



Comprehensive School Improvement Plan

Garrard Middle School
Garrard County

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TABLE OF CONTENTS

Introduction	1
Phase I - Equitable Access to Effective Educators School Diagnostic	
Introduction	3
Equitable Access to Effective Educators - School	4
Phase I - The Missing Piece	
Introduction	11
Stakeholders	12
Relationship Building	13
Communications	14
Decision Making	16
Advocacy	18
Learning Opportunities	19
Community Partnerships	20
Reflection	21
Report Summary	22
Improvement Plan Stakeholder Involvement	
Introduction	24
Improvement Planning Process	25

Phase I - Needs Assessment

Introduction 28
Data Analysis 29
Areas of Strengths 30
Opportunities for Improvement 31
Conclusion 32

Garrard Middle School 2016-17 Comprehensive School Improvement Plan

Overview 34
Goals Summary 35
 Goal 1: Garrard Middle School will increase the average combined reading and math K-Prep scores for GMS students from 44.6% in 2016 to 60.0% by 2017. 36
 Goal 2: Garrard Middle School will increase the percentage of students who are college-and-career ready, as measured by the average combined reading and math K-Prep scores, by increasing from 44.6% in 2016 to 60.0% by 2017. . . . 41
 Goal 3: Garrard Middle School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.3% in 2016 to 54.2% in 2017. 44
 Goal 4: Garrard Middle School will increase writing proficiency from 34.9% in 2016 to 55.1% by 2017. 47
Activity Summary by Funding Source 51

Phase II - KDE Assurances - Schools

Introduction 61
Assurances 62

Phase II - KDE Compliance and Accountability - Schools

Introduction 68

Planning and Accountability Requirements 69

Executive Summary

Introduction 81

Description of the School 82

School's Purpose 84

Notable Achievements and Areas of Improvement 85

Additional Information 86

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Data GMS 2017

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.

Percentage of students with free/reduced lunch has increased to over 67% which is higher than previous years. Also, percentage of students with disabilities has increased to more than 12%.

The percentage of teachers with less than four years of experience is 19%. Although the data does not go into greater detail the amount with less than 8 years of experience is very high.

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.

A barrier exists in closing the achievement gap of students with disabilities as the percentage of students who have a disability has increased over recent years to more than 12%. One potential root cause is the transient nature of students who move to different school districts each year.

Comprehensive School Improvement Plan

Garrard Middle School

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals GMS 2017

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:
Garrard Middle School will increase the percentage of students who are college-and-career ready, as measured by the average combined reading and math K-Prep scores, by increasing from 44.6% in 2016 to 60.0% by 2017.

Measurable Objective 1:
collaborate to have 60% of GMS students college-and-career ready by 05/31/2017 as measured by the average combined reading and math K-Prep scores..

Strategy1:
Academic and Career Advising - GMS offers an advisory class for all students. This class will implement completion and use of ILP's at each grade level, mentoring sessions for all students and goal setting sessions for all students throughout the school year each day.
Category: Continuous Improvement
Research Cited:

Comprehensive School Improvement Plan

Garrard Middle School

Activity - ILP Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All advisory teachers will conduct ILP lessons in their advisory classes throughout the school year resulting in full ILP completion by each student in each grade level.	Career Preparation/Orientation	01/04/2017	06/15/2017	\$0 - No Funding Required	Counselor, Computer Teacher, Principal, Assistant Principal, Advisory Teachers

Activity - ILP Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS will provide professional development training to staff through faculty meeting and for parents after school on the training in college and career readiness and use of ILP's to a target audience (school counselor, teachers, administrators, parents, and community members).	Professional Learning	08/10/2016	06/15/2017	\$500 - Title I Part A	Principal, Asst. Principal, School Counselor, Computer Teacher (ILP trainer)

Activity - Advisory Class Structure Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration and GMS SBDM council will review the structure/model of the advisory class to determine effectiveness, use, and support of student needs. Council will make any revisions to the model when necessary and will have clear expectations set for the program.	Policy and Process	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, GMS SBDM council members

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students analyze own data (K-PREP, MAP, common assessments) with folders to track data and set goals.	Academic Support Program	08/10/2016	06/15/2017	\$500 - School Council Funds	Principal, Assistant Principal, Counselor, all Advisory teachers

Goal 2:

Garrard Middle School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.3% in 2016 to 54.2% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 37.3% to 54.2% by 06/15/2017 as measured by K-Prep results.

