Comprehensive School Improvement

Plan

Adair County Middle School

Adair County

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Plan for Comprehensive School Improvement Plan 16-17

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Executive Summary

Introduction

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

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

The school enrollment for the 2016-17 school year is 595 students in grades 6-8. We currently have 41 certified teachers on staff. The majority of those teachers have 4+ years of experience (80.49%), with both administrators having over 4 years of administrative experience. There are three new teachers in our building which comprises 7.32% of the teacher population. No teachers are currently teaching out of their content area. Our student body consists of 8% miniority students with 9.75% of our student body recieving free/reduced lunch. We currently have no ELL in our student population, but have 2.35% of our population with an identifed disability and recieve special education services.

New hires go through an interview process which includes teaching a small portion of a lesson. Once hired, our new teachers,are supported through KTIP for interns as well as direction from administration and curriuclum specialist. Professional Developments, job embedded PD's, and other trainings through approved agencies such as GRREC, KASC, etc. are provided. PLC's with same content teachers and PLC's with same grade level teachers provide additional support for new teachers.

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.

Challenges to learning for ACMS students include the fact that almost 10% of our student population are identified as being in the poverty level.

Teacher turnover has been barrier this current year due to illnesses and hirings done mid semester. Five positions were filled this current

year with three of those positions being new teachers. Three positions were filled after the start of school due to two position changes and one teacher retiring due to a disability.

Based on test data analysis, a barrier has also been that the writing instruction at ACMS has not been consistent over the grade levels nor has it been consistent in departments.

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.		School 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 averaged combined reading and math K-Prep scores for middle school students from 49.7% to 62.7% proficient/distinguished by 2017

Measurable Objective 1:

collaborate to increase the overall reading and math scores for all Adair County Middle School students from 49.7% to 62.9% while

decreasing the novice numbers by 05/31/2017 as measured by K-Prep.

Strategy1:

Response to Intervention - Adair County Middle School students who are not on grade level in reading and/or math will be placed in

appropriate Response to Intervention classes.

Category: Learning Systems

Research Cited: Response to intervention is a research based system.

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take MAP test 3 times yearly--fall, winter, spring	Academic Support Program	08/14/2013	05/31/2017	$0 - District Funding	Principal, classroom teachers, technology coordinator

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are trained on Moby Max and students are able to access the materials at home. Teachers use Moby Max in reading and math to assist students on meeting standards. Parents are able to assist students at home with assignments made by teachers.	Parent Involvement	11/16/2015	05/31/2017	$3700 - Title I Schoolwide	Teachers, Parents.

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math is a supplemental program which provides differentiated instruction and is designed to bring students up to grade level, and to enrich students which are at grade level.	Academic Support Program	08/14/2013	05/31/2017	$0 - Title I Schoolwide	Principal, classroom teachers

Activity - CARS/STARS/Test Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CARS, STARS, and Test Ready Materials to enhance and vary the instruction of students not meeting standards in reading and/or math.	Academic Support Program	12/01/2016	05/31/2017	$1500 - Title I Schoolwide	Teachers, curriculum specialist

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based software program that uses MAP scores to place students in appropriate academic skill level in math and reading. All students have access on rotating schedule.	Academic Support Program	08/10/2015	05/31/2017	$40000 - Title I Schoolwide	Principal, Title I supervisor, teachers, curriculum specialist, technology lab teacher

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is a support program designed to help increase student comprehension. Students are required to earn AR points which are used as a bonus In 8th grade, and as a portion of their grade in grades 6 and 7.	Academic Support Program	08/14/2012	05/31/2017	$4000 - Title I Schoolwide	Principal, Media Specialist, classroom teachers

Activity - Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will do at least one learning checks per year to assess student ability and adjust instruction appropriately to meet student needs.	Academic Support Program	05/14/2013	05/31/2017	$0 - No Funding Required	Principal, classroom teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.2% to 56.6%, while reducing novice numbers.

Measurable Objective 1:

collaborate to close the identified gap from 42.2% to 56.6% while reducing novice numbers by 05/31/2017 as measured by measured by K-Prep, MAP, and other diagnostic testing.

Strategy1:

RtI - Identified students will be given extra assistance to help move into the proficient category, and out of novice category

Category: Other - academic support

Research Cited:

Activity - progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning , MAP, learning checks, KPrep data and SRA for reading, and Moby Max will be administered variously and multiple times throughout the school year with attending data going to teachers, principal, data team, for analysis.	Academic Support Program	08/14/2012	05/31/2017	$6000 - Title I Schoolwide	principal, teachers, special education teachers

Activity - RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on specific criteria as determined by multiple forms of diagnostic testing, students will be placed into groupings according to need, for extra assistance and/or enrichment.	Academic Support Program	08/14/2012	05/31/2017	$0 - Title I Schoolwide	principal, teachers, curriculum specialist

Comprehensive School Improvement Plan

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS daytime waiver will be used in math classes to assist in providing extra assistance and helping to lower student:teacher ratio in math classrooms.	Academic Support Program	08/14/2012	05/31/2017	$5000 - Title I Schoolwide	Title I coordinator, principal

Activity - collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
based on school wide diagnostic testing, special education teachers will be scheduled to assist in reading and math classes to concentrate on helping identified students to achieve success in all academic areas.Title I teacher will be used to assist in science, social studies, reading and math on the 6th grade level to concentrate and help struggling students achieve.	Academic Support Program	08/14/2012	05/31/2016	$0 - No Funding Required	principal, assistant principal, counselor, special education teachers, title I teacher

Activity - CARS/STARS/Test Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CARS, STARS, and Test Ready materials will be used with students to help with identifying areas of weakness in reading and math. Teachers will then use the materials to enhance instruction and to assist with student's retention of the subject matter.	Academic Support Program	12/01/2016	05/31/2017	$1500 - Title I Schoolwide	Teachers, curriculum specialist

