



Comprehensive School Improvement Plan

South Oldham Middle School
Oldham County

Steven Emerson, Principal
6403 West Highway 146
Crestwood, KY 40014

TABLE OF CONTENTS

Introduction	1
--------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--------------------------------------------------------	---

Phase I - The Missing Piece

Introduction	9
--------------------	---

Stakeholders	10
--------------------	----

Relationship Building	11
-----------------------------	----

Communications	12
----------------------	----

Decision Making	14
-----------------------	----

Advocacy	16
----------------	----

Learning Opportunities	17
------------------------------	----

Community Partnerships	18
------------------------------	----

Reflection	19
------------------	----

Report Summary	21
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	23
--------------------	----

Improvement Planning Process	24
------------------------------------	----

Phase I - Needs Assessment

Introduction 26

Data Analysis 27

Areas of Strengths 28

Opportunities for Improvement 29

Conclusion 30

SOMS Goals & Plans 16-17

Overview 32

Goals Summary 33

 Goal 1: To increase the percentage of students scoring proficient in combined reading and math from 74.2% to 81.6% by 2020 34

 Goal 2: To offer more differentiate professional development to meet the needs of individual teachers as based on the latest Tell Survey Results 36

 Goal 3: SOMS will reduce the the percentage of our non-duplicated gap readers, scoring novice in reading to 24.5% by 2017 37

 Goal 4: SOMS will reduce the the percentage of our non-duplicated gap mathematicians, scoring novice in reading to 18.5% 40

 Goal 5: Provide related arts teachers opportunities to collaborate and exchange ideas with core content teachers . . . 42

 Goal 6: To increase the percentage of students scoring proficient in the Non Duplicate Gap in combined reading and math from 56% in 2016 to 68.6% in 2020 43

Activity Summary by Funding Source 46

Phase II - KDE Assurances - Schools

Introduction 53

Assurances 54

Phase II - KDE Compliance and Accountability - Schools

Introduction	60
Planning and Accountability Requirements	61

Executive Summary

Introduction	72
Description of the School	73
School's Purpose	74
Notable Achievements and Areas of Improvement	75
Additional Information	76

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

Overall South Oldham Middle School scored very well on the new accountability testing. Our total achievement increased from a 27.6 to a 28.2. We were able to raise our overall total non-duplicated gaps scores and reduce our novice reading gap. However, we were unable to close the math gap for certain demographic groups.

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.

As educators we must recognize and validate all of our student's values, beliefs, personalities and experiences. We must be able to meet the needs of all of our students. We must be willing to consider all of the barriers that prevent academic growth and achievement. Barriers such as poverty or individual disabilities.

Comprehensive School Improvement Plan

South Oldham Middle School

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.		SOMS Equity Goals

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

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

OR

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

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

Goal 1:

Increase the average combined reading and math proficiency ratings for students in the Non-Duplicated Gap group to 54.2% in 2017

Measurable Objective 1:

collaborate to increase reading proficiency for the Non-Duplicated Gap Group from 30.3% to 37.8% by 06/30/2017 as measured by the KPREP Assessment.

Strategy1:

Intervention Assessment Strategies - Teachers will continue to analyze data to identify areas of growth. Data will be collected from the MAP assessment and DRA. We will continue to progress monitor students.

Category: Professional Learning & Support

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep running record and analysis reports so that we may progress monitor with DRA and MAP.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal., Associate Principal, Literacy Coach, & District Intervention Coach

Comprehensive School Improvement Plan

South Oldham Middle School

Strategy2:

Intervention Instructional Strategies - Teachers will collaborate to implement instructional activities that address specific and essential reading skills. Through the use of the best practices overall proficiency will increase.

Category: Learning Systems

Research Cited:

Activity - Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all teachers in an effort to build their capacity to teach specific and essential reading skills based upon identified needs/weaknesses of individual.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Strategy3:

Workshop Model Implementation - New teachers and returning teachers will incorporate Workshop Model strategies into their classrooms. These strategies include brief mini-lessons, structured work time, conferring with students, reflection, and formative and summative assessments. The utilization of these Workshop strategies will help increase proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training on Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Workshop Model to increase rigor and engagement. The Workshop Model structure incorporates brief mini-lessons, structured work time with differentiated tasks, teacher use of conferring for individualized instruction and/or assessment of progress, student reflection of learning, and targeted assessments to inform future instruction and increase overall proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Measurable Objective 2:

collaborate to increase math proficiency for the Non-Duplicated Gap Group from 19.0% to 23.75% by 06/30/2017 as measured by KPREP Assessment.

Strategy1:

Data Assessment & Analysis - Math & ECS teachers will be trained on how to administer and analyze MAP data.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

South Oldham Middle School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in our math intervention program to monitor and evaluate students performing in the 25th percentile and below on the MAP Math Assessment, utilizing AIMSWEB, MCAP, and MCOMP (depending upon identified area).	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Strategy2:

Intervention Instructional Strategies - Math & ECE teachers will continue to work with building and district personnel to build their instructional and intervention capacity. These strategies will enable us to meet the needs and goals of our students which will increase overall proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Intervention Instructional Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principals, Literacy Coach, & District Intervention Coach

Strategy3:

Workshop Model Implementation - New teachers and returning teachers will incorporate Workshop Model strategies into their classrooms. These strategies include brief mini-lessons, structured work time, conferring with students, reflection, and formative and summative assessments. The utilization of these Workshop strategies will help increase proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training on Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Workshop Model to increase rigor and engagement. The Workshop Model structure incorporates brief mini-lessons, structured work time with differentiated tasks, teacher use of conferring for individualized instruction and/or assessment of progress, student reflection of learning, and targeted assessments to inform future instruction and increase overall proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

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?

SOMS Leadership Team, District Personnel, Students, Parents, Staff

Relationship Building

Overall Rating: 3.43

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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: 3.14

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	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

Comprehensive School Improvement Plan

South Oldham Middle School

	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: 2.86

	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

Comprehensive School Improvement Plan

South Oldham Middle School

	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 has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.0

	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.	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
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 staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

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

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

	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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

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

Reflection

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

Relationship Building

Area of Strength

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

Action Plan To Sustain Growth

At SOMS school year is divided into 12 week trimesters and we send home a formal progress report every 4 weeks. This system allows us to communicate with parents about their students' academic progress.

Communication

Area of Strength

The SOMS staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children. Communication is provided in the form of Kahn Academy, Edmodo, Moby Max, student agendas and Infinite Campus.

Decision Making

Area of Improvement

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 elections.

