

## Phase One: Continuous Improvement Diagnostic\_09272018\_23:35

Phase One: Continuous Improvement Diagnostic

### **Adair County Middle School**

Alma Rich

322 General John Adair Drive

Columbia, Kentucky, 42728

United States of America

Last Modified: 09/30/2018

Status: Locked

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## Phase One: Continuous Improvement Diagnostic

### Continuous Improvement Diagnostic

**Rationale:** The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

#### Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys\*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

\*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

a. Instructional time to meet the needs of all students: survey results of teachers showed that they felt that the instruction time was not sufficient to meet the needs of all students. Instruction time has increased this year from 50 minute class periods to 53 minute class periods on a regular school day. Two periods of 40 minutes are being provided for response to intervention time to meet the needs of students who are below proficiency in reading and math. b. Managing Student Conduct: A survey done with teachers and administrators showed that students at this school have difficulty following the rules of conduct and have multiple disciplinary actions and suspensions. The administrators and teachers have worked with students to do more PBIS this school year. Students will be grouped and participating in various mentor sessions to provide ways to control behaviors before getting to the suspension stage. Students who are suspended or have multiple ISS room assignments are missing what is going on in the regular classroom; therefore, they fall behind in instruction.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

a. A scheduling committee was formed to include teachers from all grade levels and content areas. Members were selected by their grade level and departments. The committee devised, met with teachers not on the committee, and decided upon the above mentioned schedule changes. The schedule will be looked at in October, December, and again in the spring to determine if schedule changes are meeting instructional needs. b. Faculty and staff were asked to volunteer to be part of the PBIS team at ACMS. Meetings will be held to inform members of the task of the PBIS team. Meetings will be scheduled after school to meet the needs of all teachers and staff on the committees. A system of monitoring behaviors and mentoring sessions will be discussed, planned, and scheduled.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: The Needs Assessment for Schools\_10292018\_14:03

Phase Two: The Needs Assessment for Schools

**Adair County Middle School**

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## Phase Two: The Needs Assessment for Schools

### Understanding Continuous Improvement: The Needs Assessment

**Rationale:** In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Teachers meet monthly in PLC's for the purpose of reviewing, analyzing and applying data results. This data includes MAP scores from three times per year, KPREP scores annually, and common assessments that are done at least monthly. Each teacher in the four content areas of math, reading, science, and social studies is involved in the process of reviewing data from the assessments and making plans to improve student achievement in the content areas. All information and results are documented on given forms.

### **ATTACHMENTS**

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## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Overall, 21.1 percent of our students scored novice in reading which is a significant decrease from 2017 to 2018. Overall, 8.4 percent of our students scored novice in math which is a significant decrease from 2017 to 2018. Overall, our gap students showed an increase in proficiency by reaching 35.4 percent as compared to 2017 which was at 7.8 percent For Non-Academic Areas: Our number of students that were suspended from school due to behavior decreased from 2017 to 2018. Number of students receiving out of school suspension were 73 in 2018 as compared to 94 in 2017. However, the number of students receiving in school suspensions increased from 131 in 2017 to 148 in 2018. Both types of disciplinary actions took students from the direct instruction of their content teacher.

## **ATTACHMENTS**

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

80.9 percent of gap students scored below proficiency on KPREP test in reading as opposed to just 42.9 percent of all students tested. 87.3 percent of gap students scored below proficiency on KPREP test in math as opposed to just 51.3 percent of all students tested. Non-Academic Data: Writing is now going to digital storage as well students being asked to keep digital portfolios of work to pass along to high school. We are in need of iPADS to use for digital pictures to be taken and put in Google for their portfolios.

### **ATTACHMENTS**

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## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Students with disabilities in reading, math, science, social studies, and writing remain to be the area in need of significant improvement. Students continue to have high out of school and in school suspension rates causing them to miss classroom instruction due to behavior.

### **ATTACHMENTS**

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## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Students will be grouped for supplemental instruction based on KPREP Data and MAP data for reading and math. iReady materials, Stars and Cars, Focus, Accelerated Math, Moby Max, Khan Academy, Buzz Math, SRA, and a variety of other materials will be used to enhance student learning of concepts. PBIS will be an important factor in identifying and addressing discipline issues that cause students to miss out on instruction due to out of school suspensions and/or ISS.