Activity - Mentor program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LWC Bonner students and LWC Education Students provide one-on-one assistance for the students who are most in need of additional help.	Community Engagement	08/14/2012	05/31/2017	$0 - No Funding Required	principal

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers set students up in reading and math with assigned lessons. Parents are trained on Moby Max and are able to access lessons at home to work with students on assigned lessons.	Parent Involvement	11/16/2015	05/31/2017	$3700 - Title I Schoolwide	Teachers, parents

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Moby Max will help students fill in missing foundational gaps with a goal of 100% retention. This program has the capabilities to be used at home where parents can monitor progress and assist students.	Academic Support Program	10/05/2015	05/31/2017	$3700 - Title I Schoolwide	principal, teachers

Goal 3:

We will increase the overall ratings to at least a 3 in each area of the program review.

Measurable Objective 1:

complete a portfolio or performance documenting our efforts towards proficiency in each of the program review areas by 05/31/2017 as measured by the grading rubric which the program review committee meets over to analyze our progress.

Strategy1:

collaboration - During PLC's , teachers will discuss content being taught, and discuss ways to implement their content within other content areas, and keep documentation on the activities.

Category: Learning Systems

Research Cited:

Activity - Assemblies/After School Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assemblies and after school activities will cover areas of drama, physical education, art, music, and world languages/culture to enhance the students' overall knowledge of these areas. This will also provide students not enrolled in an A/H class to participate on a regular basis in the areas of the arts.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Teachers, FRYSC, principal, LWC

Activity - direct instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will take ideas from weekly PLC's and Early Release Fridays (ERF) and embed them within their lesson plans and classroom activities.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	principal, classroom teachers

Goal 4:

Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency in administrators certified for observations by 05/31/2017 as measured by Professional Growth Effectiveness System .

Strategy1:

Observations-Teachscape - Administrators will calibrate and become proficient on the Danielson Framework for teacher observations.

Category: Principal PGES

Research Cited:

Activity - professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will have re-calibration training on performing teacher evaluation.	Professional Learning	08/14/2013	05/31/2017	$400 - District Funding	instructional supervisor, principal, assistant principal

Measurable Objective 2:

demonstrate a proficiency by increasing the number of proficient teachers by 05/31/2017 as measured by TPGES.

Strategy1:

Professional Growth Plans--CIITS - Professional growth plans will reflect the needs of each teacher based on evaluations and reflections of lessons done by both teacher and administrator.

Category: Continuous Improvement

Research Cited:

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals meet regularly with teachers to discuss, revise, and implement PGPs.	Professional Learning	08/14/2013	05/31/2017	$1000 - District Funding	instructional supervisor, principal, assistant principal

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?

Alma Rich, Principal

Cindy Wells, Counselor

SBDM

Teachers

Jaimie White, FRYSC director

Cheryl Cheatham, FRYSC assistant director

Relationship Building

Overall Rating: 3.0

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

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

Communications

Overall Rating: 2.71

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

	Statement or Question	Response	Rating
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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

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

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

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

Advocacy

Overall Rating: 2.5

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

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

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

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 3.0

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

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

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

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

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

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

Community Partnerships

Overall Rating: 2.67

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

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

At middle school level, parents seem more hesitant to participate in their child's educational activities. However, monthly activities are offered and all parents are informed through the use of School Messenger and Remind 101. Partnerships have been fomed with UK Extension Office, Lindsey Wilson College Education Department, LWC Bonner Scholars, Veteran's Administration, and local churches to provide clubs and other activities, such as contests or programs, for our students.

We have also formed a Parent Teacher Organization at ACMS for the current school year in hopes of getting more parent involvement. A parent from that group also volunteers to host a club with a facutly member each month.

Report Summary

Scores By Section

Section Score
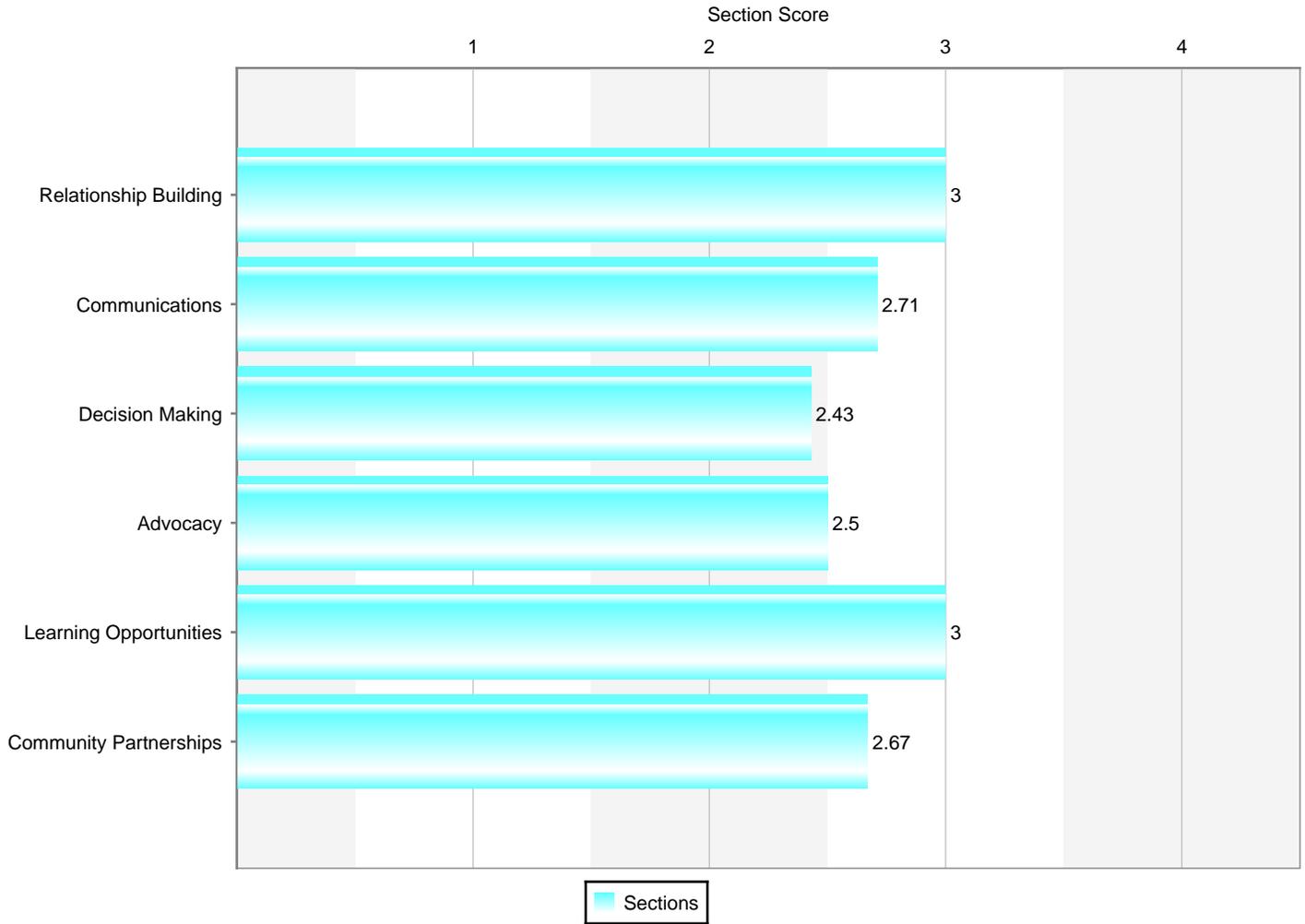
Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