Action Plan for Improvement

Work closely with our PTSA to advertise upcoming elections. Get into our feeder elementary schools in the spring to advertise and get the message out. Advertise the elections - one calls, weekly e-mails, schools marquee, school website etc...

Advocacy

Area of Strength

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 to use a trained advocate to assist them in speaking for their child's needs.

Action Plan To Sustain Growth

At SOMS we have developed a very good RTI model. We have implemented a daily X-Block were all of our T3 students are receiving an extra 35 minutes daily in basic reading, writing and math skills. We have also adopted a daytime T2 intervention process as well. Each T2 student will receive an extra 150 minutes per week of intervention and support in reading and math. A school wide data team meets on a regular basis to assess achievement and growth.

Learning Opportunities

Area of Improvement

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.

Action Plan for Improvement

Collaborate with parents and community members to provide training on how to support children's learning, district and school improvement.

Comprehensive School Improvement Plan

South Oldham Middle School

Community Partnerships

Area of Improvement

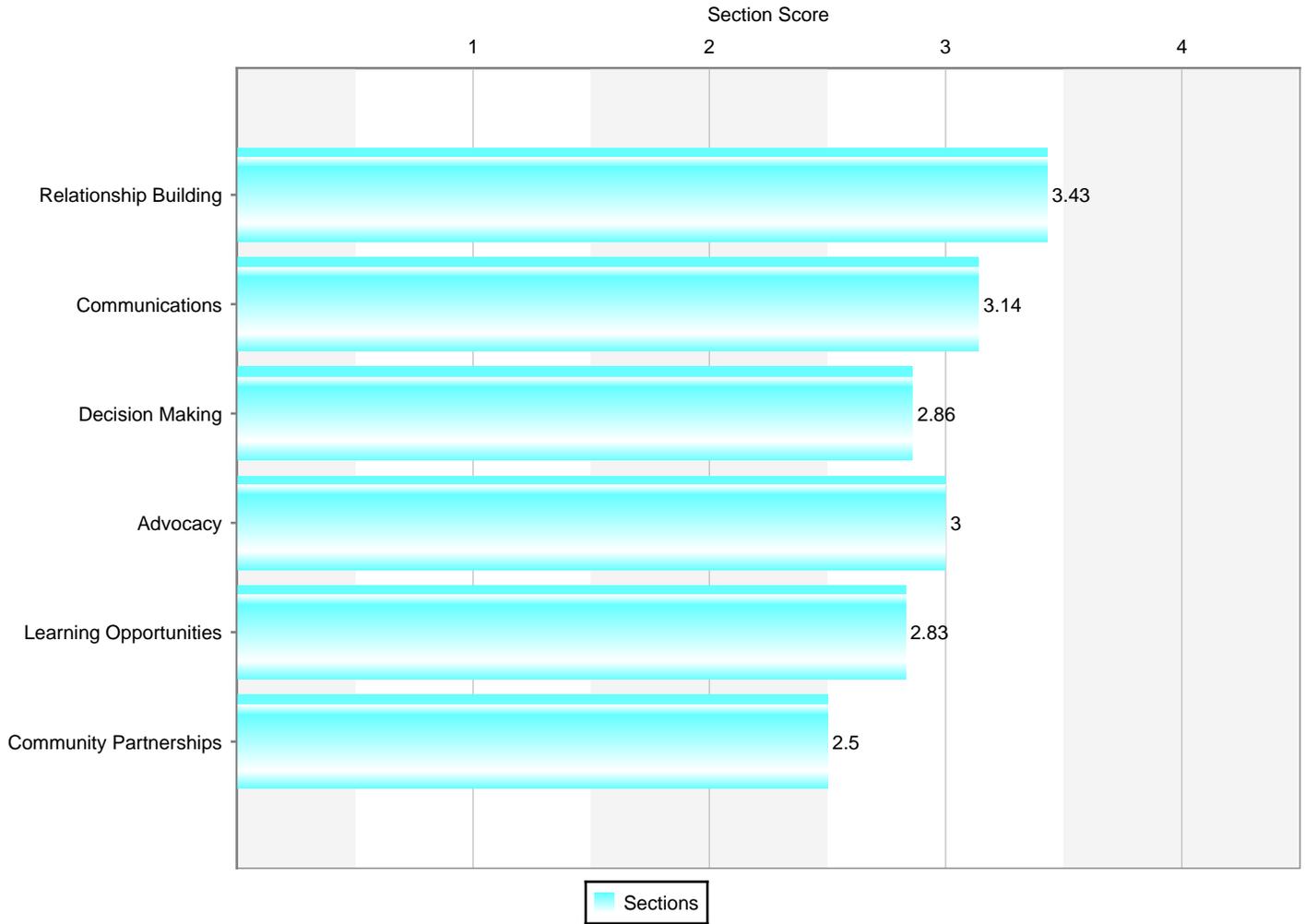
School leadership collaborates with employers to support parent and volunteer participation in students' education.

Action Plan for Improvement

School leadership will begin to network with community businesses and organizations to promote participation in education.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The SOMS leadership team comprised of; principals, counselors, literacy coach, gifted and talented coach, STC, lead teachers, team leaders and our SBDM council were part of this process as they are the leaders and decision makers in our building. The principal meets with the administrative team weekly, and the school leaders and Council monthly.

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

The following team of Teachers, Literacy Coach, GT Coach, Principals, Counselors and District Level Personnel work together to develop relevant and authentic goals for SOMS. Communication is ongoing and drives our decision making. Data analysis is also ongoing as we monitor our progress. All stakeholders give relevant information and support based on their various roles as it pertains to overall student needs and progress.

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

The final improvement plan will be communicated to staff via faculty meeting and with the SBDM Council for final approval. District personnel are involved in the review of the CSIP and parents can access it on the school's website. The CSIP is reviewed periodically throughout year.

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?

At South Middle, we analyze K-PREP, MAP, DRA and common formative assessment data to help us measure overall student growth and achievement. MAP tests produce scores that make it possible to monitor student growth. This data is very beneficial in supporting intentional individualized instruction in both reading and math. Our teachers also use DRA results to determine whether students are reading on, above, or below grade level. This knowledge allows teachers to plan for small group, guided reading instruction, including targeted interventions and supplemental support. The use of common formative assessments provide timely, vital feedback to our teachers so that they can shape future instruction. As we analyze all of the data we are continuously trying to answer

1. Are we closing the GAP for our Non-Duplicated students?
2. Why is the GAP closing in certain content areas and not others?
3. Are our tier 2 and tier 3 interventions making a difference?
4. Are we meeting the needs of our students as a whole?

