Comprehensive School Improvement

Plan

Paris Middle School

Paris Independent

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Executive Summary

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)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *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. **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:	I acknowledge that I have uploaded the School Equity Data.		PMS Equity Tab

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

The state average for years of experience for teachers is 11.8. Paris Middle School has a average of 7.7 years. Our teachers have less experience than the state average. Every class is taught by a highly qualified teacher with no emergency certifications. Or student to teacher ratio is lower than the state average. We selected teacher attendance for our self-selected indicator. Improving teacher attendance will positively impact student achievement.

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.

We identified teacher attendance as a barrier. We feel that this issue is affecting student achievement in our school. We have not identified cause as of yet. This will be a next step along with creating a plan for improvement.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	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. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Equity 2016

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:

By 2019, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.6.

Measurable Objective 1:

collaborate to Demonstrate a proficieny in reading and mathematics by achieving a combined (reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished to 56% by 06/01/2017 . by 06/01/2017 as measured by the combined KPREP reading and math proficiency targets..

Strategy1:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. The follow the PDSA to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: DuFour

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/18/2016	05/18/2017	$0 - No Funding Required	PLC head and teacher teams

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/18/2016	06/01/2017	$0 - No Funding Required	LeadershipTeam

Strategy2:

Springboard Curriculum - Teachers in grades 6-8 have been trained in the Collegeboard Springboard Curriculum. Teachers monitor

Springboard assessments using the PDSA cycle. Assessments are aligned to the common core.

Category: Continuous Improvement

Research Cited: Research based and aligned with common core

Activity - Continuous classroom improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Direct Instruction Academic Support Program	08/18/2016	06/01/2017	$5000 - General Fund	Leadership Team

Strategy3:

Guided Planning - Administrative team meets weekly for 20 minutes during their planning period to monitor lesson plans, pacing guides, and

student data.

Category: Professional Learning & Support

Research Cited: Franklin Simpson

Activity - Administrative team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/18/2016	06/01/2017	$0 - No Funding Required	Administrative Team

Goal 2:

By 2019, Paris MIddle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-

duplicated gap groups to 65.9.

Measurable Objective 1:

collaborate to Demonstrate a proficiency in reading and mathematics by achieving a combined (reading and mathematics) percentage of

students in the non-duplicated gap groups scoring proficient / distinguished to 52.2. by 06/01/2017 as measured by combined reading and

math gap targets..

Strategy1:

iTime - The schedule was modified to include a 30 minute daily time slot to address the academic and social needs of students.

Category: Integrated Methods for Learning

Research Cited: Owleus, Rennaissance RTI

Activity - STAR Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take the STAR math and reading tests 4 times per year. The data is used to group students in support classes for iTime. Teachers analyze STAR data to determine students instructional needs.	Academic Support Program	08/18/2016	06/01/2017	$1000 - District Funding	Administrative Team

Strategy2:

Comprehensive Supports - Comprehensive support services include programs to address the non-academic needs of students.

Category: Stakeholder Engagement

Research Cited: Olweus, Rennaisance ,

Activity - Olweus Bullying Prevention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend weekly meetings to complete the Olweus curriculum.	Behavioral Support Program	10/03/2016	06/01/2017	$0 - No Funding Required	Olweus Leadership Team

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMS participates in the truancy diviersion program in collaboration with community agencies and the courts. The goal is to improve attendance and student achievement.	Community Engagement	08/18/2016	06/01/2017	$100 - FRYSC	FRYSC , DPP, and administrative team.

Activity - Community Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students are paired with a community mentor to help address academic and non-academic needs of students.	Community Engagement	11/02/2016	06/01/2017	$100 - FRYSC	FRYSC director

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All student in grades 6-8 complete the ILP to design the individual learning plan and explore career options.	Academic Support Program	08/18/2016	06/01/2017	$0 - No Funding Required	All teachers

Goal 3:

By 2020, the district will reduce the number of students scoring novice by 50% to 9.7%.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice to 20.5 by 06/01/2016. by 06/01/2017 as measured by results of the KPREP

scores from reading and math..