At this time, our stakeholders include ACMS teachers, SBDM parent members, PTO members, Lindsey Wilson College Education Professors, LWC Bonner director and assistant director, UK Extension Office 4H Agent, and Veteran's of Foreign Affairs President and members. We are working to include more business partners for our school.

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

All teachers and SBDM parent members have input into planning. Counselor, principal, and curriculum specialist have input into the planning process as well.

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 plan will be reviewed with techers and employees druing ERF. SBDM members will review during regualr coucil meeting. The CSIP will be available on the school website once approved. From the website, community, business leaders, and parents will have access. Notification of availability will be sent home through the school newspaper, Remind 101, and the school Facebook page.

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?

1. What are our gap areas?
2. What are our areas of concern?
3. What are our areas of strength?
4. How can we better use MAP scores to increase student growth on KPREP?

1. The data tells us the our gap areas remian with students with disabilties in all tested areas.

2. Our areas of concern remain in reading, math, and writing. Writing is our main concern followed closely by improvement of reading scores, especially in 6th and 7th grades.

3. Our strength area remains in Social Studies but we did show improvements in reading and math especially at the 8th grade level.

4. We are using the Learning Continuum provided with MAP to place students in RTI to better meet their specific academic needs in reading and math. We have added Constructed Responses to common assessments to better assess our wrting skills prior to KPREP testing.

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?

Our most notable strenghts were in reading and math at the 8th grade level.

We plan on sustaning the areas of strength by continuing to use Compass Learning and Moby Max during RTI and as additonal instructional strategies in regular content classes.
We plan on continuing to have a focuson reading and math during RTI instruction.
SRA kits and AM will continue to be used in reading and math in both RTI and regular content classes.
We will continue to teach advanced Reading and Math classes to students who are exceeding standards.

The celebration came with the number of novice that was reduced in both reading and math, especially at the 8th grade level.

Opportunities for Improvement

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

We will need to improve in the areas of reading, math, and writing schoolwide.

The plans for improvement are to use the Learning Continuum in reading and math MAP results to identify and place students according to more specific academic need during their RTI time.

We plan to use the ESS daytime waiver and Title I collaborative teacher to focus on students not meeting state standards in math.

Blended learning classes are being used in math instruction.

New materials such as CARS, STARS, Test Ready, and new SRA kits have been ordered to assist with RTI instruction in the areas of reading.

Conclusion

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

Monitoring of the use of Compass Learning in RTI and in rotating through science and social studies classes will continue. We will continue to monitor special education students and those students in the lowest tier of RTI.

Monitoring of MAP scores and their correlation to KPREP scores will continue.

Funding from Race to the Top, Title I, and IDEA will be used to purchase instructional materials that will assist students not meeting standards.

Plan for Comprehensive School Improvement Plan 16-17

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 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	Increase the averaged combined reading and math K-Prep scores for middle school students from 49.7% to 62.7% proficient/distinguished by 2017	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$49200
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.2% to 56.6%, while reducing novice numbers.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	$16200
3	We will increase the overall ratings to at least a 3 in each area of the program review.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
4	Next Generation Professionals	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$1400

Goal 1: Increase the averaged combined reading and math K-Prep scores for middle school students from 49.7% to 62.7% proficient/distinguished by 2017

Measurable Objective 1:

collaborate to increase the overall reading and math scores for all Adair County Middle School students from 49.7% to 62.9% while decreasing the novice numbers by 05/31/2017 as measured by K-Prep.

Strategy 1:

Response to Intervention - Adair County Middle School students who are not on grade level in reading and/or math will be placed in appropriate Response to

Intervention classes.

Category: Learning Systems

Research Cited: Response to intervention is a research based system.