Strategy1:

Instructional Resources - GMS faculty meetings will be focused on instructional strategies.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Instructional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Admin leadership will present instructional resources, engagement activities, and best practices at faculty meetings and analyze plus/delta feedback for continuous improvement model. Teachers will also present instructional strategies from various Professional Learning opportunities to other teachers during faculty meetings, content meetings, and PLC's.	Professional Learning	08/10/2016	06/15/2017	\$13000 - Title I SIG	Principal, Assistant Principal, GMS teachers

Strategy2:

Best Practice Initiatives - GMS teachers, administration, district personnel, and parent volunteers will collaborate to implement a variety of best practices for school-wide improvement.

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS SBDM will analyze the TELL Survey results to identify professional development needs and improve the professional development program at the school.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	SBDM council, Principal, Planning & PD Committee members

Strategy3:

Identify Gap/At-Risk Students and Focus Efforts Around Addressing Individual Growth - GMS staff and district support personnel will identify Gap/at-risk students and begin to intentionally plan strategies to address their individual needs for academic success.

Category: Persistence to Graduation

Research Cited:

Activity - Collaboration between special education and regular education teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS teachers will meet with special education teachers during common planning to plan for co-teaching strategies in collaboration classes.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, All Teachers, Director of Special Education

Activity - Planning for Improving At Risk Student Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS staff and district support personnel will: 1) Utilize the persistence to graduation tool (PtGT) from IC to identify gap/at-risk students and cross-reference these results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive intervention and supports; 2) Identify current supports and structures being used for this student group; 3) determine who will be responsible for implementation of these activities and how/when student progress will be evaluated.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Director of Special Education, Counselor, special education teachers

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers received 5 days of Kagan training, a professional learning opportunity focused on increasing student engagement. Ongoing support is provided through walkthroughs and feedback from administrators.	Professional Learning	07/25/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Central Office Support staff, all teachers

Activity - Special Education PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers meet monthly for Professional Learning Communities focused on progress monitoring and assessment data.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Special Education Director, Special Education teachers, Principal, Assistant Principal

Goal 3:

Garrard Middle School will increase the average combined reading and math K-Prep scores for GMS students from 44.6% in 2016 to 60.0% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores from 44.6% to 60.0% by 06/15/2017 as measured by K-Prep results.

Strategy1:

Professional Learning Opportunities - Professional learning opportunities will be designed to help support teachers in training in content areas and with analysis of data.

Category: Professional Learning & Support

Research Cited:

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff Development days that are worked into the school calendar will include: <ul style="list-style-type: none"> • data analysis of K-Prep, MAP an common assessments • Program Review analysis • CSIP planning • On Demand training • Curriculum Planning and Alignment 	Professional Learning	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, all teachers, District support staff

Activity - Professional Development Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have 18 hours of PD from Kagan training and 6 hours will be used for content planning with a focus on vertical alignment, formative assessment planning, and curriculum adjustments.	Professional Learning	07/25/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, All Teachers, District support staff

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Walkthrough Observation Data Discussion and Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Assistant Principal will review individual teacher walkthrough observation data and whole school walkthrough observation data with teachers in PLC's to determine identified teacher talents and/or actions for improvements.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, all teachers

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?

All school certified staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic.

All teachers were engaged through team meetings in completing the Missing Piece diagnostic as well as responses from parents through the use of surveys.

Relationship Building

Overall Rating: 2.71

	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 their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff 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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

Comprehensive School Improvement Plan

Garrard Middle School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	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: 2.57

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

Comprehensive School Improvement Plan

Garrard Middle School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff 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: 2.83

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

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

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

Overall Rating: 2.33

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff 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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