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?

We are very proud in the fact that we were able to lower The Novice Reduction Gap for all of our demographic groups in reading. Novice Reduction is reading one of the bits of information we celebrated.

African Americans novice dropped from 45.2% to 41.9%

Free & Reduced Lunch novice dropped from 31.1% to 26.3%

Disability novice dropped from 53.4% to 47.1%

Gap Group novice dropped from 30.3% to 27.4%

At South Oldham Middle our Tier 2 and Tier 3 interventions are implemented to expand instruction for students who are failing to make adequate progress during Tier 1 instruction. This additional instruction is personalized to meet the needs every student. This additional instruction is provided by reading math specialists.

Opportunities for Improvement

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

Our greatest are of improvement is lowering The Novice Reduction Gap for all of our demographic groups in math.

Free & Reduced Lunch novice rose from 18.4% to 22.3%

Disability novice rose from 34.6% to 48.5%

Gap Group novice rose from 17.1% to 21.1%

At South Oldham Middle our Tier 2 and Tier 3 interventions are implemented to expand instruction for students who are failing to make adequate progress during Tier 1 instruction. This additional instruction is personalized to meet the needs every student. This additional instruction is provided by reading math specialists.

Conclusion

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

Here at SOMS we strive to meet the needs of every student. Every day our staff strives to provide rigorous and engaging learning experiences that increase student achievement and growth. Even though we are a Distinguish school we failed to reduce the number of novices in math in all of our demographic groups. That is why we must continue to develop and implement tiered interventions for all learners. We must develop an inclusive learning support system that identifies all students that struggle with specific standards or concepts. We must continue our systematic approach in regards to assessing and monitoring student progress throughout the year so that teachers can modify instruction and implement appropriate interventions as needed. We will continue to implement TFEL, T2 and T3 interventions and building teacher capacity in regards to common formative assessment and data analysis,

SOMS Goals & Plans 16-17

Overview

Plan Name

SOMS Goals & Plans 16-17

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	To increase the percentage of students scoring proficient in combined reading and math from 74.2% to 81.6% by 2020	Objectives: 2 Strategies: 5 Activities: 5	Organizational	\$0
2	To offer more differentiated professional development to meet the needs of individual teachers as based on the latest Tell Survey Results	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$100
3	SOMS will reduce the the percentage of our non-duplicated gap readers, scoring novice in reading to 24.5% by 2017	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
4	SOMS will reduce the the percentage of our non-duplicated gap mathematicians, scoring novice in reading to 18.5%	Objectives: 1 Strategies: 4 Activities: 4	Organizational	\$0
5	Provide related arts teachers opportunities to collaborate and exchange ideas with core content teachers	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$100
6	To increase the percentage of students scoring proficient in the Non Duplicate Gap in combined reading and math from 56% in 2016 to 68.6% in 2020	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0

Goal 1: To increase the percentage of students scoring proficient in combined reading and math from 74.2% to 81.6% by 2020

Measurable Objective 1:

collaborate to increase math proficiency for the Non-Duplicated Gap Group from 19.0% to 23.75% by 06/30/2017 as measured by KPREP Assessment.

Strategy 1:

Data Assessment & Analysis - Math & ECS teachers will be trained on how to administer and analyze MAP data.

Category: Professional Learning & Support

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers in our math intervention program to monitor and evaluate students performing in the 25th percentile and below on the MAP Math Assessment, utilizing AIMSWEB, MCAP, and MCOMP (depending upon identified area).	Professional Learning	08/17/2016	06/30/2017	\$0	No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Strategy 2:

Intervention Instructional Strategies - Math & ECE teachers will continue to work with building and district personnel to build their instructional and intervention capacity. These strategies will enable us to meet the needs and goals of our students which will increase overall proficiency.

Category: Professional Learning & Support

Activity - Intervention Instructional Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0	No Funding Required	Principal, Associate Principals, Literacy Coach, & District Intervention Coach

(shared) Strategy 3:

Workshop Model Implementation - New teachers and returning teachers will incorporate Workshop Model strategies into their classrooms. These strategies include brief mini-lessons, structured work time, conferring with students, reflection, and formative and summative assessments. The utilization of these Workshop strategies

Comprehensive School Improvement Plan

South Oldham Middle School

will help increase proficiency.

Category: Professional Learning & Support

Activity - Teacher Training on Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Workshop Model to increase rigor and engagement. The Workshop Model structure incorporates brief mini-lessons, structured work time with differentiated tasks, teacher use of conferring for individualized instruction and/or assessment of progress, student reflection of learning, and targeted assessments to inform future instruction and increase overall proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0	No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Measurable Objective 2:

collaborate to increase reading proficiency for the Non-Duplicated Gap Group from 30.3% to 37.8% by 06/30/2017 as measured by the KPREP Assessment.

Strategy 1:

Intervention Instructional Strategies - Teachers will collaborate to implement instructional activities that address specific and essential reading skills. Through the use of the best practices overall proficiency will increase.

Category: Learning Systems

Activity - Foundational Reading Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all teachers in an effort to build their capacity to teach specific and essential reading skills based upon identified needs/weaknesses of individual.	Professional Learning	08/17/2016	06/30/2017	\$0	No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Strategy 2:

Intervention Assessment Strategies - Teachers will continue to analyze data to identify areas of growth. Data will be collected from the MAP assessment and DRA. We will continue to progress monitor students.

Category: Professional Learning & Support

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

South Oldham Middle School

Teachers will keep running record and analysis reports so that we may progress monitor with DRA and MAP.	Professional Learning	08/17/2016	06/30/2017	\$0	No Funding Required	Principal., Associate Principal, Literacy Coach, & District Intervention Coach
----------------------------------------------------------------------------------------------------------	-----------------------	------------	------------	-----	---------------------	--------------------------------------------------------------------------------

(shared) Strategy 3:

Workshop Model Implementation - New teachers and returning teachers will incorporate Workshop Model strategies into their classrooms. These strategies include brief mini-lessons, structured work time, conferring with students, reflection, and formative and summative assessments. The utilization of these Workshop strategies will help increase proficiency.

Category: Professional Learning & Support

Activity - Teacher Training on Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Workshop Model to increase rigor and engagement. The Workshop Model structure incorporates brief mini-lessons, structured work time with differentiated tasks, teacher use of conferring for individualized instruction and/or assessment of progress, student reflection of learning, and targeted assessments to inform future instruction and increase overall proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0	No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Goal 2: To offer more differentiate professional development to meet the needs of individual teachers as based on the latest Tell Survey Results

Measurable Objective 1:

collaborate to develop differentiated professional development activities to meet the needs of individual teachers by 07/01/2017 as measured by teacher responses on TELL survey.