Strategy1:

Response to Intervention - All students not meeting benchmarks in math and reading are assigned to intervention classes through iTime.

Category: Continuous Improvement

Research Cited: McCook

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR data is used to identify students who are scoring novice in reading and math. Teachers progress monitor student data on STAR instructional strands.	Academic Support Program	08/18/2016	06/01/2017	$2000 - District Funding	Leadership team and teachers

Strategy2:

Deeper Learning - All students will participate in classroom activities that increase student engagement.

Category: Stakeholder Engagement

Research Cited: Buck Institute

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers were trained in PBL. District PBL protocol was adopted. A calendar for PBL implementation was established. All students will participate in a PBL showcase.	Academic Support Program	08/18/2016	06/01/2017	$2000 - District Funding	CAO and administrative team

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?

Students, teachers, parents, SBDM members, and community members.

Relationship Building

Overall Rating: 2.86

	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	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.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 2.57

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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.	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.	Proficient

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.5

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

	Statement or Question	**Response**	**Rating**
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

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

Learning Opportunities

Overall Rating: 3.0

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

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

	Statement or Question	**Response**	**Rating**
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff 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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	**Response**	**Rating**
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	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: 3.0

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	**Response**	**Rating**
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

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

Reflection

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

Paris Middle School strengths are using multiple forms of communication and community support and engagement. We need to improve upon our communication with Spanish speaking parents and including parents on committees.

Report Summary

Scores By Section

Section Score
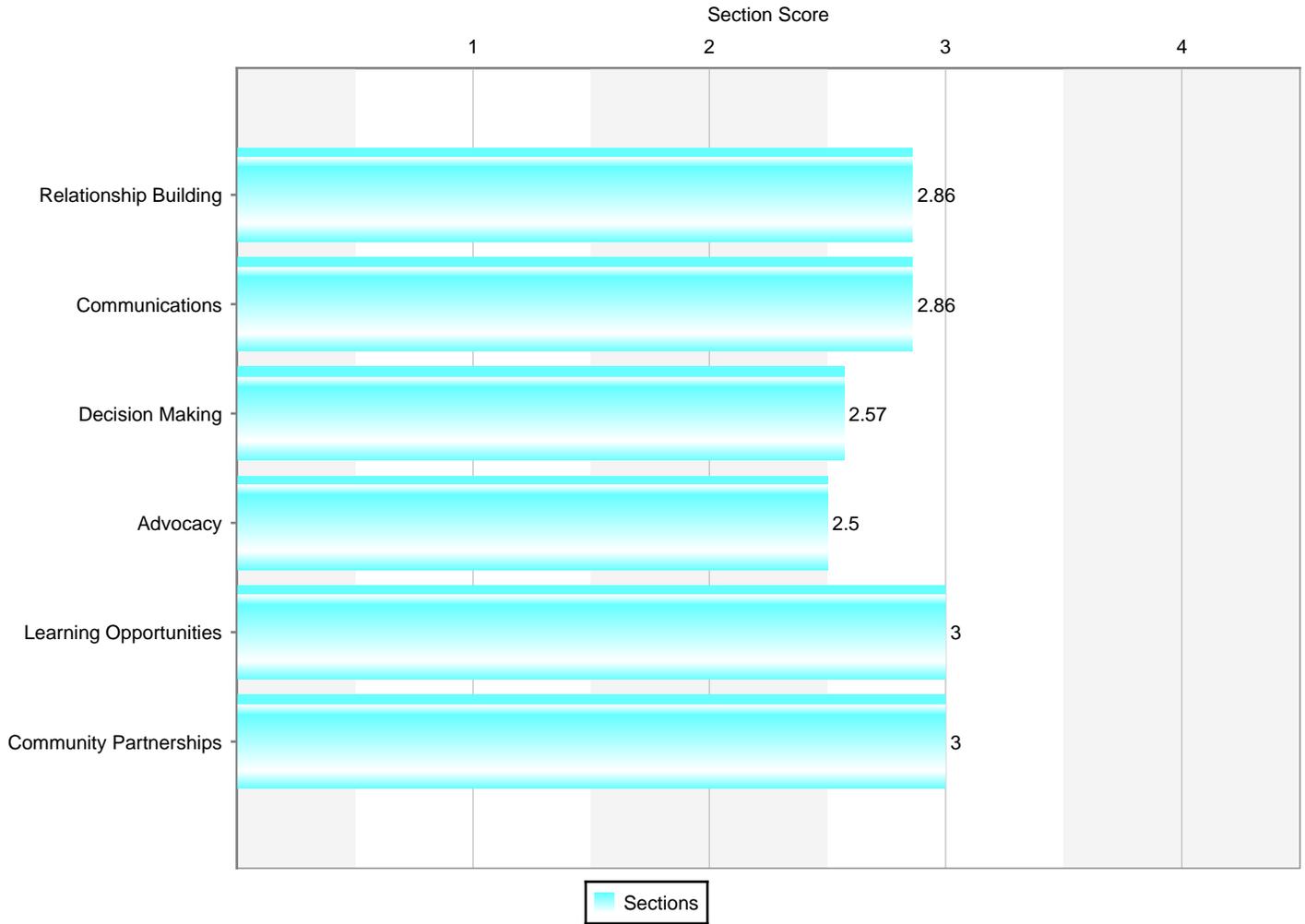
Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The needs assessment survey was completed by students, teachers, and parents. Data was analyzed with instructional team to look for areas of strength and areas of improvement. Data from multiple sources (TELL, Val-ed, school report card, needs assessment, progress monitoring) was taken to the staff to help create goals, objectives, and activities.