### **ATTACHMENTS**

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Proficiency rates have increased in 6th grade reading from 54.1 percent to 59.2 percent over the last year. Proficiency rates in 6th grade math increased within the last year from 55.6 to 58.1 percent. 7th grade proficiency rates in both reading and math increased over the past year. Reading went from 36.8 to 58.7 percent proficiency. Math increased from 36.8 to 52.8 percent proficiency.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: School Assurances\_10292018\_14:11

Phase Two: School Assurances

**Adair County Middle School**

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## Phase Two: School Assurances

### Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

## School Assurances

### Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- Yes
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### Comprehensive Needs Assessment

3. 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
  - No
  - N/A

#### COMMENTS

#### ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. 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, career, and transition ready.
- Yes
  - No

- N/A

## **COMMENTS**

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Instructional Strategies**

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Targeted Assistance Activities**

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

- Yes**
- No
- N/A

## **COMMENTS**

## **ATTACHMENTS**

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### **Parent and Family Engagement**

8. 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 and Family Engagement Policy.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Teacher Quality**

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Title I Application**

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- Yes
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## **Paraeducators**

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- Yes
- No

- N/A

### **COMMENTS**

### **ATTACHMENTS**

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### **Paraeducator Non-Instructional Duties**

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

- Yes**
- No
- N/A

### **COMMENTS**

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Two: School Safety Report\_10292018\_14:14

### Phase Two: School Safety Report

**Adair County Middle School**

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## Phase Two: School Safety Report

### School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition to the drills required in KRS 158.162, 922 KAR 2:120 applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented.

## Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, the principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

*If the answer is "no," please explain below.*

*Please note that the school council or, where applicable, the principal in each school is also required, pursuant to KRS 158.164, to establish, in consultation with local law enforcement, lockdown procedures; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

*If the answer is "no," please explain below.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Was the school's emergency plan reviewed at the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

*If the answer is "no," please explain below.*

*Please provide the most recent date of review/revision of the school's emergency plan in the district.*

No. We update to the Chapter 5 of our EMP each summer but we have never met with first responders at the "end of the prior school year". We always have our annual meeting with first responders and administrators in October and get sbdm approval following our fall meeting. The meetings are now scheduled for the summer of 2019 for a review and revisions for the 2019-20 school year. The most recent date of review was October 16, 2018.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

*If the answer is "no," please explain below.*

*Please provide the date the school completed this discussion.*

Yes August 8, 2018

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. During the first 30 instructional days of the current school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. During the month of January during the prior school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(4)?

*If the answer is "no," please explain below.*

*Please note that 922 KAR 2:120 also applies to boards of education and requires fire drills be conducted monthly during hours of operation and be appropriately documented; however, you are not being asked to certify that here.*

Yes

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Three: Comprehensive Improvement Plan for Schools\_11022018\_14:34

Phase Three: Comprehensive Improvement Plan for Schools

### **Adair County Middle School**

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## Phase Three: Comprehensive Improvement Plan for Schools

### Comprehensive Improvement Plan for Schools

**Rationale:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

**Operational definitions of each area within the plan:**

**Goal:** Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

**Objective:** Short-term target to be attained by the end of the current school year.

**Strategy:** Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

**Activity:** The actionable steps used to deploy the chosen strategy.

**Key Core Work Processes:** A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

**Measure of Success:** The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

**Progress Monitoring:** Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

N/A

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Comprehensive Improvement Plan for Schools	Strategies and activities for the 2018-19 school year	

## Phase Three: Closing the Achievement Gap Diagnostic\_11022018\_14:34

Phase Three: Closing the Achievement Gap Diagnostic

**Adair County Middle School**

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## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

Our two largest Gap Groups include the Economic Disadvantaged and the Special Education (IEP) groups.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

Our school population is listed as 577 students. We have 49 students that receive special education services. There are 378 students that qualify for free/reduced lunch status even though all of our students receive free/reduced lunch/breakfast. We currently have seven special education teachers. Of those seven, one has a self-contained FMD class and one operates a PASS room for students with behavior disabilities. The other special education teachers collaborate with the regular education teachers to provide services and accommodations for students with IEP's. In addition, we have two resource math classes for students who qualify.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Gaps have remained in Special Education Students with Disabilities and in the Economically Disadvantaged Groups.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Although we have not closed any gap group areas, we have shown a slight improvement with special education group in both reading and math during the 2017-18 school year.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

We have not regressed in any gap group area. We remain to have gaps in the areas of special education in both reading and math and also in the economically disadvantaged group there remains gaps in both reading and math. In the area of science, we additionally had a gap in the area of minorities. This was the first year that our minority population had been large enough to be considered as a part of the testing calculations.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