Strategy 1:

Differentiated Professional Development - Teachers will complete professional development activities that meet their individual needs in the areas of intervention, differentiation, workshop, and technology. Teachers will work with principal, associate principal, literacy coach, and district level support staff to create rigorous and engaging lessons.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

South Oldham Middle School

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in meaning relevant professional development that meet their individual needs. Teachers will work with principal, associate principal, literacy coach, and district level support staff to create engaging lessons based upon student's goals, skills, and learning preferences.	Professional Learning	08/17/2016	07/01/2017	\$0	No Funding Required	Principal, Associate Principal, Literacy Coach, & District-level Support Staff

Strategy 2:

Professional Book Studies - Book study groups promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improvement of existing skills.

Category: Professional Learning & Support

Activity - Professional Book Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Book Study Groups are formed to open up opportunities for books to be read and discussed by teachers. The purpose is to bring people together to collaborate using the latest research as a springboard for teachers to benefit and improve instructional practices. Book study groups promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improvement of existing skills.	Professional Learning	08/17/2016	07/01/2017	\$100	State Funds	Various South Oldham Middle School Staff Members

Strategy 3:

Culture Walks - Staff will be given the opportunity to look at our school through a global lens, they will be able to learn more about our students, as well as reflecting on individual instructional practices.

Category: Professional Learning & Support

Activity - Culture Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Culture walks will deepen teacher knowledge of content, pedagogy, and best practice and strengthen collegial relationships. Teachers will be provide time to identify opportunities to collaborate and share ideas.	Professional Learning	08/17/2016	07/01/2017	\$0	No Funding Required	South Oldham Middle School Staff

Goal 3: SOMS will reduce the the percentage of our non-duplicated gap readers, scoring novice in reading to 24.5% by 2017

Measurable Objective 1:

Comprehensive School Improvement Plan

South Oldham Middle School

collaborate to reduce the percentage of novice readers, in our non-duplicate gap, to 24.5% by 07/01/2017 as measured by KPREP, MAP, DRA and intentional Tier 1, 2, & 3 interventions.

Strategy 1:

PLC Development - Our PLC's, will identify students that are not reaching proficiency in reading. When a student is identified there will be systematic response to provide immediate support.

Category: Continuous Improvement

Activity - Monitor PLC's and CFA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will monitor the effective implementation and incorporation of data analysis while attending weekly PLC sessions. Each PLC will receive support and feedback in a timely manner.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	South Oldham Middle School leadership team (Principal, Associate Principals, Literacy Coach, LMS, GT Coach and Counselors)

Strategy 2:

Differentiated Tiered Lesson Development - The development and incorporation of differentiated tiered lesson development allows the teacher to utilize varied levels of tasks and instruction to ensure that all students explore ideas and use skills that promote proficiency.

Category: Professional Learning & Support

Activity - Differentiated Tiered Lesson Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)

Comprehensive School Improvement Plan

South Oldham Middle School

Strategy 3:

Response to Intervention - Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with specific learning needs. Struggling learners are provided with tier 2 and tier 3 interventions to accelerate their rate of learning. These interventions will be provided by general education teachers, special educators, and specialists. Progress is closely monitored to assess both the achievement and growth of identified students

Category: Learning Systems

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	These interventions will be provided by general education teachers, special educators, and specialists.

Strategy 4:

Progress Monitoring - Math teachers will receive training and support to help them monitor and evaluate students performing in the 25th percentile and below on the MAP assessment in math utilizing AIMSWEB, MCAP, and MCOMP (depending upon identified area).

Category: Continuous Improvement

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will be used to assess student progress or performance in reading and math. This will allow teachers to identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not proficient.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)

Goal 4: SOMS will reduce the the percentage of our non-duplicated gap mathematicians, scoring novice in reading to 18.5%

Measurable Objective 1:

collaborate to reduce the percentage of novice mathematicians, in our non-duplicated gap, to 18.5% by 07/01/2017 as measured by KPREP, MAP, DRA and intense interventions.

Strategy 1:

PLC Development - Our PLC's, will identify students that are not reaching proficiency in math. When individual students are identified there will be a systematic response to provide immediate support.

Category: Continuous Improvement

Activity - Monitor PLC's and CFA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership will monitor the effective implementation and incorporation of data analysis while attending weekly PLC meetings. Each PLC will receive support and feedback in a timely manner.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and Counselors)

Strategy 2:

Differentiated Tiered Lesson Development - Teachers will collaborate with department members, literacy coach, district intervention coach, principal and associate principals to develop tiered lessons that focus on essential skills that will increase proficiency.

Category: Professional Learning & Support

Activity - Differentiated Instruction Strategies: Tiered Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

South Oldham Middle School

In a differentiated lessons allows teachers to utilize varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	------------	------------	-----	---------------------	----------------------------------------------------------------------------------------------------------------------------------

Strategy 3:

Response to Intervention - Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with specific learning needs. Struggling learners are provided with tier 2 and tier 3 interventions to accelerate their rate of learning. These interventions will be provided by general education teachers, special educators, and specialists. Progress is closely monitored to assess both the achievement and growth of identified students.

Category: Learning Systems

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	These interventions will be provided by general education teachers, special educators, and specialists.

Strategy 4:

Progress Monitoring - ELA teachers will be provided training and support in regards to progress monitoring. Teachers will monitor and evaluate students performing in the 25th percentile and below on the MAP assessment. They will also utilize DRA to collect individual student data.

Category: Learning Systems

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

South Oldham Middle School

<p>Progress monitoring will be used to assess student progress or performance in reading and math. This will allow teachers to identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not proficient.</p>	<p>Academic Support Program</p>	<p>08/17/2016</p>	<p>07/01/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Progress is closely monitored to assess both the achievement and growth of identified students. Progress monitoring will be analyzed by general education teachers, special educators, specialists and the South Oldham Middle School Leadership Team.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------	-------------------	-------------------	------------	----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Goal 5: Provide related arts teachers opportunities to collaborate and exchange ideas with core content teachers

Measurable Objective 1:

collaborate to with related art teachers and core content teachers to provide opportunities time and opportunity for collaboration by 07/01/2017 as measured by reviewing instructional practices, student work samples, formative and summative assessments and professional development.

Strategy 1:

Early Release Days - In the hours after students are released, teachers will work collaboratively in a professional learning community. This opportunity will allow related arts and core content teachers an opportunity to work together to improve student learning.