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

100% of teachers

15 parents

42 students

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

Plan is discussed and approved in SBDM meeting. Plan is reviewed in a staff meeting. Plan is published on the school's website and referenced in parent communications.

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?

We are gauging student, teacher, and parent perception of the school's purpose and direction, governance and leadership, teaching and assessing for learning,resources and support systems, and using results for continuous improvement. The data is important in telling us stakeholder perception. Stakeholder perception does not always match facts.

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?

Strength - Purpose and Direction. All stakeholders rated this as the highest category. Stakeholders felt that we were about success for all students and had the monitoring programs and community involvement to sustain the system. The cause to celebrate is that all parties feel like student success is a top priority.

Opportunities for Improvement

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

Improvement Areas - Parents and teachers felt the lowest area was teaching and assessing for learning. Although we are on the path to personalizing learning for all students, we are not there yet. Students reported governance as the lowest. Students did not feel that students treat adults with respect. We are committed to UK's Next Generation leadership academy which focuses on personalization of education. We have also implemented Olweus as an advisory component for student respect and behavior.

Conclusion

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

Our survey results improved from the previous years. Our efforts with continuous improvement systems have yielded results. We need to improve upon support services for our students that address emotional and academic success.

Plan for Comprehensive School Improvement Plan 2017

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2017

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	By 2019, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.6.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	$6000
2	By 2019, Paris MIddle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-duplicated gap groups to 65.9.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	$1200
3	By 2020, the district will reduce the number of students scoring novice by 50% to 9.7%.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	$7000

Goal 1: By 2019, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.6.

Measurable Objective 1:

collaborate to Demonstrate a proficieny in reading and mathematics by achieving a combined (reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished to 56% by 06/01/2017 . by 06/01/2017 as measured by the combined KPREP reading and math proficiency targets..

Strategy 1:

Springboard Curriculum - Teachers in grades 6-8 have been trained in the Collegeboard Springboard Curriculum. Teachers monitor Springboard assessments using the PDSA cycle. Assessments are aligned to the common core.

Category: Continuous Improvement

Research Cited: Research based and aligned with common core

Activity - Continuous classroom improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Direct Instruction, Academic Support Program	08/18/2016	06/01/2017	$5000	General Fund	Leadership Team

Strategy 2:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. The follow the PDSA to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: DuFour

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/18/2016	06/01/2017	$0	No Funding Required	LeadershipTeam

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/18/2016	05/18/2017	$0	No Funding Required	PLC head and teacher teams

Strategy 3:

Guided Planning - Administrative team meets weekly for 20 minutes during their planning period to monitor lesson plans, pacing guides, and student data.