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

Community Partnerships

Overall Rating: 2.17

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

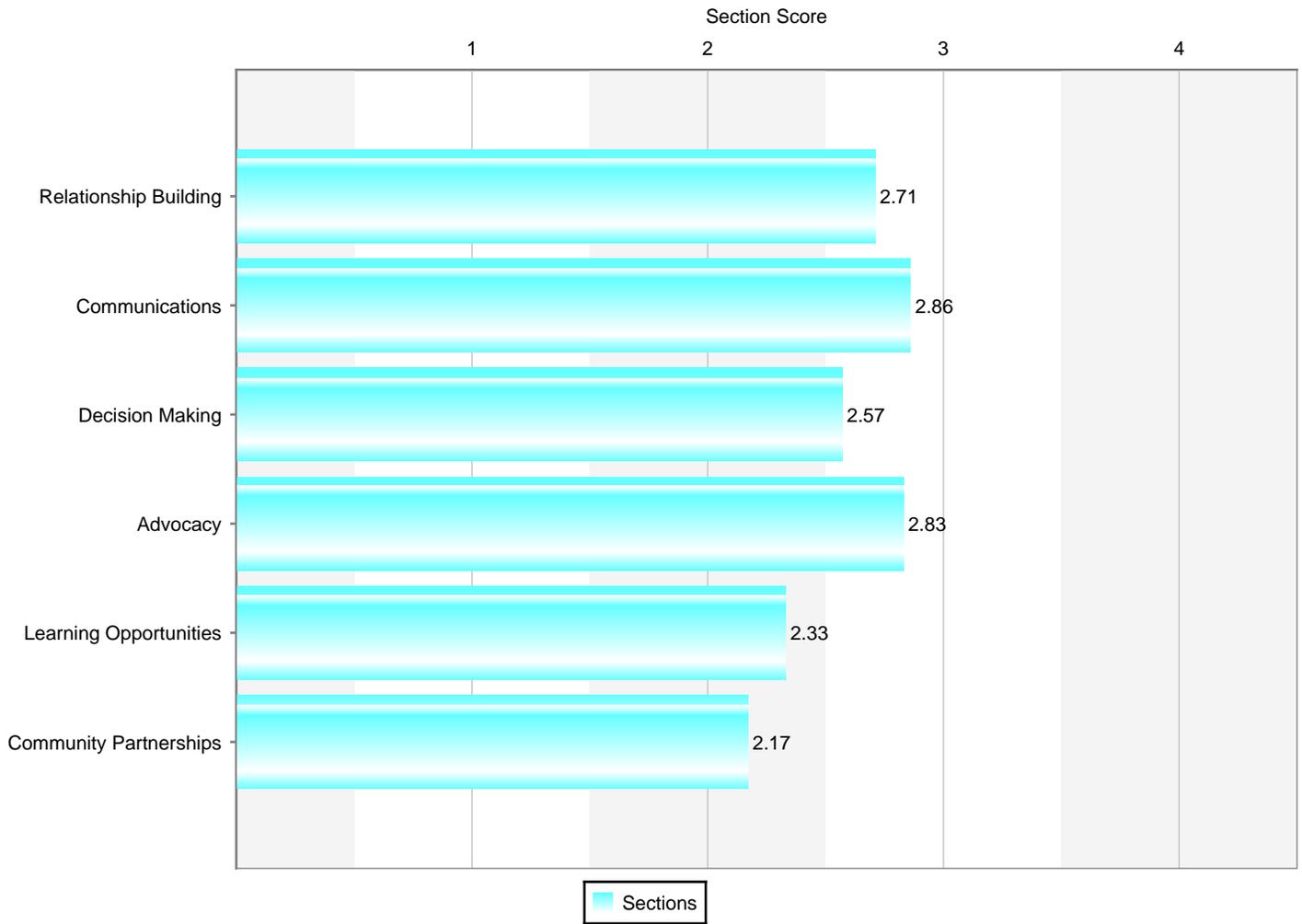
Reflect upon your responses to each of the Missing Piece objectives.

Areas of strengths are associated with objective 4 (Advocacy) as it received an average response of 3.0 out of a 4 point scale, for each student a school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs. Also, objective 2 (Communication) where two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs is an area of strength.

Area in need of improvement is associated with objective 6 (Community Partners) as it received an average response of 2.0 out of a 4 point scale, where school staff engages in partners with community members to plan and implement substantive work to improve student achievement.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process used at Garrard Middle School to involve stakeholders in the improvement process includes the following:

- * Discuss and gain input from parents on the SBDM Council.
- * A survey of all parents was completed in the Spring of 2014 to gain input for the AdvancEd accreditation report and for this improvement plan.
- * Other stakeholders engaged in this plan include students. Students are surveyed with interest inventories and informal surveys to give feedback about the school. Student council members are asked to give feedback about school improvement.
- * The teachers and staff are surveyed as stakeholders in order to gain their feedback about ways to improve our school. Our ILT meetings and PLC meetings are held regularly to share ideas for improvement. Ideas are shared with all faculty members and decisions are made collaboratively at GMS.
- * School committees reviewed the former CSIP to complete Implementation and Impact checks for determining progress.

Our Big Rocks (areas for improvement) include Instructional Strategies and Formative Assessment. These were identified by the Instructional Leadership Team with input from all teachers.

Meetings to discuss improvement were held mostly after school so all stakeholders could be present. At these meetings stakeholders were informed of their roles by the school leadership. These meetings include PLC;s, Team Leader Meetings, Faculty Meetings, SBDM meetings, and Committee meetings. Our stakeholders have given favorable ratings about the opportunities they have to give their valued input at GMS.

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

The following stakeholders and their responsibilities helped align all resources and best practice activities to complete our improvement plan:
Students: gave feedback about how they want to be taught.