Professional developments were conducted for teachers in reading and math. Teachers received training in the use of iReady. The program was reviewed and found to have positive results with students scoring below grade level in the areas of reading and math. Our special education and economically disadvantaged groups scoring below proficient in reading and math were placed into classes and use this program a minimum of 45 minutes per week. An ESS daytime waiver person collaborates with our regular math teachers to meet the needs of the students who are scoring below proficient and fall into the gap groups of economically disadvantaged and special education. Services of before school tutoring are provided by ESS and a SRCL grant. Students receive 45 minute tutoring sessions twice a week and again after school on Friday during ERF. Teachers also received training in MAP Skills Navigator and use this program to supplement both regular class and RTI time for students in gap groups needing further intervention on specific skills as indicated by KPREP and MAP. Accelerated math is also used to assist gap group students or any student who is needing additional assistance in specific skills and are below the proficient level. This program is used as a supplement to the regular math classroom as well as in RTI class time for math.

## **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Adair County Middle School has many foster students who move in and out of the district as they are placed in different homes. Lack of stability interferes with the learning process of students. During the 2017-18 school year, we had no resource room classes other than FMD for special education students who were not successful in the regular classroom for reading or math. This gave students who were already at least two grade levels below and who were scoring in the low novice range a disadvantage with limited one to one assistance on skills needed .

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

During PLC's on Early Release Fridays and once monthly during department PLC's, teachers analyze regular classroom assessments. They identify the gap students and discuss strategies that can be used in the classroom for those students. Other planning meetings and ERF's are used to contact parents for academic support. The curriculum specialist meets regularly with teachers to assist with classroom planning and providing needed materials, resources, etc to assist students in gap areas. Special education teachers and a title one teacher collaborates with regular education teachers on a daily basis to discuss modifications, progress, etc. of gap group students with regular education teachers. Brett Blair, Title I; Pat Coomer, Curriculum Specialist; Alma Rich, Principal; Donna Young, assistant principal/ARC Chairperson; all classroom teachers, and all special education teachers are involved in PLC's and planning sessions.

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

Decrease novice in reading by 10% by the end of the 2018-19 school year based on state assessment and MAP data done three times annually  
Decrease novice in math by 10% by the end of the 2018-19 school year based on state assessment and MAP data done three times annually  
Increase scores in math by 10% among non-duplicated gap groups during the 2018-19 school year  
Increase scores in reading by 10% among non-duplicated gap groups during the 2018-19 school year.  
Increase scores in writing and use of literacy skills in all content area classes by 10% during the 2018-19 school year.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.

Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Achievement Gap Group Identification	Number and percentage of Gap Group Students	I
 Closing the achievement gap	Goals for reducing novice and improving gap groups scores in the areas of reading and math and writing.	III

## Phase Three: Executive Summary for Schools\_11022018\_14:35

### Phase Three: Executive Summary for Schools

#### **Adair County Middle School**

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## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### 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 rural 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 school, 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 counselor, an assistant principal, and a principal. Six of those teachers rotate instruction in art, music, physical education, careers, technology, and library media. We also have the option for students to substitute band, chorus, Cadet Corp, or technology for high school credit for the rotating class. We have an FMD unit with one teacher, four collaborative special needs teachers, and one PASS program teacher. Gifted/Talented students meet on a regular basis with a district G/T teacher. We also have one alternative unit that is staffed with a full time teacher and students work in the Odysseyware Program allowing them to receive instruction on their grade level. Students in that unit are there for severe behavioral issues and/or academic recovery. 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.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### 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. This year we expanded our curriculum to include extension classes. These classes range from CSI, Computer Coding, Globe Trotters, Fraternity 45, Chemistry, to Theme Park Design. All courses have a math or literary basis. These are offered to students who are meeting all standards in reading and math. We offer a variety of clubs and sports for students to participate in as well as extracurricular activities. These include academic team, BETA, leadership, 4-H and art clubs. We also have formed the first Middle School FFA club and class for Adair County Middle School Students. These students have already been very active this school year. 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.