Category: Continuous Improvement

Activity - PLC Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will collaborate to integrate the fine arts into core content classes. Student learning can be enriched by creating opportunities for students to make connections between the fine arts and other disciplines.</p>	<p>Professional Learning</p>	<p>08/17/2016</p>	<p>07/01/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>South Oldham Middle School Staff</p>

Comprehensive School Improvement Plan

South Oldham Middle School

Strategy 2:

Culture Walks - Staff will be given the opportunity to look at our school through a global lens, they will be able to learn more about our students, as well as reflecting on individual instructional practices.

Category: Professional Learning & Support

Activity - Culture Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Culture walks will deepen teacher knowledge of content, pedagogy, and best practice and strengthen collegial relationships. Related arts and core content teachers will be provide time to identify opportunities to collaborate and share ideas.	Professional Learning	08/17/2016	07/01/2017	\$0	No Funding Required	South Oldham Middle School Staff

Strategy 3:

Book Study - Book study groups promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improvement of existing skills.

Category: Professional Learning & Support

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Related Arts and core content teachers must have a clear objective for reading a particular book. While reading the book group members will be able to share insights, ask questions and learn from the perspectives of other members.	Professional Learning	08/17/2016	07/01/2017	\$100	State Funds	South Oldham Middle School Staff

Goal 6: To increase the percentage of students scoring proficient in the Non Duplicate Gap in combined reading and math from 56% in 2016 to 68.6% in 2020

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient in the Non Duplicated Gap in combined reading and math from 56% in 2016 to 60.5% by 07/01/2017 as measured by Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions, Tier 2: Targeted Interventions and Tier 3: Intensive Interventions and Comprehensive Evaluation.

Strategy 1:

PLC Development - School leadership will monitor the effective implementation and incorporation of data analysis while attending weekly PLC sessions. Each PLC will receive support and feedback in a timely manner.

Category: Continuous Improvement

Comprehensive School Improvement Plan

South Oldham Middle School

Activity - PLC Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our PLC's, will identify students that are not reaching proficiency. When a student is identified there will be systematic response to provide immediate support.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)

Strategy 2:

Differentiated Tiered Lesson Development - The development and incorporation of differentiated tiered lesson development allows the teacher to utilize varied levels of tasks and instruction to ensure that all students explore ideas and use skills that promote proficiency.

Category: Learning Systems

Activity - Differentiated Tiered Lesson Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)

Strategy 3:

Response to Intervention - A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

Category: Continuous Improvement

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

South Oldham Middle School

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with specific learning needs. Struggling learners are provided with tier 2 and tier 3 interventions to accelerate their rate of learning.	Academic Support Program	08/17/2016	07/01/2017	\$0	No Funding Required	These interventions will be provided by general education teachers, special educators, and specialists. Progress is closely monitored to assess both the achievement and growth of identified students.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	------------	------------	-----	---------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 Development	Our PLC's, will identify students that are not reaching proficiency. When a student is identified there will be systematic response to provide immediate support.	Academic Support Program	08/17/2016	07/01/2017	\$0	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)
Differentiated Instruction Strategies: Tiered Assignments	In a differentiated lessons allows teachers to utilize varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth.	Academic Support Program	08/17/2016	07/01/2017	\$0	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)
Response to Intervention	A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.	Academic Support Program	08/17/2016	07/01/2017	\$0	These interventions will be provided by general education teachers, special educators, and specialists.

Comprehensive School Improvement Plan

South Oldham Middle School

Progress Monitoring	Teachers will keep running record and analysis reports so that we may progress monitor with DRA and MAP.	Professional Learning	08/17/2016	06/30/2017	\$0	Principal., Associate Principal, Literacy Coach, & District Intervention Coach
Progress Monitoring	Train teachers in our math intervention program to monitor and evaluate students performing in the 25th percentile and below on the MAP Math Assessment, utilizing AIMSWEB, MCAP, and MCOMP (depending upon identified area).	Professional Learning	08/17/2016	06/30/2017	\$0	Principal, Associate Principal, Literacy Coach, & District Intervention Coach
Response to Intervention	Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with specific learning needs. Struggling learners are provided with tier 2 and tier 3 interventions to accelerate their rate of learning.	Academic Support Program	08/17/2016	07/01/2017	\$0	These interventions will be provided by general education teachers, special educators, and specialists. Progress is closely monitored to assess both the achievement and growth of identified students.
Monitor PLC's and CFA	School leadership will monitor the effective implementation and incorporation of data analysis while attending weekly PLC meetings. Each PLC will receive support and feedback in a timely manner.	Academic Support Program	08/17/2016	07/01/2017	\$0	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and Counselors)

Comprehensive School Improvement Plan

South Oldham Middle School

Progress Monitoring	Progress monitoring will be used to assess student progress or performance in reading and math. This will allow teachers to identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not proficient.	Academic Support Program	08/17/2016	07/01/2017	\$0	Progress is closely monitored to assess both the achievement and growth of identified students. Progress monitoring will be analyzed by general education teachers, special educators, specialists and the South Oldham Middle School Leadership Team.
Differentiated Tiered Lesson Development	Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Academic Support Program	08/17/2016	07/01/2017	\$0	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)
Response to Intervention	A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.	Academic Support Program	08/17/2016	07/01/2017	\$0	These interventions will be provided by general education teachers, special educators, and specialists.

Comprehensive School Improvement Plan

South Oldham Middle School

Professional Development	Teachers will participate in meaning relevant professional development that meet their individual needs. Teachers will work with principal, associate principal, literacy coach, and district level support staff to create engaging lessons based upon student's goals, skills, and learning preferences.	Professional Learning	08/17/2016	07/01/2017	\$0	Principal, Associate Principal, Literacy Coach, & District-level Support Staff
Culture Walks	Culture walks will deepen teacher knowledge of content, pedagogy, and best practice and strengthen collegial relationships. Teachers will be provide time to identify opportunities to collaborate and share ideas.	Professional Learning	08/17/2016	07/01/2017	\$0	South Oldham Middle School Staff
PLC Development	Staff will collaborate to integrate the fine arts into core content classes. Student learning can be enriched by creating opportunities for students to make connections between the fine arts and other disciplines.	Professional Learning	08/17/2016	07/01/2017	\$0	South Oldham Middle School Staff
Teacher Training on Workshop Model	Teachers will implement the Workshop Model to increase rigor and engagement. The Workshop Model structure incorporates brief mini-lessons, structured work time with differentiated tasks, teacher use of conferring for individualized instruction and/or assessment of progress, student reflection of learning, and targeted assessments to inform future instruction and increase overall proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0	Principal, Associate Principal, Literacy Coach, & District Intervention Coach
Intervention Instructional Lessons	Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0	Principal, Associate Principals, Literacy Coach, & District Intervention Coach
Differentiated Tiered Lesson Development	Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Academic Support Program	08/17/2016	07/01/2017	\$0	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)
Culture Walks	Culture walks will deepen teacher knowledge of content, pedagogy, and best practice and strengthen collegial relationships. Related arts and core content teachers will be provide time to identify opportunities to collaborate and share ideas.	Professional Learning	08/17/2016	07/01/2017	\$0	South Oldham Middle School Staff