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math is a supplemental program which provides differentiated instruction and is designed to bring students up to grade level, and to enrich students which are at grade level.	Academic Support Program	08/14/2013	05/31/2017	$0	Title I Schoolwide	Principal, classroom teachers

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reading is a support program designed to help increase student comprehension. Students are required to earn AR points which are used as a bonus In 8th grade, and as a portion of their grade in grades 6 and 7.	Academic Support Program	08/14/2012	05/31/2017	$4000	Title I Schoolwide	Principal, Media Specialist, classroom teachers

Activity - MAP Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take MAP test 3 times yearly--fall, winter, spring	Academic Support Program	08/14/2013	05/31/2017	$0	District Funding	Principal, classroom teachers, technology coordinator

Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will do at least one learning checks per year to assess student ability and adjust instruction appropriately to meet student needs.	Academic Support Program	05/14/2013	05/31/2017	$0	No Funding Required	Principal, classroom teachers

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based software program that uses MAP scores to place students in appropriate academic skill level in math and reading. All students have access on rotating schedule.	Academic Support Program	08/10/2015	05/31/2017	$40000	Title I Schoolwide	Principal, Title I supervisor, teachers, curriculum specialist, technology lab teacher

Activity - CARS/STARS/Test Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CARS, STARS, and Test Ready Materials to enhance and vary the instruction of students not meeting standards in reading and/or math.	Academic Support Program	12/01/2016	05/31/2017	$1500	Title I Schoolwide	Teachers, curriculum specialist

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are trained on Moby Max and students are able to access the materials at home. Teachers use Moby Max in reading and math to assist students on meeting standards. Parents are able to assist students at home with assignments made by teachers.	Parent Involvement	11/16/2015	05/31/2017	$3700	Title I Schoolwide	Teachers, Parents.

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.2% to 56.6%, while reducing novice numbers.

Measurable Objective 1:

collaborate to close the identified gap from 42.2% to 56.6% while reducing novice numbers by 05/31/2017 as measured by measured by K-Prep, MAP, and other diagnostic testing.

Strategy 1:

RtI - Identified students will be given extra assistance to help move into the proficient category, and out of novice category

Category: Other - academic support

Activity - RtI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on specific criteria as determined by multiple forms of diagnostic testing, students will be placed into groupings according to need, for extra assistance and/or enrichment.	Academic Support Program	08/14/2012	05/31/2017	$0	Title I Schoolwide	principal, teachers, curriculum specialist

Activity - progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compass Learning , MAP, learning checks, KPrep data and SRA for reading, and Moby Max will be administered variously and multiple times throughout the school year with attending data going to teachers, principal, data team, for analysis.	Academic Support Program	08/14/2012	05/31/2017	$6000	Title I Schoolwide	principal, teachers, special education teachers

Activity - collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
based on school wide diagnostic testing, special education teachers will be scheduled to assist in reading and math classes to concentrate on helping identified students to achieve success in all academic areas.Title I teacher will be used to assist in science, social studies, reading and math on the 6th grade level to concentrate and help struggling students achieve.	Academic Support Program	08/14/2012	05/31/2016	$0	No Funding Required	principal, assistant principal, counselor, special education teachers, title I teacher

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS daytime waiver will be used in math classes to assist in providing extra assistance and helping to lower student:teacher ratio in math classrooms.	Academic Support Program	08/14/2012	05/31/2017	$5000	Title I Schoolwide	Title I coordinator, principal

Activity - Mentor program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LWC Bonner students and LWC Education Students provide one-on-one assistance for the students who are most in need of additional help.	Community Engagement	08/14/2012	05/31/2017	$0	No Funding Required	principal

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers set students up in reading and math with assigned lessons. Parents are trained on Moby Max and are able to access lessons at home to work with students on assigned lessons.	Parent Involvement	11/16/2015	05/31/2017	$3700	Title I Schoolwide	Teachers, parents

Activity - CARS/STARS/Test Ready	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CARS, STARS, and Test Ready materials will be used with students to help with identifying areas of weakness in reading and math. Teachers will then use the materials to enhance instruction and to assist with student's retention of the subject matter.	Academic Support Program	12/01/2016	05/31/2017	$1500	Title I Schoolwide	Teachers, curriculum specialist

Goal 3: We will increase the overall ratings to at least a 3 in each area of the program review.

Measurable Objective 1:

complete a portfolio or performance documenting our efforts towards proficiency in each of the program review areas by 05/31/2017 as measured by the grading rubric which the program review committee meets over to analyze our progress.

Strategy 1:

collaboration - During PLC's , teachers will discuss content being taught, and discuss ways to implement their content within other content areas, and keep

documentation on the activities.

Category: Learning Systems

Activity - direct instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The classroom teachers will take ideas from weekly PLC's and Early Release Fridays (ERF) and embed them within their lesson plans and classroom activities.	Academic Support Program	08/10/2016	05/31/2017	$0	No Funding Required	principal, classroom teachers

Activity - Assemblies/After School Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assemblies and after school activities will cover areas of drama, physical education, art, music, and world languages/culture to enhance the students' overall knowledge of these areas. This will also provide students not enrolled in an A/H class to participate on a regular basis in the areas of the arts.	Academic Support Program	08/10/2016	05/31/2017	$0	No Funding Required	Teachers, FRYSC, principal, LWC

Goal 4: Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency in administrators certified for observations by 05/31/2017 as measured by Professional Growth Effectiveness System .

Strategy 1:

Observations-Teachscape - Administrators will calibrate and become proficient on the Danielson Framework for teacher observations.

Category: Principal PGES

Activity - professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will have re-calibration training on performing teacher evaluation.	Professional Learning	08/14/2013	05/31/2017	$400	District Funding	instructional supervisor, principal, assistant principal

Measurable Objective 2:

demonstrate a proficiency by increasing the number of proficient teachers by 05/31/2017 as measured by TPGES.