Category: Professional Learning & Support

Research Cited: Franklin Simpson

Activity - Administrative team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/18/2016	06/01/2017	$0	No Funding Required	Administrative Team

Strategy 4:

Reading Plan - PMS will create a comprehensive reading plan to address the needs of students who are not scoring proficient or distinguished. Administrators will

meet with CKEC specialist to for advise on how to best address our needs.

Category: Learning Systems

Research Cited: Reading Plus

Activity - Tier 2 Reading Plus Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are scoring in the apprentice range will work in the computer program Reading Plus during iTime. This program addresses deficiencies in comprehension and vocabulary.	Academic Support Program	01/04/2017	06/01/2017	$0	No Funding Required	Admin Team - Selected teacher.

Activity - Reading Strategies Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will utilize reading strategies across the curriculum. This will be planned through guided planning and monitored in the PLC by teachers bringing evidence of the use of the strategy.	Direct Instruction	01/04/2017	06/01/2017	$0	No Funding Required	Admin Team

Activity - Reading push through the library	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Programs will be set up through the library to encourage reading for pleasure in students.	Academic Support Program	01/04/2017	06/01/2017	$1000	General Fund	Media Specialist

Goal 2: By 2019, Paris MIddle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-duplicated gap groups to 65.9.

Measurable Objective 1:

collaborate to Demonstrate a proficiency in reading and mathematics by achieving a combined (reading and mathematics) percentage of students in the non-duplicated gap groups scoring proficient / distinguished to 52.2. by 06/01/2017 as measured by combined reading and math gap targets..

Strategy 1:

iTime - The schedule was modified to include a 30 minute daily time slot to address the academic and social needs of students.

Category: Integrated Methods for Learning

Research Cited: Owleus, Rennaissance RTI

Activity - STAR Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take the STAR math and reading tests 4 times per year. The data is used to group students in support classes for iTime. Teachers analyze STAR data to determine students instructional needs.	Academic Support Program	08/18/2016	06/01/2017	$1000	District Funding	Administrative Team

Strategy 2:

Comprehensive Supports - Comprehensive support services include programs to address the non-academic needs of students.

Category: Stakeholder Engagement

Research Cited: Olweus, Rennaisance ,

Activity - Olweus Bullying Prevention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend weekly meetings to complete the Olweus curriculum.	Behavioral Support Program	10/03/2016	06/01/2017	$0	No Funding Required	Olweus Leadership Team

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All student in grades 6-8 complete the ILP to design the individual learning plan and explore career options.	Academic Support Program	08/18/2016	06/01/2017	$0	No Funding Required	All teachers

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PMS participates in the truancy diviersion program in collaboration with community agencies and the courts. The goal is to improve attendance and student achievement.	Community Engagement	08/18/2016	06/01/2017	$100	FRYSC	FRYSC , DPP, and administrative team.

Activity - Community Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At-risk students are paired with a community mentor to help address academic and non-academic needs of students.	Community Engagement	11/02/2016	06/01/2017	$100	FRYSC	FRYSC director

Goal 3: By 2020, the district will reduce the number of students scoring novice by 50% to 9.7%.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice to 20.5 by 06/01/2016. by 06/01/2017 as measured by results of the KPREP scores from reading and math..

Strategy 1:

Deeper Learning - All students will participate in classroom activities that increase student engagement.

Category: Stakeholder Engagement

Research Cited: Buck Institute

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers were trained in PBL. District PBL protocol was adopted. A calendar for PBL implementation was established. All students will participate in a PBL showcase.	Academic Support Program	08/18/2016	06/01/2017	$2000	District Funding	CAO and administrative team

Strategy 2:

Response to Intervention - All students not meeting benchmarks in math and reading are assigned to intervention classes through iTime.

Category: Continuous Improvement

Research Cited: McCook

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR data is used to identify students who are scoring novice in reading and math. Teachers progress monitor student data on STAR instructional strands.	Academic Support Program	08/18/2016	06/01/2017	$2000	District Funding	Leadership team and teachers

Strategy 3:

Core Curriculum for Students with Disabilities - All students with disabilities will be placed in pre-AP classes and given the support they need to meet the rigor of the coursework.

