KDE Comprehensive School

Improvement Plan

Paris Middle School

Paris Independent

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

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 72% of students qualify for free/reduced lunch status. 62% of students are White, 27% are African American, 9% are Hispanic, and 2% 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 MAP testing, EXPLORE results, and KPREP results.

Our school is celebrating great academic improvement over the past several years. Two years ago our school ranked near the bottom of the state. Last year's school report card listed us a the 73 percentile in the state. 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
ï¶ All children can learn.
ï¶ All people have intrinsic worth.
ï¶ High expectations are essential for high levels of learning.
ï¶ People do best in an environment where they are valued.
ï¶ Creating and adapting to change are essential for optimal growth.
ï¶ Effort is the most important contribution people make to achieve success.
ï¶ Valuing individual differences is essential to a democratic society.
ï¶ Teamwork requires trust and communication.
ï¶ All children have an inherent right to be educated in a challenging, nurturing, and safe environment.
ï¶ Excellence is the standard for which we hold ourselves accountable.
ï¶ 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.

Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan

Plan Description

2014 Paris Middle School CSIP

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 2017, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 62.3%.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
2	By 2017, Paris middle school will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%	Objectives: 1 Strategies: 2 Activities: 2	Academic	$0
3	By 2015, Paris MIddle School will increase the percentage of teachers, principals, and other professional participating in the Professional Growth and Effectiveness System (PGES) to 100%	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0

Goal 1: By 2017, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 62.3%.

Measurable Objective 1:

62% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy 1:

PLC Work - Paris Middle School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC groups or the reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR Standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Professional Learning & Support

Research Cited: Richard DuFour

Activity - PLC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and instructional coach will train the teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning	10/01/2014	05/22/2015	$0	No Funding Required	Principal and Instructional Coach

Goal 2: By 2017, Paris middle school will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy 1:

PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target performance in this group.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Identification of GAP students and training to address these students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and instructional coach will identify all GAP students on the data charts in the data room. The rpincipal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning	10/01/2014	05/22/2015	$0	No Funding Required	Principal and Instructional Coach

Strategy 2:

Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for target instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The rpincipal and instructional coach will determine the best programs to use for increasing math and reading achievement at the high school level. They will train the person charged with supervising students during the pull-out.	Professional Learning	01/12/2015	05/22/2015	$0	No Funding Required	Counselor, Principal, and Instructional Coach

Goal 3: By 2015, Paris MIddle School will increase the percentage of teachers, principals, and other professional participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

Strategy 1:

Training of teachers, principals, and other professionals - Teacher, principal, and other professionals will attend weekly trainings on PGES. The trainings will be conducted by the Chief Information Officer and the Principal.

Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Creation of meeting time for PGES training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning	08/22/2014	05/22/2015	$0	No Funding Required	Chief Information Officer Principal

Activity - Monitoring of progress in PGES through CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will monitor the completion of all tasks (self-assessment, professional growth plan, student growth goals, and observations) through CIITS.	Other	08/18/2014	05/22/2015	$0	No Funding Required	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Training	Principal and instructional coach will train the teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning	10/01/2014	05/22/2015	$0	Principal and Instructional Coach
Creation of meeting time for PGES training	The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning	08/22/2014	05/22/2015	$0	Chief Information Officer Principal
Monitoring of progress in PGES through CIITS	Principal will monitor the completion of all tasks (self-assessment, professional growth plan, student growth goals, and observations) through CIITS.	Other	08/18/2014	05/22/2015	$0	Principal
Research programs best suited to improve math and reading achievement at the middle school level	The rpincipal and instructional coach will determine the best programs to use for increasing math and reading achievement at the high school level. They will train the person charged with supervising students during the pull-out.	Professional Learning	01/12/2015	05/22/2015	$0	Counselor, Principal, and Instructional Coach
Identification of GAP students and training to address these students.	The principal and instructional coach will identify all GAP students on the data charts in the data room. The rpincipal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning	10/01/2014	05/22/2015	$0	Principal and Instructional Coach
				Total	$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