Strategy 1:

Professional Growth Plans--CIITS - Professional growth plans will reflect the needs of each teacher based on evaluations and reflections of lessons done by both teacher and administrator.

Category: Continuous Improvement

Activity - Professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals meet regularly with teachers to discuss, revise, and implement PGPs.	Professional Learning	08/14/2013	05/31/2017	$1000	District Funding	instructional supervisor, principal, assistant principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
collaboration	based on school wide diagnostic testing, special education teachers will be scheduled to assist in reading and math classes to concentrate on helping identified students to achieve success in all academic areas.Title I teacher will be used to assist in science, social studies, reading and math on the 6th grade level to concentrate and help struggling students achieve.	Academic Support Program	08/14/2012	05/31/2016	$0	principal, assistant principal, counselor, special education teachers, title I teacher
Learning Checks	Students will do at least one learning checks per year to assess student ability and adjust instruction appropriately to meet student needs.	Academic Support Program	05/14/2013	05/31/2017	$0	Principal, classroom teachers
Mentor program	LWC Bonner students and LWC Education Students provide one-on-one assistance for the students who are most in need of additional help.	Community Engagement	08/14/2012	05/31/2017	$0	principal
Assemblies/After School Activities	Assemblies and after school activities will cover areas of drama, physical education, art, music, and world languages/culture to enhance the students' overall knowledge of these areas. This will also provide students not enrolled in an A/H class to participate on a regular basis in the areas of the arts.	Academic Support Program	08/10/2016	05/31/2017	$0	Teachers, FRYSC, principal, LWC
direct instruction	The classroom teachers will take ideas from weekly PLC's and Early Release Fridays (ERF) and embed them within their lesson plans and classroom activities.	Academic Support Program	08/10/2016	05/31/2017	$0	principal, classroom teachers
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development	Principals meet regularly with teachers to discuss, revise, and implement PGPs.	Professional Learning	08/14/2013	05/31/2017	$1000	instructional supervisor, principal, assistant principal

	Administrators will have re-calibration training on performing teacher evaluation.	Professional Learning	08/14/2013	05/31/2017	$400	instructional supervisor, principal, assistant principal
professional development	Administrators will have re-calibration training on performing teacher evaluation.	Professional Learning	08/14/2013	05/31/2017	$400	instructional supervisor, principal, assistant principal
MAP Testing	Students will take MAP test 3 times yearly--fall, winter, spring	Academic Support Program	08/14/2013	05/31/2017	$0	Principal, classroom teachers, technology coordinator
				Total	$1400	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	ESS daytime waiver will be used in math classes to assist in providing extra assistance and helping to lower student:teacher ratio in math classrooms.	Academic Support Program	08/14/2012	05/31/2017	$5000	Title I coordinator, principal
Accelerated Reading	Accelerated Reading is a support program designed to help increase student comprehension. Students are required to earn AR points which are used as a bonus In 8th grade, and as a portion of their grade in grades 6 and 7.	Academic Support Program	08/14/2012	05/31/2017	$4000	Principal, Media Specialist, classroom teachers
Moby Max	Teachers set students up in reading and math with assigned lessons. Parents are trained on Moby Max and are able to access lessons at home to work with students on assigned lessons.	Parent Involvement	11/16/2015	05/31/2017	$3700	Teachers, parents
Accelerated Math	Accelerated Math is a supplemental program which provides differentiated instruction and is designed to bring students up to grade level, and to enrich students which are at grade level.	Academic Support Program	08/14/2013	05/31/2017	$0	Principal, classroom teachers
progress monitoring	Compass Learning , MAP, learning checks, KPrep data and SRA for reading, and Moby Max will be administered variously and multiple times throughout the school year with attending data going to teachers, principal, data team, for analysis.	Academic Support Program	08/14/2012	05/31/2017	$6000	principal, teachers, special education teachers
Moby Max	Parents are trained on Moby Max and students are able to access the materials at home. Teachers use Moby Max in reading and math to assist students on meeting standards. Parents are able to assist students at home with assignments made by teachers.	Parent Involvement	11/16/2015	05/31/2017	$3700	Teachers, Parents.
RtI	Based on specific criteria as determined by multiple forms of diagnostic testing, students will be placed into groupings according to need, for extra assistance and/or enrichment.	Academic Support Program	08/14/2012	05/31/2017	$0	principal, teachers, curriculum specialist

Compass Learning	Computer based software program that uses MAP scores to place students in appropriate academic skill level in math and reading. All students have access on rotating schedule.	Academic Support Program	08/10/2015	05/31/2017	$40000	Principal, Title I supervisor, teachers, curriculum specialist, technology lab teacher
CARS/STARS/Test Ready	CARS, STARS, and Test Ready materials will be used with students to help with identifying areas of weakness in reading and math. Teachers will then use the materials to enhance instruction and to assist with student's retention of the subject matter.	Academic Support Program	12/01/2016	05/31/2017	$1500	Teachers, curriculum specialist
CARS/STARS/Test Ready	Teachers will use CARS, STARS, and Test Ready Materials to enhance and vary the instruction of students not meeting standards in reading and/or math.	Academic Support Program	12/01/2016	05/31/2017	$1500	Teachers, curriculum specialist
				Total	$65400	

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	We use ERF to keep a current review of student data and to make sure that all students are placed in correct RTI classes. PLC's meet to review MAP test data by department to review scores and determine placements with the curriculum specialist and principal. PLC's meet by grade level to determine instructional practices for each RTI group.	

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	Yes, we use RtI and ESS daytime waiver to provide addional help for student that need it. All materials used for RTI instruction are reserached based.	