Category: Integrated Methods for Learning

Research Cited: Coteaching

Activity - Springboard Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-AP curriculum for all students. The curriculum insures that all students have exposure to high quality learning experiences and are held to the same standards.	Academic Support Program	08/17/2016	06/01/2017	$3000	District Funding	Regular ed Teachers and LBD teachers

Activity - Foundations for Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need work in decoding and phonics will be placed in a Foundations of Reading class. This class will provide direct instruction by a teacher trained in teaching the program.	Academic Support Program	01/04/2017	06/01/2017	$0	No Funding Required	LBD teachers and RTI team

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
STAR Data	Students take the STAR math and reading tests 4 times per year. The data is used to group students in support classes for iTime. Teachers analyze STAR data to determine students instructional needs.	Academic Support Program	08/18/2016	06/01/2017	$1000	Administrative Team
Progress Monitoring	STAR data is used to identify students who are scoring novice in reading and math. Teachers progress monitor student data on STAR instructional strands.	Academic Support Program	08/18/2016	06/01/2017	$2000	Leadership team and teachers
Springboard Curriculum	Pre-AP curriculum for all students. The curriculum insures that all students have exposure to high quality learning experiences and are held to the same standards.	Academic Support Program	08/17/2016	06/01/2017	$3000	Regular ed Teachers and LBD teachers
Project Based Learning	All teachers were trained in PBL. District PBL protocol was adopted. A calendar for PBL implementation was established. All students will participate in a PBL showcase.	Academic Support Program	08/18/2016	06/01/2017	$2000	CAO and administrative team
				Total	$8000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Continuous classroom improvement	Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Direct Instruction, Academic Support Program	08/18/2016	06/01/2017	$5000	Leadership Team
Reading push through the library	Programs will be set up through the library to encourage reading for pleasure in students.	Academic Support Program	01/04/2017	06/01/2017	$1000	Media Specialist
				Total	$6000	

No Funding Required

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

Olweus Bullying Prevention Program	Students attend weekly meetings to complete the Olweus curriculum.	Behavioral Support Program	10/03/2016	06/01/2017	$0	Olweus Leadership Team
Tier 2 Reading Plus Program	Students who are scoring in the apprentice range will work in the computer program Reading Plus during iTime. This program addresses deficiencies in comprehension and vocabulary.	Academic Support Program	01/04/2017	06/01/2017	$0	Admin Team - Selected teacher.
Program Review PLC	Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/18/2016	05/18/2017	$0	PLC head and teacher teams
Individual Learning Plan	All student in grades 6-8 complete the ILP to design the individual learning plan and explore career options.	Academic Support Program	08/18/2016	06/01/2017	$0	All teachers
Reading Strategies Across the Curriculum	Teacher will utilize reading strategies across the curriculum. This will be planned through guided planning and monitored in the PLC by teachers bringing evidence of the use of the strategy.	Direct Instruction	01/04/2017	06/01/2017	$0	Admin Team
Foundations for Reading	Students who need work in decoding and phonics will be placed in a Foundations of Reading class. This class will provide direct instruction by a teacher trained in teaching the program.	Academic Support Program	01/04/2017	06/01/2017	$0	LBD teachers and RTI team
PLC Protocol	Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/18/2016	06/01/2017	$0	LeadershipTeam
Administrative team meetings	The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/18/2016	06/01/2017	$0	Administrative Team
				Total	$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Mentoring Program	At-risk students are paired with a community mentor to help address academic and non-academic needs of students.	Community Engagement	11/02/2016	06/01/2017	$100	FRYSC director
Truancy Diversion Program	PMS participates in the truancy diviersion program in collaboration with community agencies and the courts. The goal is to improve attendance and student achievement.	Community Engagement	08/18/2016	06/01/2017	$100	FRYSC , DPP, and administrative team.
				Total	$200	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Paris 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		

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

Paris 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.	N/A		

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		

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:

By 2019, Paris MIddle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-duplicated gap groups to 65.9.