Teachers: gave feedback and identified "Big Rocks" that will be addressed to move our school forward.

Staff members: helped identify areas for improvement through their input and took part in stakeholder meetings.

School Leadership: worked to bring all stakeholders' input together in a way that would be conducive to an effective plan. The leadership also created timelines for completion of the work and assigned responsibilities.

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

The final improvement plan is communicated to stakeholders through the school and district website, at SBDM meetings, in SBDM minutes and through constant communication with stakeholder groups (teachers, students and parents).

NOTE: Stakeholder surveys were done in the Spring of 2014 as a part of AdvancEd accreditation. Some of the results were the following: Parent Survey - The responses with the greatest increase of satisfaction were indicators 1.3 (the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning) and 2.4 (leadership and SY 2016-2017

staff foster a culture consistent with the school's purpose and direction). The standard with the highest average response of 3.76 was standard 1 (the school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning).

Staff Survey - The responses with the greatest increase of satisfaction were indicators 2.1 (the governing body establishes policies and supports practices that ensure effective administration of the school), 2.5 (leadership engages stakeholders effectively in support of the school's purpose and direction), and 4.4 (students and school personnel use a range of media and information resources to support the school's educational programs). The standard with the highest average response of 4.43 was standard 2 (the school operates under governance and leadership that promote and support student performance and school effectiveness)

o Student Survey - The responses with the greatest increase of satisfaction were indicators 1.3 (the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning) and 2.1 (the governing body establishes policies and supports practices that ensure effective administration of the school). The standard with the highest average response of 3.86 was standard 1 (the school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning).

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?

GMS teachers and administrators reviewed the school's data from the Unbridled Learning Accountability to determine areas needing improvement for all subjects, grade levels, and students. We reviewed the 2016 K-Prep results, MAP results, Program Reviews, and classroom performance data to identify areas of concern and celebration as well as our greatest need for improving academic performance school wide, attendance, teacher attendance, discipline, common assessment data, student grades, survey data from 2015-16, Missing Piece data, and the previous CSIP.

1. What does the data tell us?

Analysis of KPREP data was completed by the entire staff on Oct. 7, 2016 and shows the following for 2016:

- Colonels: High numbers of GAP students scoring P/D in each subject, only 8 Novice math students, perfect score in math by one student.
- Hilltoppers: all Novice are GAP and 79% within 5 points of moving up performance level in math, 48% are 6 points or less from moving out of Novice for reading, Double the amount of students who had proficient than novice.
- Eagles: 1/3 of Novice in math were within 5 points of Apprentice, 43% of novice/apprentice in reading are already getting RTI interventions, Only 15 math novice and half are special ed, 7 out of 12 distinguished reading were GAP students, 41 % of Proficient were GAP in Reading, 5 out 13 distinguished math were GAP.
- Knights: 11 students went up a performance level in ELA, 12 students increased a level in math, 3 special ed students scored at least Apprentice in math.
- Racers: all GAP students in reading are novice and 53% are within 5 points from moving up to apprentice, 4 special ed proficient in reading, and 34 P/D in math overall, Skills classes available now to help GAP students, 51 students are proficient or distinguished in reading.
- Tigers: 38% of Apprentice Reading were 4 points or less from moving to Proficient, 15% of students are Novice in math and 11 out of 15 students are within 5 points from moving out of Novice.

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?

Celebrations include:

- Math NAPD calculation increased by 2.2 points.
- 6th grade math percentage of students scoring Proficient or Distinguished increased by 1.9% and Apprentice decreased by 7.7%.
- 7th grade math percentage of students scoring Proficient or Distinguished increased by 9.5% and Apprentice decreased by 9.2%.
- 8th grade math percentage of students scoring Proficient or Distinguished increased by 6.9% and Apprentice decreased by 6.7%.
- Math GAP students increased the percentage of students scoring Proficient or Distinguished by 3.9%.
- 7th grade reading percentage of students scoring Proficient or Distinguished increased by 6.2%.
- Writing Proficient and Distinguished scores increased by 4.7%.
- 8th grade writing percentage of students scoring Proficient or Distinguished increased by 12.4% (5% increase in Distinguished alone), Novice decreased by 2.5%, and Apprentice decreased by 9.9%.