Successful academic achievement in Paris High School is student progression on each step of the district's College & Career Readiness Ladder. This translates into meeting grade level benchmarks on the identified testing instruments K-12. An analysis of the student achievement data includes answering the following questions:

1. According to state testing data, what are the areas of strength in student achievement?
2. What areas need improvement according to the assessment results?
3. How do Paris students compare academically to state and national averages?
4. What achievement gaps exist among different groups of students?
5. What implications do the student achievement results have in terms of CDIP/CSIP focus, professional development needs, program changes, staffing needs, etc.?
6. In addition to academic achievement data, what do other sources (TELL, Val-Ed, Stakeholder Surveys, etc.) tell us about our school?

Information that cannot be gathered from the school report card includes determining school culture. We are utilizing multiple measures to get a feel for culture issues. The school report card does not help us to examine our instructional practices. To accomplish this task we are part of UK's Next Gen consortium. This group is allowing us to examine practices that will increase student engagement and prepare our students for success in life.

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?

In three years time, Paris Middle School has gone from a low performing school to a high performing school. Our academic index rose to 68.3 and our school ranked at the 76th percentile in the state. Paris Middle School was labeled as a proficient / progressing school.

Our greatest strengths noted on this year's school report card are in the areas of writing and science assessment. Writing scores have consistently stayed above the state average over the last few years. Our writing program review reveals that we have a strong writing program and our kids are producing quality writing samples. Science achievement drastically rose this past year. The majority of our students scored in the proficient / distinguished range on the science assessment. Our Explore test results continue to improve. The number of students meeting the college readiness benchmarks rose significantly.

While we celebrate these successes, we know that it is important to have systems in place to continue growth in student achievement. We have rearranged our PLC structure to focus on reading and math. We continue with quality professional development for our teachers to support their instructional practices. We are also creating a data room to track student performance in readiness strands.

Opportunities for Improvement

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

Several areas of needed improvement were noted in our school report card. Reading assessment continues to be a low score for our students. While math achievement has increased we continue to be under-perform as compared to the state average. Our social studies scores remained stagnant last year.

The areas of improvement require us to examine our practices and make changes to enhance student performance. Our district has convened a committee to examine math instruction K-12. The purpose of the committee is to examine curriculum documents to look for gaps in instruction, examine the rigor of our instruction, and to evaluate resources to aid in math instruction. We have restructured our PLC structure to focus on the readiness standards in math and reading. Student data will be collected and tracked for these standards. Teachers have also started a "Take 5" program where they work with 5 students on an individual basis once a week.

Conclusion

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

While there are many successes to celebrate at Paris Middle School we recognize that continuous improvement will not occur unless the necessary systems are in place. We are studying the work of Shipley and the hub schools to determine which systems we need to implement. We are also diligently implementing the professional growth and effectiveness system. This system forces teachers to examine the impact of their instruction on student achievement. We are making these two initiatives the focus of our work district wide.

The Missing Piece

Introduction

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

Stakeholders

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

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

All parents were notified of the Missing Piece survey through both email and phone communication. They were given the choice to take the survey electronically or through a paper and pencil format. Staff was notified through email of the survey and instructed to take it electronically. Students were taken to the computer lab and given an opportunity to complete the survey. The results of the survey were reviewed by an administrative team and site base council.