#### **ATTACHMENTS**

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## **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 out of four years, the KPREP scores at ACMS have increased at a steady pace. Last school year, we had suffered a slight decline as our Achievement Gaps widened. With the continuation of Response to Intervention classes where students are placed based on MAP and KPREP scores, we expected our scores in reading and math to increase for the 2017-18 school year and they did. Although not to proficiency in our gap groups, we feel that with the heightened awareness and analyzing common assessments with comparisons done to Gap/Non-Gap groupings, we expect our Achievement Gap to close at a steady pace. 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 of reading and math. We are now able to service students with both reading and math assistance through interventions with the extension class time periods this school year. 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 Edgenuity, Moby Max, MAP Navigator and other research based materials in both RtI and regular instruction will help students have more individualized learning opportunities. The purchase of the additional chrome books has allowed for better use of Edgenuity and Moby Max and has also allowed us to take less instruction time for MAP testing completion. Our 6th grade academic team took top honors at the 6th grade academic showcase during the 2018 season. All of the students placed in individual assessments at the district level for the first time during the 2018 season.

### **ATTACHMENTS**

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### **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 Leadership Clubs that discuss and promote characteristics of good leaders while focusing 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: chess, health/fitness, and art just to name a few. Our newest club is recognized at the national level as the first middle school chapter of FFA in Adair County. Students in that club have already competed and earned honors in local FFA competitions and events. Some of our clubs are being sponsored by community/parent volunteers. With the approval of the local board of education, we have been able to add three additional sports for middle school students within the last two years. Students are now able to be part of not only the traditional sports of baseball/softball, basketball, and football, but now have the opportunity to be part of a volleyball, swim, and middle school track. 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.

### **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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## Phase Three: Title I Annual Review\_11022018\_14:36

Phase Three: Title I Annual Review

### **Adair County Middle School**

Alma Rich

322 General John Adair Drive

Columbia, Kentucky, 42728

United States of America

Last Modified: 12/31/2019

Status: Locked

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## Phase Three: Title I Annual Review

### Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

Adair County Middle School used informal teacher needs assessments as well as a schoolwide survey sent to parents to plan the Title I schoolwide program. We also used information from KPREP testing, MAP tests, teacher made learning checks, and other teacher made tests to determine our needs. The data indicated that ACMS should have reading and math as priority areas for the upcoming year. All three (sixth, seventh and eighth grades) levels, students will be supplemented in the areas of reading and math through the use of a study skills/Rtl class. Achievement gaps were identified in all areas of reading, math, and social studies with students with disabilities and with students on free/reduced lunch being the main focus groupings. The strategies used will be learning assessments and targeting students who perform in the novice/apprentice levels. These students will receive supplemental services in reading and math during daily Response to Intervention classes held during 1st and 7th periods. Researched based materials such as SRA decoding and comprehension, Accelerated Math, iReady, CARS and STARS;, and Focus Reading Materials from Curriculum Associates, and Moby Max will be used in these classes. Edgenuity, iReady, Reading Plus and Map Navigator will also be used to help students in Rtl classes meet standards toward closing the gap in reading and math. Title I funding was used to purchase many of the resources listed as well as funding provided through the SCRL Grant. Effectiveness will be measured when the 2018-19 test results are analyzed.

### **ATTACHMENTS**

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## Schoolwide Plan

**Rationale:** The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Changes were made to the previous years schoolwide plan. The plan was implemented for the 2017-18 school year, but not with the results that we had hoped. The plan for schoolwide reform has been changed for the 2018-19 school year. The strategies used will be learning assessments and targeting students who perform in the novice/apprentice levels as well as students identified in all Gap Groups. These students will receive supplemental services in reading and math during daily Response to Intervention classes held during 1st and 7th periods. Researched based materials (which were mostly provided with the use of Title I funding and SCRL Grant Funding) such as SRA decoding and comprehension, Edgenuity, Accelerated Math, iReady, , CARS and STARS, and Focus Reading Materials from Curriculum Associates, and Moby Max will be used in these classes as well as Buzz Math, Prodigy, and Map Navigator. Each instructional piece taught will be tied directly to the program of studies and the KY Core Content and will be documented in the teacher lesson plans. The instruction will increase the amount of learning time because it will allow students to have an additional 40 minute class in the areas of reading and math. Early Release Fridays will be utilized from 1:00-3:00 p.m. to offer tutoring for those students not meeting standards as well as at least two mornings per week to reach students who have transportation issues after school. Additional math instruction will occur with the use of an ESS Daytime Waiver teacher and a supplemental Title I teacher who works with the regular math teachers. The Response to Intervention classes will be supplemental in nature and will incorporate the use of research based materials to each student identified. The smaller classes will allow the teachers to have more one-to-one attention. Time will also be spent one-to-one with students who are referred for after school tutoring or to the daytime waiver teacher provided by ESS in the math area. The low-achieving students will be identified with the regular use of reading and math progress monitoring , MAP results done three times per year as well as with the results of Teacher Made Common Assessments at various times throughout the year. Each student will be assigned a specific study skills/Rtl class to attend until the student reaches proficient. Students who score below proficiency in both reading and math are provided, this year, the opportunity to receive additional instruction in both areas with Rtl time devoted two periods of the day rather than one period as in the past years. Response to Intervention classes have proven, in the past, to benefit student participation in the regular classroom setting as well. The scheduling of students in the Rtl classes provides even more one-on-one instruction time with students as well as more enrichment for those students meeting the benchmarks. After school tutoring along with the use of Edgenuity and Accelerated Math have proven effective, according to teachers, to directly instruct students on areas of weakness. We increased in student achievement under the previous plan for reform for the 2017-18 school year but did not meet our gap areas. Effectiveness for the new plan will be determined with scores from MAP throughout the year and with the state assessment results from the spring of 2018.

