North Laurel Middle School, accept the responsibility to enable all students to achieve mastery in all academic areas and to mature socially and emotionally in preparation for future success."

Motto: Just Love, Just Serve.

North Laurel Middle School staff understands the importance of building character along with academics in order to prepare students for a successful life. All teachers teach the "Guidelines for Success" and "School Wide Rules" as an important part of our school's culture. Through our daily morning news program, students are reminded of these guidelines and rules.

Guidelines for Success: (JAGS)

Just be honest

Always do your best

Good students are always responsible

Show others dignity and respect at all times

School Wide Rules: (CHOICE)

Choose to stay on task and work quietly and cooperatively.

Hands, feet and other objects will be kept to myself.

Others and their property will be respected.

I will listen and follow directions.

Complete classroom tasks to the best of my ability.

Enter and leave the classroom quietly.

## **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.**

Based on 2016 K-Prep scores North Laurel Middle School is now recognized as a Distinguished school. Our academic index increased from 68 on 2015 K-Prep to 79 on the 2016 K-Prep. We are very proud of this accomplishment.

North Laurel Middle School Cheerleaders placed second in the Universal Cheerleading Association National Championship. In previous years the cheerleaders had placed 1st four consecutive times. North Laurel Middle School 6th, 7th, and 8th grade band has received Distinguished ratings at the KMEA District 10 Large Ensemble Festival for the past three years. Our band was selected to perform at the National Middle School Conference in 2011/2012. The NLMS band continues to excel each year.

North Laurel Middle School Choir has participated in competitions sending several students to the state level over the past years.

North Laurel Middle School Future Problem Solving team placed 1st in the District in 2011/2012 and in 2012/2013. The Academic Team has participated in competitions sending several students to the state and regional levels over the past three years. Most recently our 6th grade academic team took first place in the 6th grade showcase in Quick Recall and second place overall. Our Math Counts team has participated in competitions winning 1st place Chapter in 2009/2010, 1st & 2nd place individual with one student winning a \$1500 scholarship to Somerset Community College. In 2010/2011 the Math Counts team won 3rd place Chapter. In 2011/2012 the team won 2nd place Chapter and 2nd place individual with one student winning a \$1000 renewable scholarship to Western Kentucky University. In 2012/2013, NLMS Math counts place second place team with a 1st place individual. One student was awarded a full scholarship to Western Kentucky University.

Last year to provide more opportunities for students to interact and excel, North Laurel Middle School has added two Kentucky Youth Assembly teams, two Odyssey of the Mind teams, and a Kentucky United Nations Assembly team. This year our KYA students participated in the Kentucky Youth Assembly and were awarded delegation of excellence and outstanding bill. Students have participated in the GEMS (Girls in Engineering, Math, and Science) and G2: Guys Geared Up for Technology, Engineering, Computers, and Science Conferences at Somerset Community College. Teachers, faculty, and students frequently search for new opportunities to allow for unique experiences for our students. Due to positive behavior strategies in place and a school-wide focus on building positive relationships with students, North Laurel Middle School has seen a dramatic decrease in behavior referrals this school year.

### **AREAS FOR IMPROVEMENT:**

North Laurel Middle School is aware of the importance of building positive relationships among teachers, among students, between school administration and teachers, between school administration and students, and most importantly between teachers and students. We believe that positive relationships truly have the ability and the power to unleash untapped potential in our students. We understand that success is neither isolated to a strong academic program nor a strong culture. Research tells us that a combination of both will increase engagement, motivation, test scores, and grade point averages while decreasing absenteeism, dropout rates, and discipline issues. It is to this end that our school will continue to build knowledge and strategies to help foster positive relationships.

North Laurel Middle School is privileged to have a great deal of technology at teachers' disposal to aid in the delivery of instruction and to engage students in learning. While all teachers exhibit proficient skills in using technology in the delivery of instruction, not all teachers put the technology in the hands of students as a means of engagement and student-centered learning. It is of vital importance that all teachers learn how to use the school's technology in this way to increase academic achievement and to prepare students for success in life.

North Laurel Middle School is making efforts to transition from teacher-centered classes to student-centered classes.

North Laurel Middle School teaching staff has identified the need for increased rigor that is aligned to the Kentucky Core Academic Standards based on KPREP data. In an effort to increase rigor, several standards-aligned resources have been purchased as a reference/tool for instruction. Teachers will continue to meet in regular content area PLC meetings to address this need and share ideas



## **Additional Information**

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

NLMS is an active member of the following: National Middle School Association, Effective Schools Network, Kentucky Association of School Councils, and The International Center for Leadership in Education. NLMS is a Kentucky Elementary Blue Ribbon School, and received the best middle school attendance award in the district for the past five years.