Relationship Building

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

Overall Rating: 2.57

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

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

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

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	Administrators and school staff are available to parents by appointment only to discuss their student's progress.	Apprentice

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
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

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

Overall Rating: 2.43

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

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

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

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

Decision Making

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

Overall Rating: 1.86

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

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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.	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
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report 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
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

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

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

Overall Rating: 2.33

	Statement or Question	Response	Rating
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	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
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
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
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
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.	Proficient

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

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

Overall Rating: 2.17

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

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

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

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

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents 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
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

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

Paris High School's greatest strength lies in the area of relationships with students and parents. We are a small school and every student is known by name. Parents are recognized and greeted by name when they enter the building. Parents know that they are welcome at school and in their child's classroom. We have made progress in offering more services for our families. Examples include informational sessions on college and career readiness, interpreting test results, and the dangers of electronic cigarettes. We need to our efforts to recruit parents to leadership roles in our school. We have low interest and low voter turn-out for SBDM elections. Parents are not actively involved in committees or governance. These areas need to be addressed in school improvement plans.

Report Summary

Scores By Section

Section Score

1	2	3	4

Relationship Building — 2.57

Communications — 2.43

Decision Making — 1.86

Advocacy — 2.33

Learning Opportunities — 2.33

Community Partnerships — 2.17
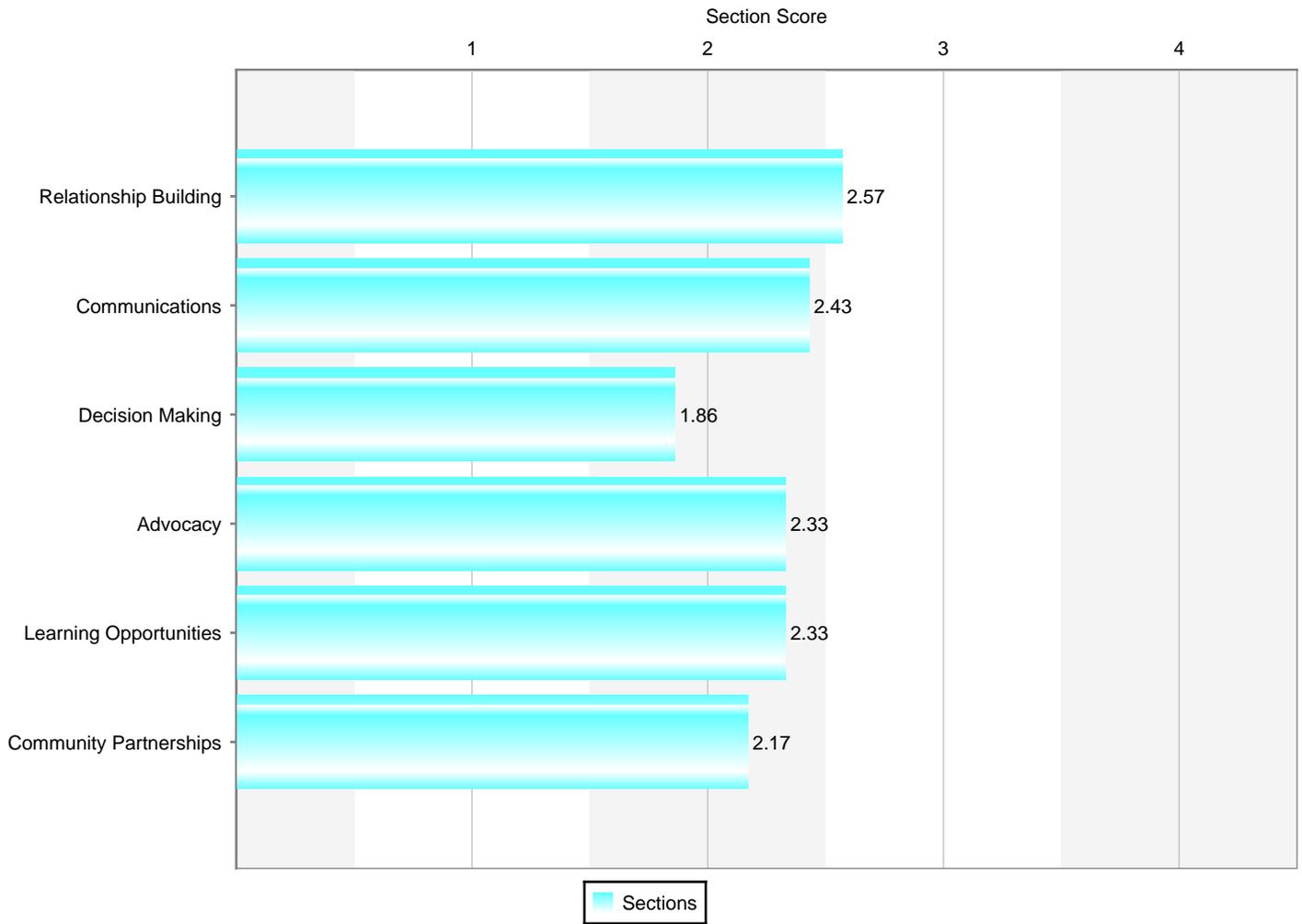
Sections

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.

Multiple stakeholders were sought to be part of the improvement plan process. Three different surveys have been utilized to gather information from parents, students, and staff. The information from these surveys is reviewed by our teacher leadership team and used to develop the most important directions we need to follow in school improvement. Committees, professional learning committees, and content level teachers develop goals for their areas. Action plans are created through the teacher leadership team and the administrative team. The members of the SBDM council review the plan and request and changes they feel are necessary. When the plan is complete the SBDM council approves the plan and monitors its implementation and effectiveness.