Measurable Objective 1:

collaborate to Demonstrate a proficiency in reading and mathematics by achieving a combined (reading and mathematics) percentage of students in the non-duplicated gap groups scoring proficient / distinguished to 52.2. by 06/01/2017 as measured by combined reading and math gap targets..

Strategy1:

Comprehensive Supports - Comprehensive support services include programs to address the non-academic needs of students.

Category: Stakeholder Engagement

Research Cited: Olweus, Rennaisance ,

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All student in grades 6-8 complete the ILP to design the individual learning plan and explore career options.	Academic Support Program	08/18/2016	06/01/2017	$0 - No Funding Required	All teachers

Activity - Olweus Bullying Prevention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend weekly meetings to complete the Olweus curriculum.	Behavioral Support Program	10/03/2016	06/01/2017	$0 - No Funding Required	Olweus Leadership Team

Activity - Community Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students are paired with a community mentor to help address academic and non-academic needs of students.	Community Engagement	11/02/2016	06/01/2017	$100 - FRYSC	FRYSC director

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMS participates in the truancy diviersion program in collaboration with community agencies and the courts. The goal is to improve attendance and student achievement.	Community Engagement	08/18/2016	06/01/2017	$100 - FRYSC	FRYSC , DPP, and administrative team.

Strategy2:

iTime - The schedule was modified to include a 30 minute daily time slot to address the academic and social needs of students.

Category: Integrated Methods for Learning

Research Cited: Owleus, Rennaissance RTI

Activity - STAR Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take the STAR math and reading tests 4 times per year. The data is used to group students in support classes for iTime. Teachers analyze STAR data to determine students instructional needs.	Academic Support Program	08/18/2016	06/01/2017	$1000 - District Funding	Administrative Team

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

Goal 1:

By 2019, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.6.

Measurable Objective 1:

collaborate to Demonstrate a proficieny in reading and mathematics by achieving a combined (reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished to 56% by 06/01/2017 . by 06/01/2017 as measured by the combined KPREP reading and math proficiency targets..

Strategy1:

Springboard Curriculum - Teachers in grades 6-8 have been trained in the Collegeboard Springboard Curriculum. Teachers monitor Springboard assessments using the PDSA cycle. Assessments are aligned to the common core.

Category: Continuous Improvement

Research Cited: Research based and aligned with common core

Activity - Continuous classroom improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program Direct Instruction	08/18/2016	06/01/2017	$5000 - General Fund	Leadership Team

Strategy2:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. The follow the PDSA to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: DuFour

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/18/2016	06/01/2017	$0 - No Funding Required	LeadershipTeam

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/18/2016	05/18/2017	$0 - No Funding Required	PLC head and teacher teams

Strategy3:

Guided Planning - Administrative team meets weekly for 20 minutes during their planning period to monitor lesson plans, pacing guides, and

student data.

Category: Professional Learning & Support

Research Cited: Franklin Simpson

Activity - Administrative team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/18/2016	06/01/2017	$0 - No Funding Required	Administrative Team

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:

By 2019, Paris MIddle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students in non-

duplicated gap groups to 65.9.

Measurable Objective 1:

collaborate to Demonstrate a proficiency in reading and mathematics by achieving a combined (reading and mathematics) percentage of students in the non-duplicated gap groups scoring proficient / distinguished to 52.2. by 06/01/2017 as measured by combined reading and math gap targets..

Strategy1:

iTime - The schedule was modified to include a 30 minute daily time slot to address the academic and social needs of students.

Category: Integrated Methods for Learning

Research Cited: Owleus, Rennaissance RTI

Activity - STAR Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take the STAR math and reading tests 4 times per year. The data is used to group students in support classes for iTime. Teachers analyze STAR data to determine students instructional needs.	Academic Support Program	08/18/2016	06/01/2017	$1000 - District Funding	Administrative Team

Strategy2:

Comprehensive Supports - Comprehensive support services include programs to address the non-academic needs of students.