Comprehensive School Improvement Plan

South Oldham Middle School

Foundational Reading Skills	Train all teachers in an effort to build their capacity to teach specific and essential reading skills based upon identified needs/weaknesses of individual.	Professional Learning	08/17/2016	06/30/2017	\$0	Principal, Associate Principal, Literacy Coach, & District Intervention Coach
Monitor PLC's and CFA	School leadership will monitor the effective implementation and incorporation of data analysis while attending weekly PLC sessions. Each PLC will receive support and feedback in a timely manner.	Academic Support Program	08/17/2016	07/01/2017	\$0	South Oldham Middle School leadership team (Principal, Associate Principals, Literacy Coach, LMS, GT Coach and Counselors)
Progress Monitoring	Progress monitoring will be used to assess student progress or performance in reading and math. This will allow teachers to identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not proficient.	Academic Support Program	08/17/2016	07/01/2017	\$0	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Book Studies	Book Study Groups are formed to open up opportunities for books to be read and discussed by teachers. The purpose is to bring people together to collaborate using the latest research as a springboard for teachers to benefit and improve instructional practices. Book study groups promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improvement of existing skills.	Professional Learning	08/17/2016	07/01/2017	\$100	Various South Oldham Middle School Staff Members

Comprehensive School Improvement Plan

South Oldham Middle School

Book Study	Related Arts and core content teachers must have a clear objective for reading a particular book. While reading the book group members will be able to share insights, ask questions and learn from the perspectives of other members.	Professional Learning	08/17/2016	07/01/2017	\$100	South Oldham Middle School Staff
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.	N/A		

Comprehensive School Improvement Plan

South Oldham 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.	N/A		

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

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.	N/A		

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.	N/A		

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

Comprehensive School Improvement Plan

South Oldham Middle School

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

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.	N/A		

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

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

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.	N/A		

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

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

Comprehensive School Improvement Plan

South Oldham 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.	N/A		

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

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

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

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

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.	N/A		

Comprehensive School Improvement Plan

South Oldham Middle School

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

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.	N/A		

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

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:

To offer more differentiated professional development to meet the needs of individual teachers as based on the latest Tell Survey Results

Measurable Objective 1:

collaborate to develop differentiated professional development activities to meet the needs of individual teachers by 07/01/2017 as measured by teacher responses on TELL survey.

Strategy1:

Differentiated Professional Development - Teachers will complete professional development activities that meet their individual needs in the areas of intervention, differentiation, workshop, and technology. Teachers will work with principal, associate principal, literacy coach, and district level support staff to create rigorous and engaging lessons.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in meaning relevant professional development that meet their individual needs. Teachers will work with principal, associate principal, literacy coach, and district level support staff to create engaging lessons based upon student's goals, skills, and learning preferences.	Professional Learning	08/17/2016	07/01/2017	\$0 - No Funding Required	Principal, Associate Principal, Literacy Coach, & District-level Support Staff

Strategy2:

Culture Walks - Staff will be given the opportunity to look at our school through a global lens, they will be able to learn more about our students, as well as reflecting on individual instructional practices.

Category: Professional Learning & Support

Research Cited:

Activity - Culture Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Culture walks will deepen teacher knowledge of content, pedagogy, and best practice and strengthen collegial relationships. Teachers will be provide time to identify opportunities to collaborate and share ideas.	Professional Learning	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School Staff

Strategy3:

Comprehensive School Improvement Plan

South Oldham Middle School

Professional Book Studies - Book study groups promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improvement of existing skills.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Book Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Book Study Groups are formed to open up opportunities for books to be read and discussed by teachers. The purpose is to bring people together to collaborate using the latest research as a springboard for teachers to benefit and improve instructional practices. Book study groups promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improvement of existing skills.	Professional Learning	08/17/2016	07/01/2017	\$100 - State Funds	Various South Oldham Middle School Staff Members

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

Goal 1:

To increase the percentage of students scoring proficient in combined reading and math from 74.2% to 81.6% by 2020

Measurable Objective 1:

collaborate to increase math proficiency for the Non-Duplicated Gap Group from 19.0% to 23.75% by 06/30/2017 as measured by KPREP Assessment.

Strategy1:

Intervention Instructional Strategies - Math & ECE teachers will continue to work with building and district personnel to build their instructional and intervention capacity. These strategies will enable us to meet the needs and goals of our students which will increase overall proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Intervention Instructional Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principals, Literacy Coach, & District Intervention Coach

Strategy2:

Workshop Model Implementation - New teachers and returning teachers will incorporate Workshop Model strategies into their classrooms. These strategies include brief mini-lessons, structured work time, conferring with students, reflection, and formative and summative

Comprehensive School Improvement Plan

South Oldham Middle School

assessments. The utilization of these Workshop strategies will help increase proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Teacher Training on Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Workshop Model to increase rigor and engagement. The Workshop Model structure incorporates brief mini-lessons, structured work time with differentiated tasks, teacher use of conferring for individualized instruction and/or assessment of progress, student reflection of learning, and targeted assessments to inform future instruction and increase overall proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Strategy3:

Data Assessment & Analysis - Math & ECS teachers will be trained on how to administer and analyze MAP data.

Category: Professional Learning & Support

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train teachers in our math intervention program to monitor and evaluate students performing in the 25th percentile and below on the MAP Math Assessment, utilizing AIMSWEB, MCAP, and MCOMP (depending upon identified area).	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Measurable Objective 2:

collaborate to increase reading proficiency for the Non-Duplicated Gap Group from 30.3% to 37.8% by 06/30/2017 as measured by the KPREP Assessment.

Strategy1:

Workshop Model Implementation - New teachers and returning teachers will incorporate Workshop Model strategies into their classrooms.