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	In additon to RtI and ESS Daytime Waiver personnel, we use Compass Learning and Moby Max to provide individualized instruction for all students. CARS, STARS, Test Ready, AM, and AR are also used on a regular basis.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	According to HQ report in EPSB, all teachers are highly qualified. Screening process to make sure applicants are highly qualified is done at the central office prior to picking up applications at the school level. We provide mentoring for new teachers.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	All finacial records are on file at both the central office and ACMS.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent Compact and Parent Involvement Policy are on file. Annual meetings to review both documents are held in the spring. Monthly activites are held for parent involvement. Parent Teacher Conferences are held twice each year. Home visits are done monthly by school personnel.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Professional developments were done on an individual need basis and are included in Ciits in the PGP's of each teacher.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	All students are placed in appropriate RTI classes according to Learning Continuum on MAP test results and KPREP results.	

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		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Title I also worked with FRYSC and migrant to plan monthly activities throughout the year.	

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	We are a schoolwide Title I	

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

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent Compacts and Parent Involvement Policy are on file at ACMS. PTO formed this school year.	

Comprehensive School Improvement Plan

Adair County Middle School

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.	Yes	PD's chosen were based on individual PGP's and are located in Ciits.	

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

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	www.adair.kyschools.us	

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	We have no teachers that are not highly qualified.	

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	Professional developments are based on PGP's of each teacher.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	This is on file at the central office with the Title I coordinator and in the office of the principal.	

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	No cap sizes in middle school	

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

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:

Increase the averaged combined reading and math K-Prep scores for middle school students from 49.7% to 62.7% proficient/distinguished by 2017

Measurable Objective 1:

collaborate to increase the overall reading and math scores for all Adair County Middle School students from 49.7% to 62.9% while decreasing the novice numbers by 05/31/2017 as measured by K-Prep.

Strategy1:

Response to Intervention - Adair County Middle School students who are not on grade level in reading and/or math will be placed in appropriate Response to Intervention classes.

Category: Learning Systems

Research Cited: Response to intervention is a research based system.

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math is a supplemental program which provides differentiated instruction and is designed to bring students up to grade level, and to enrich students which are at grade level.	Academic Support Program	08/14/2013	05/31/2017	$0 - Title I Schoolwide	Principal, classroom teachers

Activity - CARS/STARS/Test Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CARS, STARS, and Test Ready Materials to enhance and vary the instruction of students not meeting standards in reading and/or math.	Academic Support Program	12/01/2016	05/31/2017	$1500 - Title I Schoolwide	Teachers, curriculum specialist

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is a support program designed to help increase student comprehension. Students are required to earn AR points which are used as a bonus In 8th grade, and as a portion of their grade in grades 6 and 7.	Academic Support Program	08/14/2012	05/31/2017	$4000 - Title I Schoolwide	Principal, Media Specialist, classroom teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are trained on Moby Max and students are able to access the materials at home. Teachers use Moby Max in reading and math to assist students on meeting standards. Parents are able to assist students at home with assignments made by teachers.	Parent Involvement	11/16/2015	05/31/2017	$3700 - Title I Schoolwide	Teachers, Parents.

Activity - Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will do at least one learning checks per year to assess student ability and adjust instruction appropriately to meet student needs.	Academic Support Program	05/14/2013	05/31/2017	$0 - No Funding Required	Principal, classroom teachers

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based software program that uses MAP scores to place students in appropriate academic skill level in math and reading. All students have access on rotating schedule.	Academic Support Program	08/10/2015	05/31/2017	$40000 - Title I Schoolwide	Principal, Title I supervisor, teachers, curriculum specialist, technology lab teacher

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take MAP test 3 times yearly--fall, winter, spring	Academic Support Program	08/14/2013	05/31/2017	$0 - District Funding	Principal, classroom teachers, technology coordinator

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.2% to 56.6%, while reducing novice numbers.

Measurable Objective 1:

collaborate to close the identified gap from 42.2% to 56.6% while reducing novice numbers by 05/31/2017 as measured by measured by K-Prep, MAP, and other diagnostic testing.

Strategy1:

RtI - Identified students will be given extra assistance to help move into the proficient category, and out of novice category

Category: Other - academic support

Research Cited:

Comprehensive School Improvement Plan

Adair County Middle School

Activity - CARS/STARS/Test Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CARS, STARS, and Test Ready materials will be used with students to help with identifying areas of weakness in reading and math. Teachers will then use the materials to enhance instruction and to assist with student's retention of the subject matter.	Academic Support Program	12/01/2016	05/31/2017	$1500 - Title I Schoolwide	Teachers, curriculum specialist

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers set students up in reading and math with assigned lessons. Parents are trained on Moby Max and are able to access lessons at home to work with students on assigned lessons.	Parent Involvement	11/16/2015	05/31/2017	$3700 - Title I Schoolwide	Teachers, parents

Activity - collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
based on school wide diagnostic testing, special education teachers will be scheduled to assist in reading and math classes to concentrate on helping identified students to achieve success in all academic areas.Title I teacher will be used to assist in science, social studies, reading and math on the 6th grade level to concentrate and help struggling students achieve.	Academic Support Program	08/14/2012	05/31/2016	$0 - No Funding Required	principal, assistant principal, counselor, special education teachers, title I teacher

Activity - RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on specific criteria as determined by multiple forms of diagnostic testing, students will be placed into groupings according to need, for extra assistance and/or enrichment.	Academic Support Program	08/14/2012	05/31/2017	$0 - Title I Schoolwide	principal, teachers, curriculum specialist

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS daytime waiver will be used in math classes to assist in providing extra assistance and helping to lower student:teacher ratio in math classrooms.	Academic Support Program	08/14/2012	05/31/2017	$5000 - Title I Schoolwide	Title I coordinator, principal

Activity - progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning , MAP, learning checks, KPrep data and SRA for reading, and Moby Max will be administered variously and multiple times throughout the school year with attending data going to teachers, principal, data team, for analysis.	Academic Support Program	08/14/2012	05/31/2017	$6000 - Title I Schoolwide	principal, teachers, special education teachers

Comprehensive School Improvement Plan

Adair County Middle School

Activity - Mentor program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LWC Bonner students and LWC Education Students provide one-on-one assistance for the students who are most in need of additional help.	Community Engagement	08/14/2012	05/31/2017	$0 - No Funding Required	principal

Goal 3:

We will increase the overall ratings to at least a 3 in each area of the program review.