Category: Stakeholder Engagement

Research Cited: Olweus, Rennaisance ,

Activity - Olweus Bullying Prevention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend weekly meetings to complete the Olweus curriculum.	Behavioral Support Program	10/03/2016	06/01/2017	$0 - No Funding Required	Olweus Leadership Team

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All student in grades 6-8 complete the ILP to design the individual learning plan and explore career options.	Academic Support Program	08/18/2016	06/01/2017	$0 - No Funding Required	All teachers

Activity - Truancy Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMS participates in the truancy diviersion program in collaboration with community agencies and the courts. The goal is to improve attendance and student achievement.	Community Engagement	08/18/2016	06/01/2017	$100 - FRYSC	FRYSC , DPP, and administrative team.

Activity - Community Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At-risk students are paired with a community mentor to help address academic and non-academic needs of students.	Community Engagement	11/02/2016	06/01/2017	$100 - FRYSC	FRYSC director

Goal 2:

By 2020, the district will reduce the number of students scoring novice by 50% to 9.7%.

Measurable Objective 1:

collaborate to reduce the number of students scoring novice to 20.5 by 06/01/2016. by 06/01/2017 as measured by results of the KPREP

scores from reading and math..

Strategy1:

Deeper Learning - All students will participate in classroom activities that increase student engagement.

Category: Stakeholder Engagement

Research Cited: Buck Institute

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers were trained in PBL. District PBL protocol was adopted. A calendar for PBL implementation was established. All students will participate in a PBL showcase.	Academic Support Program	08/18/2016	06/01/2017	$2000 - District Funding	CAO and administrative team

Strategy2:

Response to Intervention - All students not meeting benchmarks in math and reading are assigned to intervention classes through iTime.

Category: Continuous Improvement

Research Cited: McCook

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR data is used to identify students who are scoring novice in reading and math. Teachers progress monitor student data on STAR instructional strands.	Academic Support Program	08/18/2016	06/01/2017	$2000 - District Funding	Leadership team and 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:

By 2019, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 68.6.

Measurable Objective 1:

collaborate to Demonstrate a proficieny in reading and mathematics by achieving a combined (reading and mathematics by achieving a combined (reading and math) percentage of students scoring Proficient / Distinguished to 56% by 06/01/2017 . by 06/01/2017 as measured by the combined KPREP reading and math proficiency targets..

Strategy1:

Professional Learning Communities - PLC groups are arranged by content areas and meet biweekly. The follow the PDSA to analyze teaching and assessment, student achievement, and modify instruction to meet student needs.

Category: Learning Systems

Research Cited: DuFour

Activity - Program Review PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program reviews are monitored through our PLC process. Teachers collect evidence of standards and create a digital portfolio of evidence.	Academic Support Program	08/18/2016	05/18/2017	$0 - No Funding Required	PLC head and teacher teams

Activity - PLC Protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize the PLC protocol adopted by the district to analyze data and modify instruction	Academic Support Program	08/18/2016	06/01/2017	$0 - No Funding Required	LeadershipTeam

Strategy2:

Guided Planning - Administrative team meets weekly for 20 minutes during their planning period to monitor lesson plans, pacing guides, and student data.

Category: Professional Learning & Support

Research Cited: Franklin Simpson

Activity - Administrative team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The administrative team meets weekly to decide the agenda for guided planning meetings and communicate weekly priorities.	Academic Support Program	08/18/2016	06/01/2017	$0 - No Funding Required	Administrative Team

Strategy3:

Springboard Curriculum - Teachers in grades 6-8 have been trained in the Collegeboard Springboard Curriculum. Teachers monitor

Springboard assessments using the PDSA cycle. Assessments are aligned to the common core.

Category: Continuous Improvement

Research Cited: Research based and aligned with common core

Activity - Continuous classroom improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers utilize CCI in their classrooms to monitor student achievement. Teachers set class goals and students set individual goals. The PDSA cycle is utilized to analyze student progress.	Academic Support Program Direct Instruction	08/18/2016	06/01/2017	$5000 - General Fund	Leadership Team

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?