Opportunities for Improvement

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

Areas Needing Improvement:

- Colonels: 6 out of 10 GAP students in reading are Novice and ELL, 59% of team scored novice or apprentice in writing
- Hilltoppers: Proficient students in writing are 10 or more points from being distinguished, Proficient math students are 30 or more points from being distinguished, Every novice math student is in GAP group
- Eagles: Math had 43% apprentice, Reading 71% of students were 40 or less in student growth percentile
- Knights: 41 students did not meet student growth percentage in math, 42 students in reading that did not meet growth percentile
- Racers: 53% of students that scored Apprentice were 5 points from scoring Novice in Reading, 39 students did not meet percentile growth in math
- Tigers: 53% of students that scored Apprentice were below 40% on growth score, 1/3 of novice went from apprentice to novice in math

Plans for Improvement

- o More extension type activities for proficient students to push them to distinguished through RTI or content class
- o Effective co-teaching strategies in collaboration classes and use of peer tutors in RTI
- o Choosing testing groups last year really worked
- o On Demand practice used these groups
- o Look at tier 3 RTI in classes and who might benefit from moving out or in based on need
- o Focus on test-taking skills, timed tests

Conclusion

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

Plans for Improvement

- o More extension type activities for proficient students to push them to distinguished through RTI or content class
- o Effective co-teaching strategies in collaboration classes and use of peer tutors in RTI
- o Choosing testing groups last year really worked
- o On Demand practice used these groups
- o Look at tier 3 RTI in classes and who might benefit from moving out or in based on need
- o Focus on test-taking skills, timed tests

Goal Setting

- o 50% of Novice GAP students move to next level in writing
- o Focus on Novice students, use KPREP scores to group for RTI
- o Use Friday Advisory to teach test-taking skills
- o More rewards and incentives for students doing well on the test so it means something to them
- o Revise RTI groups
- o Effective co-teaching classrooms
- o Peer tutors used effectively
- o Practice timed tests
- o More use of the timer on board
- o Use technology, implement weekly, use study island, rotate different programs
- o Develop a more structured RTI setup involving a whole team approach
- o KPREP scrimmages for math and reading
- o 2 groups of students who have consistently gone up and continue to make gains, another group who has fallen - plan to address each group
- o Foster spirit of competitiveness among groups and teams

Big Rocks:

- Instructional Strategies
 - o Walkthroughs with coaching and feedback from administrators
 - o Co-teaching strategies with common planning
 - o Writing
- Formative Assessments
 - o Daily exit slips
 - o Team meetings based on formative assessment data
 - o Flexible intervention groups using formative assessment data

Garrard Middle School 2016-17 Comprehensive School Improvement Plan

Overview

Plan Name

Garrard Middle School 2016-17 Comprehensive School Improvement Plan

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	Garrard Middle School will increase the average combined reading and math K-Prep scores for GMS students from 44.6% in 2016 to 60.0% by 2017.	Objectives: 1 Strategies: 8 Activities: 19	Organizational	\$77400
2	Garrard Middle School will increase the percentage of students who are college-and-career ready, as measured by the average combined reading and math K-Prep scores, by increasing from 44.6% in 2016 to 60.0% by 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$1500
3	Garrard Middle School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.3% in 2016 to 54.2% in 2017.	Objectives: 1 Strategies: 5 Activities: 11	Organizational	\$13500
4	Garrard Middle School will increase writing proficiency from 34.9% in 2016 to 55.1% by 2017.	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$0

Goal 1: Garrard Middle School will increase the average combined reading and math K-Prep scores for GMS students from 44.6% in 2016 to 60.0% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores from 44.6% to 60.0% by 06/15/2017 as measured by K-Prep results.

Strategy 1:

PDSA PLC Content Meetings - All grade level content teachers will have structured, planned PLC meetings with Principal and/or Assistant Principal to review common assessment data using a plan-do-study-act cycle of continuous improvement. Teachers will take turns sharing learning targets, high yield instructional strategies, assessment data, reteaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units.

Category: Professional Learning & Support

Activity - Implement Rigorous Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will plan formative assessments and instructional strategies and use data to determine instructional improvements as indicated by weekly team meetings.	Academic Support Program	08/08/2016	06/16/2017	\$0	No Funding Required	Principal, Assistant Principal, All Teachers
Activity - Aligned Curriculum and Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each grade level will review content standards to ensure alignment with assessments. The summative assessments will also have a similar format to K-PREP type questions.	Professional Learning	08/08/2016	06/16/2017	\$0	No Funding Required	Principal, Assistant Principal, all teachers
Activity - Analyze Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers analyze summative assessment results and use a PDSA form to share learning targets, high yield instructional strategies, assessment data, reteaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units during monthly content meetings.	Academic Support Program	08/08/2016	06/16/2017	\$0	No Funding Required	Principal, Assistant Principal, All Teachers
Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students analyze own data (K-PREP, MAP, Explore, common assessments) with folders to track data and set goals during Advisory.	Academic Support Program	08/08/2016	06/16/2017	\$200	School Council Funds	Principal, Counselor, Advisory Teachers

Comprehensive School Improvement Plan

Garrard Middle School

Strategy 2:

Increase Parent Involvement and Awareness - School leaders and teachers will continue to foster parent-school communication initiatives by increasing the opportunities for parents to become more involved in their child's learning experience.