Information for parent surveys was sent out through electronic and voice message. Parents had the option to complete surveys online or through paper and pencil forms. Staff surveys are sent through email and completed online. Student surveys are completed through their Infinite Campus accounts. Leadership meetings are schedule during our common meeting time in the mornings. SBDM meetings are scheduled at a consistent meeting time determined by the members of the council. Each meeting is advertised through the local paper and through electronic newsletters.

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

Multiple stakeholders were sought to be part of the improvement plan process. Three different surveys have been utilized to gather information from parents, students, and staff. The information from these surveys is reviewed by our teacher leadership team and used to develop the most important directions we need to follow in school improvement. Committees, professional learning committees, and content level teachers develop goals for their areas. Action plans are created through the teacher leadership team and the administrative team. The members of the SBDM council review the plan and request and changes they feel are necessary. When the plan is complete the SBDM council approves the plan and monitors its implementation and effectiveness.

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

The final CSIP will be approved by our SBDM council. The plan is sent electronically to all staff and parents. The plan will be presented to staff in a faculty meeting. Committees will be responsible for making plans to implement the parts of the plan. SBDM will monitor the implementation process and its effectiveness. Progress of implementation will be advertised through SBDM meetings and electronic newsletters sent to all stakeholders.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Compliance and Accountability - Middle Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

The Paris Board of Education will approve a Certified Personnel Evaluation Plan utilizing KDE's Professional Growth & Effectiveness System.

The Board of Education will also approve a plan for principals utilizing the Principal Professional Growth and Eff

Measurable Objective 1:

collaborate to develop a Certified Evaluation Plan by 07/21/2014 as measured by PGES and PPGES adoption.

Strategy1:

PGES Training - All certified personnel will be trained in the Professional Growth and Effectiveness System.

Category:

Research Cited: The Power of Smart Goals: Using Goals to Improve Student Learning (o'neill & Conzemius)

Student Achievement Goals: Using Data to Improve Teaching & Learning (Stronge & Grant)

Activity - Kentucky Framework for Effective Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified personnel will be trained in the new teaching standards as detailed in the KY Framework for Effective Teaching. The training will include a presentation of the standards and the scoring system for them. Model teaching videos will be shown to help teachers understand the implementation of the teaching standards at different performance levels.	Professional Learning			01/06/2014	12/19/2014	$1080 - Race to the Top	Chief Academic Officer Principals

Activity - Multiple Measures of the Professional Growth and Effectiveness System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be trained in each component of the Professional Growth and Effectivess System, Self-Reflection, Student Growth Goal, Observation with KY Framework for Teaching, Professional Growth Plan, and Student Voice.	Professional Learning			08/11/2014	05/29/2015	$0 - No Funding Required	Chief Academic Officer Principals

Goal 2:

By 2015, Paris MIddle School will increase the percentage of teachers, principals, and other professional participating in the Professional

Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other

professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and

documentation in CIITS.