### **ATTACHMENTS**

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## Parent and Family Engagement (ESSA Section 1116)

### Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

ACMS works with the Family Resource Center to provide parent trainings and parent programs at the school. A Parent/Teacher Organization also assists with keeping parents involved with activities at the school. Parents are notified two times each nine weeks through progress reports and report cards as to how their child is progressing. Teachers make parent phone calls, send notes, or emails to express both successes and concerns for a child. Parents are invited to all awards programs and/or assemblies held at the school. They are also encouraged to come in for parent/teacher conferences held twice annually. Newsletters are sent home by teachers and/or the school on a regular basis and parents serve on our SBDM as well as other committees at the school. PTO along with other sports boosters organizations keep parents involved in student activities both during and after school. Parents serve on the SBDM and on various committees which both develop and evaluate the parent involvement program at ACMS. A meeting is held annually for parent input into the development and evaluation of the parent involvement policy and program. Open House at the school is also used to educate parents about the parent involvement policy and urge their participation at the school. Monthly activities sponsored through Title I funding encourage family engagement. Monthly programs and activities are focused around content areas of reading, math, science, and social studies in a fun, relaxed environment. The school hosts opportunities for students and parents to engage in reading activities, science experiments, cultures from around the world, math events, academic competitions, and social studies nights. Attendance at the events averages around 25% of the school population. Events are effective in the fact that parents and students are involved in content specific activities together. These events also provide a way to get parents into the school that may otherwise not attend a school event due to work schedules, etc.

### **ATTACHMENTS**

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3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

With the addition of an onsite Family Resource Youth Service Center, Adair County Middle plans to reach out to more students and parents through home visits, activities, and other support needed to assist students.

### **ATTACHMENTS**

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## Evaluation of the Schoolwide Program

### Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

We are currently and will be throughout the 2018-19 school year using our RtI classes to assist those students who are in danger of not meeting state standards. Students who are also identified as having gap areas are referred to after school tutoring for additional one-on-one assistance. Students are identified for assistance through teacher made common assessments, KPREP test scores, MAP, and classroom performance. Teachers and paraeducators collaborate through planning times and through department and/or team meetings where student progress is discussed. Early Release Fridays are also used for the purpose of discussing student progress and making plans to assist with assuring student achievement. During PLC's and ERF data discussions where student scores were analyzed and CSIP plans were reviewed.

### **ATTACHMENTS**

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4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

During the 2017-18 school year, we changed to a seven period day and offered two RTI class periods. This allowed students not meeting standards in both reading and math to receive additional instruction in both areas. This proved to be effective based on the increase in state assessment scores. Although we did not close gaps, the achievement levels in overall student performance increased and novice numbers did decrease according to the 2017-18 state assessment results. We did discover that often our students referred for tutoring were unable to stay for After School Tutoring due to transportation issues. Most students arrive at school by 7:15 am each morning leaving a 30 minute span for students to receive additional assistance. Therefore, morning tutoring sessions were added. iReady materials, according to special education teacher data analysis, had increased the state assessment scores of our special education population. Although not to proficiency, the scores had shown improvement and reduction of novice from the previous year. Therefore, the decision was made to add iReady materials as a resource for non-special education students who were scoring below proficiency in reading and math.

### **ATTACHMENTS**

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4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

We continually monitor the progress of students based on MAP data. Students will continue to be moved into the appropriate RTI groups based on scores. Our plan will be to make the lowest tier groups smaller for more one to one instruction.

## **ATTACHMENTS**

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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