Category: Stakeholder Engagement

Activity - Parent Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS will increase opportunities for parent involvement to support student academic and behavior improvements by hosting events with parents and community such as parent nights to review content specific resource materials and state assessment data reviews and explanations.	Parent Involvement	08/08/2016	06/16/2017	\$1700	Title I Part A	Principal, Assistant Principal, SBDM Council Members, Team Leaders, All Teachers, 21st Century Program Director, Family Resource Youth Service Center Director, Title I Supervisor

Activity - Positive Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase communication to families using: <ul style="list-style-type: none">• Website and Twitter account• Informational sessions are provided to parents regarding Parent Portal for Infinite Campus, test scores, and study tips• Midterm and report cards contain important messages to parents• Parent-teacher conference nights allow team conferences open to all families• GMS Parent Newsletter sent electronically on a regular basis• One call messenger system and remind 101	Parent Involvement	08/08/2016	06/16/2017	\$2500	School Council Funds	Principal, Assistant Principal, All Teachers

Strategy 3:

Extended School Tutoring - Tutoring to support all content areas, especially ELA and Math, will be offered before and after school throughout each week. All teachers will recommend students who demonstrate a need for one-on-one support to these programs.

Category: Continuous Improvement

Activity - Morning and after school tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Garrard Middle School

21st Century ROAR program provides academic support Monday-Thursday after school each week, and Tuesday-Friday before school each week. Content tutoring in other areas (science, and social studies) is also available as each child indicates a need for assistance. The 21st Century ROAR program will also provide a reading and math camp during the summer.	Tutoring	08/08/2016	06/16/2017	\$60000	Other	Principal, Assistant Principal, 21st Century Program Director, Teachers (funding provided by ESS and 21st Century Program)
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Strategy 4:

Structured RTI Instructional Time - A structured, team-based RTI time will be implemented into the Advisory class three days of week to provide additional services and support for ELA and Math to students who have demonstrated a need in those content areas based on performance from classroom formative assessments, KPREP and MAP assessments.

Category: Continuous Improvement

Activity - RTI Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams discuss students who did not meet benchmarks or perform below grade level to assign students to RTI groupings. Math and ELA teachers will provide interventions at the team level for identified struggling learners in small group instruction.	Academic Support Program	08/08/2016	06/16/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselor, Math and ELA Teachers, ESS support staff

Strategy 5:

Celebrations for Performance - A systematic plan for supporting increased academic performance and behavior performance will be implemented throughout the school year.

Category: Other - Celebration/Rewards Program

Activity - Academic Rewards and Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each 6 weeks, students who earn A's, B's, and C's will earn the opportunity to participate in a grade level reward celebration for academic performance to teach students the importance of daily learning achievement all year.	Academic Support Program	08/08/2016	06/16/2017	\$0	No Funding Required	Principal, Assistant Principal, All Teachers

Activity - School wide PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Garrard Middle School

School wide PBIS system includes a school wide discipline code with a list of classroom and office level behavior violations with a progression of consequences. Regular meetings with school level PBIS team and district level provide an opportunity to analyze behavior data and make plans to address any concerns and to improve practices.	Behavioral Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, PBIS coach, all teachers, District support staff
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Activity - Academic and Behavior Points System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level team is participating in a school-wide competition to earn the most points by the end of the year in which they will be rewarded with a trip. Students can earn points for their teams in each of the following areas; academics, behavior, attendance and community service.	Behavioral Support Program, Community Engagement, Academic Support Program	08/08/2016	06/16/2017	\$0	School Council Funds	Principal, Assistant Principal, Counselor, All Teachers

Strategy 6:

Curriculum Alignment - Curriculum alignment meetings will occur within the school on a periodic basis to help determine the curriculum alignment within the school.