With an enrollment of less than 200 students, Paris Middle School ensures individualized attention and instruction during the challenging years of the adolescent student. The heart of Paris Middle School beats in the personal care, nurturing, and supportive role the teachers, counselors, custodians, secretaries, and coaches play in the life of each student. Paris Middle School is dedicated to every individual young person who walks into the building. Our school, grades 6-8, is made up of a diversified student population and loving, caring, creative teachers who seek to develop the whole person. Paris Middle offers a comprehensive curriculum measured by a higher grading scale (93-100=A). Paris students are challenged daily in the classroom with quality instruction and 21st Century technology. Our students have multiple opportunities for enrichment through clubs, after school programs, academic team and athletics. Paris Middle School prides itself in this statement, "We are a family."

Paris Middle School has a very diverse student population. Approximately 65.5% of students qualify for free/reduced lunch status. 43.9% of students are White, 25.2% are African American, 9% are Hispanic, and 18.7% classify themselves as one or more races.
The Paris Middle School comprehensive school improvement plan is the result of a vigorous process aimed at identifying our priority areas for growth and improvement. We continuously strive to ensure that each of our students are experiencing academic growth and reaching their full scholastic potential. We know this cannot happen without constant monitoring of data from many sources including STAR testing, CCI Data, and KPREP results.

Our school is celebrating great academic improvement over the past several years. Five years ago our school ranked near the bottom of the state. Last year's school report card listed us as a Needs Improvement / Progressing School. This growth has been attributed to hard working professionals who are constantly striving to do everything possible to meet the needs of our kids.

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.

PARIS MIDDLE SCHOOL

MISSION STATEMENT
The mission of PARIS MIDDLE SCHOOL is to insure Success ~ One by One

VISION STATEMENT
Paris middle school will be a TOP 20 Kentucky middle school by eliminating achievement gaps, increasing proficient and distinguished performance on state testing, and preparing students for the rigors of high school.

EDUCATIONAL PHILOSOPHY
Paris Middle School recognizes that each child is a unique individual who has different needs, which must be met in order to realize his or her full potential. We further believe that the curriculum offered and the methods of instruction used to present it should be as many and varied as are the needs of the children for whom they are devised. Our school should be a warm, happy, and comfortable place that provides each child the opportunity for success every day. Instructional programs provided should motivate, challenge, and develop the whole child mentally, physically, emotionally, socially, and morally. Finally, it is the belief of the school that one's education does not stop with the end of the formal educational experience. Therefore, the school intends that the educational program we offer prepares each child, to the extent of his or her abilities, to assume the responsibility for life-long learning and become responsible, contributing members of our international society.

BELIEFS
¡¶ All children can learn.
¡¶ All people have intrinsic worth.
¡¶ High expectations are essential for high levels of learning.
¡¶ People do best in an environment where they are valued.
¡¶ Creating and adapting to change are essential for optimal growth.
¡¶ Effort is the most important contribution people make to achieve success.
¡¶ Valuing individual differences is essential to a democratic society.
¡¶ Teamwork requires trust and communication.
¡¶ All children have an inherent right to be educated in a challenging, nurturing, and safe environment.
¡¶ Excellence is the standard for which we hold ourselves accountable.
¡¶ Quality schools are effective when the total community works together with a shared commitment

Paris middle school embodies our purpose through the expectations we have for our students. Our staff is teaches by the standards and requires students master those standards. Kids have multiple opportunities to demonstrate their mastery. Students who are struggling with core content receive RTI in needed areas. Class rigor is being inreased through the use of the College Springboard curriculum.

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.

Areas of Improvement

1. Writing achievement - Our school has developed a top-notch writing program. Our writing scores consistently score well above state average.

2. Math Achievement - Math scores have steadily risen over the past 3 years.

3. Science Achievement - Science scores skyrocketed this past year and was our highest area of student achievement.

Areas for Improvement

1. Our reading scores continue to fall below the state average.

2. CCR - While our number of students who meet the benchmark scores on their Explore test has increased, we need to increase the number of students who are on track to be college and career ready.

Additional Information

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

Paris Middle School is committed to providing a top-notch education to each child. We recognize that each child's educational path must be individualized to meet the child's specific needs. We want to provide this individualized instruction through access to technology, project-based learning, varied course schedules, and differentiated instruction. Our school is part of the University of Kentucky's Next Gen consortium. This group is supporting our efforts to move our school into a new era of education.