Measurable Objective 1:

complete a portfolio or performance documenting our efforts towards proficiency in each of the program review areas by 05/31/2017 as measured by the grading rubric which the program review committee meets over to analyze our progress.

Strategy1:

collaboration - During PLC's , teachers will discuss content being taught, and discuss ways to implement their content within other content areas, and keep documentation on the activities.

Category: Learning Systems

Research Cited:

Activity - Assemblies/After School Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assemblies and after school activities will cover areas of drama, physical education, art, music, and world languages/culture to enhance the students' overall knowledge of these areas. This will also provide students not enrolled in an A/H class to participate on a regular basis in the areas of the arts.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Teachers, FRYSC, principal, LWC

Activity - direct instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will take ideas from weekly PLC's and Early Release Fridays (ERF) and embed them within their lesson plans and classroom activities.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	principal, classroom teachers

Goal 4:

Next Generation Professionals

Measurable Objective 1:

demonstrate a proficiency in administrators certified for observations by 05/31/2017 as measured by Professional Growth Effectiveness System .

Strategy1:

Observations-Teachscape - Administrators will calibrate and become proficient on the Danielson Framework for teacher observations.

Category: Principal PGES

Research Cited:

Activity - professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will have re-calibration training on performing teacher evaluation.	Professional Learning	08/14/2013	05/31/2017	$400 - District Funding	instructional supervisor, principal, assistant principal

Measurable Objective 2:

demonstrate a proficiency by increasing the number of proficient teachers by 05/31/2017 as measured by TPGES.

Strategy1:

Professional Growth Plans--CIITS - Professional growth plans will reflect the needs of each teacher based on evaluations and reflections of lessons done by both teacher and administrator.

Category: Continuous Improvement

Research Cited:

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals meet regularly with teachers to discuss, revise, and implement PGPs.	Professional Learning	08/14/2013	05/31/2017	$1000 - District Funding	instructional supervisor, principal, assistant principal

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for middle school students from 49.7% to 62.7% proficient/distinguished by 2017

Measurable Objective 1:

collaborate to increase the overall reading and math scores for all Adair County Middle School students from 49.7% to 62.9% while decreasing the novice numbers by 05/31/2017 as measured by K-Prep.

Strategy1:

Response to Intervention - Adair County Middle School students who are not on grade level in reading and/or math will be placed in appropriate Response to Intervention classes.

Category: Learning Systems

Research Cited: Response to intervention is a research based system.

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reading is a support program designed to help increase student comprehension. Students are required to earn AR points which are used as a bonus In 8th grade, and as a portion of their grade in grades 6 and 7.	Academic Support Program	08/14/2012	05/31/2017	$4000 - Title I Schoolwide	Principal, Media Specialist, classroom teachers

Activity - Learning Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will do at least one learning checks per year to assess student ability and adjust instruction appropriately to meet student needs.	Academic Support Program	05/14/2013	05/31/2017	$0 - No Funding Required	Principal, classroom teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are trained on Moby Max and students are able to access the materials at home. Teachers use Moby Max in reading and math to assist students on meeting standards. Parents are able to assist students at home with assignments made by teachers.	Parent Involvement	11/16/2015	05/31/2017	$3700 - Title I Schoolwide	Teachers, Parents.

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Math is a supplemental program which provides differentiated instruction and is designed to bring students up to grade level, and to enrich students which are at grade level.	Academic Support Program	08/14/2013	05/31/2017	$0 - Title I Schoolwide	Principal, classroom teachers

Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take MAP test 3 times yearly--fall, winter, spring	Academic Support Program	08/14/2013	05/31/2017	$0 - District Funding	Principal, classroom teachers, technology coordinator

Activity - CARS/STARS/Test Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CARS, STARS, and Test Ready Materials to enhance and vary the instruction of students not meeting standards in reading and/or math.	Academic Support Program	12/01/2016	05/31/2017	$1500 - Title I Schoolwide	Teachers, curriculum specialist

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based software program that uses MAP scores to place students in appropriate academic skill level in math and reading. All students have access on rotating schedule.	Academic Support Program	08/10/2015	05/31/2017	$40000 - Title I Schoolwide	Principal, Title I supervisor, teachers, curriculum specialist, technology lab teacher

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.2% to 56.6%, while reducing novice numbers.

Measurable Objective 1:

collaborate to close the identified gap from 42.2% to 56.6% while reducing novice numbers by 05/31/2017 as measured by measured by K-Prep, MAP, and other diagnostic testing.