Category: Continuous Improvement

Activity - Vertical Alignment Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS teachers will meet regularly with other building level teachers within their own content department to determine curriculum alignment within the school.	Professional Learning	08/08/2016	06/16/2017	\$0	No Funding Required	Principal, Assistant Principal, Math teachers, English teachers, Science teachers, Social Studies teachers

Activity - Literacy Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS teachers will participate in school and district literacy team meetings to plan for literacy alignment and to make a plan for practice writing sessions for students.	Academic Support Program	09/01/2016	06/16/2017	\$0	No Funding Required	Principal, all teachers

Activity - Program Review Planning and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Garrard Middle School

GMS teachers will review Program Review data to identify and analyze gaps in particular areas in order to determine next steps for continuous improvement.	Academic Support Program	08/08/2016	06/16/2017	\$0	No Funding Required	Principal, Assistant Principal, all teachers, district support staff
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Strategy 7:

Professional Learning Opportunities - Professional learning opportunities will be designed to help support teachers in training in content areas and with analysis of data.

Category: Professional Learning & Support

Activity - Professional Development Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have 18 hours of PD from Kagan training and 6 hours will be used for content planning with a focus on vertical alignment, formative assessment planning, and curriculum adjustments.	Professional Learning	07/25/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, All Teachers, District support staff

Activity - Staff Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Development days that are worked into the school calendar will include: <ul style="list-style-type: none"> • data analysis of K-Prep, MAP an common assessments • Program Review analysis • CSIP planning • On Demand training • Curriculum Planning and Alignment 	Professional Learning	08/08/2016	06/16/2017	\$0	No Funding Required	Principal, Assistant Principal, all teachers, District support staff

Activity - Walkthrough Observation Data Discussion and Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Assistant Principal will review individual teacher walkthrough observation data and whole school walkthrough observation data with teachers in PLC's to determine identified teacher talents and/or actions for improvements.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, all teachers

Strategy 8:

Individualized Instruction and Teacher Resources - Instructional resources will be used to increase the individualized instruction to students.

Category: Continuous Improvement

Activity - Online Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Garrard Middle School

Teachers will use various online resources/programs (Study Island, MobyMax, Reading Plus, Khan Academy) for online individualized instruction of math and reading content and monitor progress during Team PLC meetings to analyze student progress.	Academic Support Program	08/08/2016	06/16/2017	\$13000	Title I SIG	Principal, Assistant Principal, All teachers, District Support Staff
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Activity - Reading and Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue implementing literacy strategies to support reading and writing across all content areas in order to increase reading comprehension, vocabulary development, academic dialogue, and writing ability. This will include peer reviews of proficient writing models, intentional focus on technical writing, authentic writing samples, and writing to demonstrate learning.	Academic Support Program	08/08/2016	06/16/2017	\$0	No Funding Required	Principal, Assistant Principal, All Teachers

Goal 2: Garrard Middle School will increase the percentage of students who are college-and-career ready, as measured by the average combined reading and math K-Prep scores, by increasing from 44.6% in 2016 to 60.0% by 2017.

Measurable Objective 1:

collaborate to have 60% of GMS students college-and-career ready by 05/31/2017 as measured by the average combined reading and math K-Prep scores..

Strategy 1:

Academic and Career Advising - GMS offers an advisory class for all students. This class will implement completion and use of ILP's at each grade level, mentoring sessions for all students and goal setting sessions for all students throughout the school year each day.

Category: Continuous Improvement

Activity - ILP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All advisory teachers will conduct ILP lessons in their advisory classes throughout the school year resulting in full ILP completion by each student in each grade level.	Career Preparation/Orientation	01/04/2017	06/15/2017	\$0	No Funding Required	Counselor, Computer Teacher, Principal, Assistant Principal, Advisory Teachers

Activity - Advisory Class Structure Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Garrard Middle School

School administration and GMS SBDM council will review the structure/model of the advisory class to determine effectiveness, use, and support of student needs. Council will make any revisions to the model when necessary and will have clear expectations set for the program.	Policy and Process	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselor, GMS SBDM council members
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Activity - ILP Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS will provide professional development training to staff through faculty meeting and for parents after school on the training in college and career readiness and use of ILP's to a target audience (school counselor, teachers, administrators, parents, and community members).	Professional Learning	08/10/2016	06/15/2017	\$500	Title I Part A	Principal, Asst. Principal, School Counselor, Computer Teacher (ILP trainer)

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students analyze own data (K-PREP, MAP, common assessments) with folders to track data and set goals.	Academic Support Program	08/10/2016	06/15/2017	\$500	School Council Funds	Principal, Assistant Principal, Counselor, all Advisory teachers

Strategy 2:

Career Readiness Pathways - GMS will implement a variety of activities throughout the school year to assist students in identifying career options that are of interest to them.