Strategy1:

Training of teachers, principals, and other professionals - Teacher, principal, and other professionals will attend weekly trainings on PGES.

The trainings will be conducted by the Chief Information Officer and the Principal.

Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning			08/22/2014	05/22/2015	$0 - No Funding Required	Chief Information Officer Principal

Activity - Monitoring of progress in PGES through CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor the completion of all tasks (self-assessment, professional growth plan, student growth goals, and observations) through CIITS.	Other			08/18/2014	05/22/2015	$0 - No Funding Required	Principal

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

Goal 1:

By 2017, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to

62.3%.

Measurable Objective 1:

62% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of

students scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris Middle School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC groups or the reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR Standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Professional Learning & Support

Research Cited: Richard DuFour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will train the teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	$0 - No Funding Required	Principal and Instructional Coach

Goal 2:

By 2017, Paris middle school will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:

PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target performance in this group.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Identification of GAP students and training to address these students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will identify all GAP students on the data charts in the data room. The rpincipal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	$0 - No Funding Required	Principal and Instructional Coach

Strategy2:

Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for target instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Research Cited:

Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The rpincipal and instructional coach will determine the best programs to use for increasing math and reading achievement at the high school level. They will train the person charged with supervising students during the pull-out.	Professional Learning			01/12/2015	05/22/2015	$0 - No Funding Required	Counselor, Principal, and Instructional Coach

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

By 2017, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 62.3%.

Measurable Objective 1:

62% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris Middle School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC groups or the reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR Standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Professional Learning & Support

Research Cited: Richard DuFour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will train the teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	$0 - No Funding Required	Principal and Instructional Coach

Goal 2:

By 2017, Paris middle school will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:

Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for target instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Research Cited:

Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The rpincipal and instructional coach will determine the best programs to use for increasing math and reading achievement at the high school level. They will train the person charged with supervising students during the pull-out.	Professional Learning			01/12/2015	05/22/2015	$0 - No Funding Required	Counselor, Principal, and Instructional Coach

Strategy2:

PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target performance in this group.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Identification of GAP students and training to address these students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will identify all GAP students on the data charts in the data room. The rpincipal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	$0 - No Funding Required	Principal and Instructional Coach

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

Goal 1:

The middle school will implement a collaborative scoring review annually of each Program Review Area (PL/CS, Arts & Humanities, Writing).

Measurable Objective 1:

collaborate to conduct annual scoring and review sessions fo each Program Review area by 05/29/2015 as measured by K-PREP scores.

Strategy1:

Program Review Collaborative Scoring - Each school will develop a scoring/review committee for each Program Review area (PL/CS, Arts and Humanities, amd Writing). All teachers, however, are responsible for contributing to each Program Review. The quality of the PL/CS, Arts and Humanities, and Writing Programs will be enhanced for all students and reach proficient levels.

Category:

Research Cited:

Activity - Identification of Areas Scoring below Proficiency	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Program review committtee will meet to identify all scores below proficiency from the previous school year. These areas will be shared with all teachers to elicit their assisstance for improvement. Teachers will submit their contributions to the principal and chief academic officer.	Professional Learning			01/06/2014	05/29/2015	$0 - No Funding Required	All teachers Principal Chief Academic Officer

Activity - Program Review Improvement Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each program review scoring team will meet with the Chief Academic Officer to develop an improvment plan for the identified areas by January. Scoring sessions will be scheduled with the Chief Academic Officer by May 15 of each year and entered into ASSIST by June 1.	Policy and Process			01/06/2014	05/29/2015	$0 - No Funding Required	Program Review Scoring Teams Cheif Academic Officer