Strategy1:

RtI - Identified students will be given extra assistance to help move into the proficient category, and out of novice category

Category: Other - academic support

Research Cited:

Activity - RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on specific criteria as determined by multiple forms of diagnostic testing, students will be placed into groupings according to need, for extra assistance and/or enrichment.	Academic Support Program	08/14/2012	05/31/2017	$0 - Title I Schoolwide	principal, teachers, curriculum specialist

Activity - progress monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Compass Learning , MAP, learning checks, KPrep data and SRA for reading, and Moby Max will be administered variously and multiple times throughout the school year with attending data going to teachers, principal, data team, for analysis.	Academic Support Program	08/14/2012	05/31/2017	$6000 - Title I Schoolwide	principal, teachers, special education teachers

Activity - CARS/STARS/Test Ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CARS, STARS, and Test Ready materials will be used with students to help with identifying areas of weakness in reading and math. Teachers will then use the materials to enhance instruction and to assist with student's retention of the subject matter.	Academic Support Program	12/01/2016	05/31/2017	$1500 - Title I Schoolwide	Teachers, curriculum specialist

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS daytime waiver will be used in math classes to assist in providing extra assistance and helping to lower student:teacher ratio in math classrooms.	Academic Support Program	08/14/2012	05/31/2017	$5000 - Title I Schoolwide	Title I coordinator, principal

Activity - Mentor program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LWC Bonner students and LWC Education Students provide one-on-one assistance for the students who are most in need of additional help.	Community Engagement	08/14/2012	05/31/2017	$0 - No Funding Required	principal

Activity - Moby Max	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers set students up in reading and math with assigned lessons. Parents are trained on Moby Max and are able to access lessons at home to work with students on assigned lessons.	Parent Involvement	11/16/2015	05/31/2017	$3700 - Title I Schoolwide	Teachers, parents

Activity - collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
based on school wide diagnostic testing, special education teachers will be scheduled to assist in reading and math classes to concentrate on helping identified students to achieve success in all academic areas.Title I teacher will be used to assist in science, social studies, reading and math on the 6th grade level to concentrate and help struggling students achieve.	Academic Support Program	08/14/2012	05/31/2016	$0 - No Funding Required	principal, assistant principal, counselor, special education teachers, title I teacher

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:
We will increase the overall ratings to at least a 3 in each area of the program review.

Measurable Objective 1:
complete a portfolio or performance documenting our efforts towards proficiency in each of the program review areas by 05/31/2017 as measured by the grading rubric which the program review committee meets over to analyze our progress.

Strategy1:
collaboration - During PLC's , teachers will discuss content being taught, and discuss ways to implement their content within other content areas, and keep documentation on the activities.
Category: Learning Systems
Research Cited:

Activity - Assemblies/After School Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assemblies and after school activities will cover areas of drama, physical education, art, music, and world languages/culture to enhance the students' overall knowledge of these areas. This will also provide students not enrolled in an A/H class to participate on a regular basis in the areas of the arts.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	Teachers, FRYSC, principal, LWC

Activity - direct instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The classroom teachers will take ideas from weekly PLC's and Early Release Fridays (ERF) and embed them within their lesson plans and classroom activities.	Academic Support Program	08/10/2016	05/31/2017	$0 - No Funding Required	principal, classroom teachers

Executive Summary

Introduction

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

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

Description of the School

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

Adair County Middle School is located in Columbia, KY, a rual area in which farming is still a primary focus. Our community is ideally situated in South Central Kentucky, which makes for fairly easy access to the local state universities and colleges, especially Lindsey Wilson College in Columbia, Campbellsville University, WKU Glasgow Campus. Both of which are under a 30 minute commute. Students also have easy access to WKU main campus and to Somerset Vocational/Tech school. Both of those are within an hour of our school.

The school itself is located on the same campus as the primary, elementary, and high schoo, and is the oldest building of the district. There are 35 full time teachers on staff along with a media specialist, a curriculum specialist, a couselfor, an assistant principal, and a principal. Six of those teachers rotate instruction in art, music, physical education, careers, technology, and world language. We also have the option for students to substitute band, chorus, ROTC, or technology for high school credit for the rotating class. With have an FMD unit with one teacher, three collaborative special needs teachers, and one PASS program teacher. Gifted/Talented students meet on a regular basis with a district G/T teacher.

For several years, we have worked with the high school to have students who qualify to take Algebra I, English I, Integrated Science, and technology classes for high school credit, while still at ACMS.

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.

The mission statement of Adair County Middle School is to Always Challenge Middle School students to Succeed.   The faculty and staff at Adair County Middle School are always looking for ways to expand our course offering through collaboration with the high school. A collaborative effort is underway with the Confucius Institute at Western Kentucky University which is enabling us to fulfill the mandated world language requirement by offering Mandarin Chinese to all of our students. We offer a variety of clubs and sports for students to participate in as extracurricular activities. These include academic team, BETA, leadership, 4-H and art clubs. We have high expectations for our students and convey this through the use of the PRIDE Program where we promote positive attitudes, respect, integrity, determination and excellence in all areas of the school.

Notable Achievements and Areas of Improvement

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

In the last three years, the KPREP scores at ACMS have been increasing at a steady pace. With the continuation of Response to Intervention classes where students are placed based on MAP scores, we expect our scores in reading and math to continue to increase. With continuing PLC's in grade levels and now content areas, we are keeping the focus on data evaluation and keeping students in the appropriate groups according to their greatest need. Adding additional resources and providing the training on the use of those resources by our curriculum specialist will aid in teachers being able to vary teaching materials and strategies to meet student need. The continuation of Compass Learning, Moby Max, and other research based materials in both RtI and regular instruction will help students have more individualized learning opportunities. The purchase of the additional chromebooks has allowed for better use of Compass and Moby Max and has also allowed us to take less instruction time for MAP testing.

Additional Information

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

ACMS has students involved in various committees and jobs in the classroom and in the school. Students are assuming leadership roles and are helping to plan and carry out various events at the school. Students are involved in two Leadership Clubs--one discusses and promotes characteristics of good leaders while the other focuses on doing service projects as leaders in the community. Students also have many other clubs to join at ACMS which vary according to student interest: cooking, chess, gardening, and crafts just to name a few. Five of the clubs at our school are being sponsored by community or business volunteers.

Teachers at ACMS locate and encourage students to get involved in contests using information or skills that they have been taught at school. For example, students have been encouraged to participate in essay contests with the VFW. Students have been competing also in many art competitions, such as Duck Stamp and Doodle for Google, under the direction of our art teacher.

Adair County Middle School is always challenging middle school students to succeed!