These strategies include brief mini-lessons, structured work time, conferring with students, reflection, and formative and summative assessments. The utilization of these Workshop strategies will help increase proficiency.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

South Oldham Middle School

Activity - Teacher Training on Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Workshop Model to increase rigor and engagement. The Workshop Model structure incorporates brief mini-lessons, structured work time with differentiated tasks, teacher use of conferring for individualized instruction and/or assessment of progress, student reflection of learning, and targeted assessments to inform future instruction and increase overall proficiency.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Strategy2:

Intervention Instructional Strategies - Teachers will collaborate to implement instructional activities that address specific and essential reading skills. Through the use of the best practices overall proficiency will increase.

Category: Learning Systems

Research Cited:

Activity - Foundational Reading Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all teachers in an effort to build their capacity to teach specific and essential reading skills based upon identified needs/weaknesses of individual.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal, Associate Principal, Literacy Coach, & District Intervention Coach

Strategy3:

Intervention Assessment Strategies - Teachers will continue to analyze data to identify areas of growth. Data will be collected from the MAP assessment and DRA. We will continue to progress monitor students.

Category: Professional Learning & Support

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep running record and analysis reports so that we may progress monitor with DRA and MAP.	Professional Learning	08/17/2016	06/30/2017	\$0 - No Funding Required	Principal., Associate Principal, Literacy Coach, & District Intervention Coach

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.

Comprehensive School Improvement Plan

South Oldham Middle School

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

SOMS will reduce the the percentage of our non-duplicated gap readers, scoring novice in reading to 24.5% by 2017

Measurable Objective 1:

collaborate to reduce the percentage of novice readers, in our non-duplicate gap, to 24.5% by 07/01/2017 as measured by KPREP, MAP, DRA and intentional Tier 1, 2, & 3 interventions.

Strategy1:

Response to Intervention - Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with specific learning needs. Struggling learners are provided with tier 2 and tier 3 interventions to accelerate their rate of learning. These interventions will be provided by general education teachers, special educators, and specialists. Progress is closely monitored to assess both the achievement and growth of identified students

Category: Learning Systems

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	These interventions will be provided by general education teachers, special educators, and specialists.

Strategy2:

Differentiated Tiered Lesson Development - The development and incorporation of differentiated tiered lesson development allows the teacher to utilize varied levels of tasks and instruction to ensure that all students explore ideas and use skills that promote proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Differentiated Tiered Lesson Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)

Strategy3:

PLC Development - Our PLC's, will identify students that are not reaching proficiency in reading. When a student is identified there will be

Comprehensive School Improvement Plan

South Oldham Middle School

systematic response to provide immediate support.

Category: Continuous Improvement

Research Cited:

Activity - Monitor PLC's and CFA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will monitor the effective implementation and incorporation of data analysis while attending weekly PLC sessions. Each PLC will receive support and feedback in a timely manner.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School leadership team (Principal, Associate Principals, Literacy Coach, LMS, GT Coach and Counselors)

Strategy4:

Progress Monitoring - Math teachers will receive training and support to help them monitor and evaluate students performing in the 25th percentile and below on the MAP assessment in math utilizing AIMSWEB, MCAP, and MCOMP (depending upon identified area).

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be used to assess student progress or performance in reading and math. This will allow teachers to identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not proficient.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)

Goal 2:

SOMS will reduce the the percentage of our non-duplicated gap mathematicians, scoring novice in reading to 18.5%

Measurable Objective 1:

collaborate to reduce the percentage of novice mathematicians, in our non-duplicated gap, to 18.5% by 07/01/2017 as measured by KPREP, MAP, DRA and intense interventions.

Strategy1:

Response to Intervention - Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with specific learning needs. Struggling learners are provided with tier 2 and tier 3 interventions to accelerate their rate of learning. These interventions will be provided by general education teachers, special educators, and specialists. Progress is closely monitored to assess both the achievement and growth of identified students.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

South Oldham Middle School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	These interventions will be provided by general education teachers, special educators, and specialists.

Strategy2:

Progress Monitoring - ELA teachers will be provided training and support in regards to progress monitoring. Teachers will monitor and evaluate students performing in the 25th percentile and below on the MAP assessment. They will also utilize DRA to collect individual student data.

Category: Learning Systems

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress monitoring will be used to assess student progress or performance in reading and math. This will allow teachers to identify students who are not making adequate progress, and help guide the construction of effective intervention programs for students who are not proficient.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	Progress is closely monitored to assess both the achievement and growth of identified students. Progress monitoring will be analyzed by general education teachers, special educators, specialists and the South Oldham Middle School Leadership Team.

Strategy3:

PLC Development - Our PLC's, will identify students that are not reaching proficiency in math. When individual students are identified there will be a systematic response to provide immediate support.

Category: Continuous Improvement

Research Cited:

Activity - Monitor PLC's and CFA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership will monitor the effective implementation and incorporation of data analysis while attending weekly PLC meetings. Each PLC will receive support and feedback in a timely manner.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and Counselors)

Strategy4:

Differentiated Tiered Lesson Development - Teachers will collaborate with department members, literacy coach, district intervention coach, principal and associate principals to develop tiered lessons that focus on essential skills that will increase proficiency.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

South Oldham Middle School

Activity - Differentiated Instruction Strategies: Tiered Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In a differentiated lessons allows teachers to utilize varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach

Goal 3:

To increase the percentage of students scoring proficient in the Non Duplicate Gap in combined reading and math from 56% in 2016 to 68.6% in 2020

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient in the Non Duplicated Gap in combined reading and math from 56% in 2016 to 60.5% by 07/01/2017 as measured by Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions, Tier 2: Targeted Interventions and Tier 3: Intensive Interventions and Comprehensive Evaluation.

Strategy1:

Differentiated Tiered Lesson Development - The development and incorporation of differentiated tiered lesson development allows the teacher to utilize varied levels of

tasks and instruction to ensure that all students explore ideas and use skills that promote proficiency.

Category: Learning Systems

Research Cited:

Activity - Differentiated Tiered Lesson Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with department team members, literacy coach, district intervention coach, and associate principals to develop tiered lessons that focus upon essential skills that will increase proficiency.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)

Strategy2:

PLC Development - School leadership will monitor the effective implementation and incorporation of data analysis while attending weekly PLC sessions. Each PLC will receive support and feedback in a timely manner.

Category: Continuous Improvement

Research Cited:

Activity - PLC Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our PLC's, will identify students that are not reaching proficiency. When a student is identified there will be systematic response to provide immediate support.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School Leadership Team (Principal, Associate Principals, Literacy Coach, GT Coach and OCS Intervention Coach)

Comprehensive School Improvement Plan

South Oldham Middle School

Strategy3:

Response to Intervention - A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with specific learning needs. Struggling learners are provided with tier 2 and tier 3 interventions to accelerate their rate of learning.	Academic Support Program	08/17/2016	07/01/2017	\$0 - No Funding Required	These interventions will be provided by general education teachers, special educators, and specialists. Progress is closely monitored to assess both the achievement and growth of identified students.

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:

Provide related arts teachers opportunities to collaborate and exchange ideas with core content teachers

Measurable Objective 1:

collaborate to with related art teachers and core content teachers to provide opportunities time and opportunity for collaboration by 07/01/2017 as measured by reviewing instructional practices, student work samples, formative and summative assessments and professional development.

Strategy1:

Book Study - Book study groups promote conversations among teachers and school staff that will lead to the application of new ideas in classrooms and improvement of existing skills.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

South Oldham Middle School

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Related Arts and core content teachers must have a clear objective for reading a particular book. While reading the book group members will be able to share insights, ask questions and learn from the perspectives of other members.	Professional Learning	08/17/2016	07/01/2017	\$100 - State Funds	South Oldham Middle School Staff

Strategy2:

Culture Walks - Staff will be given the opportunity to look at our school through a global lens, they will be able to learn more about our students, as well as reflecting on individual instructional practices.

Category: Professional Learning & Support

Research Cited:

Activity - Culture Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Culture walks will deepen teacher knowledge of content, pedagogy, and best practice and strengthen collegial relationships. Related arts and core content teachers will be provide time to identify opportunities to collaborate and share ideas.	Professional Learning	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School Staff

Strategy3:

Early Release Days - In the hours after students are released, teachers will work collaboratively in a professional learning community. This opportunity will allow related arts and core content teachers an opportunity to work together to improve student learning.

Category: Continuous Improvement

Research Cited:

Activity - PLC Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will collaborate to integrate the fine arts into core content classes. Student learning can be enriched by creating opportunities for students to make connections between the fine arts and other disciplines.	Professional Learning	08/17/2016	07/01/2017	\$0 - No Funding Required	South Oldham Middle School Staff

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?

Founded in 1824, Oldham County features beautiful rolling farmland, a growing, diverse population, and a nationally recognized school system. Oldham County residents still reap the benefits of a small community with a rich rural and cultural history. Located just miles from the Jefferson County line, you will find South Oldham Middle School, located in the small town of Crestwood.

South Oldham Middle School proudly serves shares its campus with South Oldham High School, Camden Station Elementary, Kenwood Station Elementary and Crestwood Elementary.

South Oldham Middle is one of Kentucky's outstanding middle schools. Throughout the years South Oldham Middle has earned the reputation of being a school of national and state academic excellence, being honored as a National Blue Ribbon School, National School to Watch, Kentucky School of Distinction and NCEA Higher Performing School. South Oldham Middle is also accredited by the NCA Commission on Accreditation and School Improvement, the Northwest Accreditation Commission and the SACS Commission on Accreditation and School Improvement.

The cornerstone of our success can be attributed to our dedicated staff. We are extremely proud of the expertise and experience our staff has to offer our school. The staff is supported by a leadership team that includes one principal, two associate principals and two guidance counselors. The staff is also supported by a full-time literacy coach charged with providing instructional support and a gifted/talented coach dedicated to ensuring the proper services for those identified students. Staff members also have access to a STC which provides them with training and support in regards to student learning through technology. South Oldham Middle School serves 762 students. Our student population is approximately 85 % Caucasian, 4.3% Hispanic/Latino, 4.1% African American and 3.7% Asian. Currently 26% of our students receive free or reduced lunch.

At South Oldham Middle, we pride ourselves on providing a climate that allows the students to feel they are a part of a larger community dedicated to academic excellence and personal growth. We strive to provide an environment where students feel safe to take risks and accept challenges.

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.

At South Middle we believe the fundamental purpose of our school is to ensure high levels of learning for every student. This focus on learning is intentional and drives the way we deliver instruction. In our PLCs, our teachers demonstrate their commitment to helping all students learn by working collaboratively to address the following 5 critical questions:

1. What do we want students to learn?
2. How will we engage students?
3. How will we know if they have learned it?
4. What will we do if they didn't learn it?
5. What will we do if they already know it?

South Middle Vision

Our vision is for our students to be critical thinkers and responsible citizens who accept challenges and embrace diversity.

South Middle Mission

Our mission is to empower students for success by providing engaging learning opportunities through research based instructional practices and systematic structures that promote literacy, critical thinking, self-expression, diversity, a healthy lifestyle, and the ability to view the world from a mathematical and global perspective.

SOMS has a wide variety of course offerings; ELA, Math, Science, Social Studies, Music Appreciation, Band, Choir, Art, PE, Practical Living, Drama and Spanish during the school day. An intentional effort to incorporate key 21st Century skills (critical thinking & problem solving, creativity & innovation, media & technology, communication, and leadership) into the curriculum of each class is a priority. There is a strong school-wide emphasis on literacy across all content areas.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Based upon the 2015 KPREP results, SOMS scored in the 91st percentile, earning SOMS a classification of Distinguished. Overall, our students performed above the district and state average in the area of growth. We are very proud of the growth our school experienced.

Also, the state testing results from the spring of 2015 indicate that a large number of our students scored proficient or distinguished. 69.2% of our students were proficient or distinguished in reading, 62.4% of our students were proficient or distinguished in Math and 73.3% of our students were proficient or distinguished in Social Studies.

However, we need to improve our percentage of proficient and distinguished for our Non Duplicate GAP students. Once again the test results from the spring of 2015 indicates that only 42.4% of our students scored proficient or distinguished in Reading, 33.3% of our students scored proficient or distinguished in Math and 47.8% scored proficient or distinguished in Social Studies.

Additional Information

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

South Oldham Middle School is a serious learning environment where all students feel safe to learn. The professional staff takes great pride in being developmentally responsive to students needs by developing strong relationships with each student. Students routinely demonstrate continuous improvement each year on the state assessment, and their school pride is evident throughout the environment.

We are proud of our academic successes and our high performing school status that comes from the hard work of students and staff. We have twice been recognized as a School to Watch. One fourth of our staff are nationally boarded certified teachers, and we have a teacher on staff who is the current middle school social studies teacher of the year.

Despite our success, increasing student performance remains as one of our areas of focus. We always strive to improve and do better, our students deserve nothing less from the staff and we expect nothing less from our students. We are utilizing our professional learning communities and early release time throughout the year to foster collaboration among our teacher to improve student performance. We are proud of our school culture that has its focus on learning rather than teaching. Striving to provide our students with the 21st century skills they need to find success is a focused goal for all at SOMS. We will continue to work hard to prepare our students for their future.