Category: Career Readiness Pathways

Activity - Career Day & Reality Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Garrard Middle School

All GMS students will participate in Career Day and Safety Fair activities in the Spring semester. This will allow students to hear community members share the academic needs for their individual careers and what steps students need to complete to have a successful career in the particular field. 8th Grade students will also have the opportunity to participate in the Reality Store to develop an understanding of the benefits of having a career, and outcomes on future successes.	Career Preparation/Orientation	08/10/2016	06/15/2017	\$500	School Council Funds	Counselor, all teachers, principal, assistant principal, Family Resource Youth Service Center, 4-H, community volunteers, community business leaders
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Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS will develop, promote, and implement Operation Preparation for all 8th graders and include community members, parents, district personnel to communicate various academic needs in college and career planning.	Career Preparation/Orientation	01/04/2017	06/15/2017	\$0	No Funding Required	Counselor, 8th grade teachers, community volunteers, District personnel

Strategy 3:

Targeted Interventions - GMS teachers will use information from a variety of assessments (K-PREP, MAP, common assessments) to determine interventions needed to improve student academic performance and preparation for college and career readiness.

Category: Career Readiness Pathways

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS staff will review available data (KPREP, MAP, formative assessment) to analyze gaps in instructional programs for students. This will include: 1) School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting benchmarks or in need of additional supports; 2) Verify the list of students who did not meet benchmarks on K-PREP and other student level evaluation data; 3) Identify staffing needs for the interventions and develop plan for implementation; 4) Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services; 5) Implement transitional courses and use diagnostic assessments (from MobyMax and Study Island) to match the needs of students with the appropriate interventions to set learning targets; 6) Teachers and leaders monitor student progress to determine the effectiveness of the intervention(s) and next steps for continuous improvement; 7) Leaders determine the overall impact and effectiveness of the transitional course toward goals; 8) Make adjustments to implementation if needed.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselor, All Teachers

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Algebra Prognosis Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS teachers will use Orleans-Hanna Algebra Prognosis Test to identify students who would benefit from acceleration strategies within the building to provide high school credit in math courses.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselor, teachers, District Curriculum Support personnel

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A structured, team-based RTI time will be implemented into the Advisory class three days of week to provide additional services and support for ELA and Math to students who have demonstrated a need in those content areas based on performance from classroom formative assessments, KPREP and MAP assessments. Additionally, students who continue not perform at mastery level will be referred to intervention 5 days each week with ESS coordinator using online resources.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselor, teachers, ESS coordinator

Goal 3: Garrard Middle School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.3% in 2016 to 54.2% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 37.3% to 54.2% by 06/15/2017 as measured by K-Prep results.

Strategy 1:

Student Performance Data Analysis - Principal and Assistant Principal will meet with teachers and teams will meet individually with students to review individual academic performance data and collaborate to identify strategies for assisting each student.

Category: Continuous Improvement

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students analyze own data (K-PREP, MAP, common assessments) with folders to track data and set goals	Academic Support Program	08/10/2016	06/15/2017	\$500	School Council Funds	Principal, Assistant Principal, Counselor, Advisory teachers

Comprehensive School Improvement Plan

Garrard Middle School

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take MAP test in Math, Reading, and Language Mechanics three times throughout the year to measure growth.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselor, Math and ELA teachers, District Assessment Coordinator
Activity - Special Ed Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Department will use Curriculum Based Measures (Easy CBM) program and MobyMax to monitor progress of special education students towards math and reading goals during Math and Reading Skills class or during Study Skills.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Special Education Teachers

Strategy 2:

Best Practice Initiatives - GMS teachers, administration, district personnel, and parent volunteers will collaborate to implement a variety of best practices for school-wide improvement.

Category: Continuous Improvement

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS SBDM will analyze the TELL Survey results to identify professional development needs and improve the professional development program at the school.	Professional Learning	08/10/2016	06/15/2017	\$0	No Funding Required	SBDM council, Principal, Planning & PD Committee members

Strategy 3:

Team-Based Interventions - GMS teachers will use information from a variety of assessments (classroom formative assessments, K-PREP, MAP, common assessments) to determine interventions needed to improve student academic performance.

Category: Continuous Improvement

Activity - Team Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Garrard Middle School

A structured, team-based RTI time will be implemented into the Advisory class three days of week to provide additional services and support for ELA and Math to students who have demonstrated a need in those content areas based on performance from classroom formative assessments, KPREP and MAP assessments. Additionally, students who continue not perform at mastery level will be referred to intervention 5 days each week with ESS coordinator using online resources.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, GMS teachers, ESS teacher
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Activity - Content Meetings - Summative Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers analyze summative assessment results and use a PDSA form to share learning targets, high yield instructional strategies, assessment data, reteaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units during monthly content meetings.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Counselor, GMS teachers

Strategy 4:

Identify Gap/At-Risk Students and Focus Efforts Around Addressing Individual Growth - GMS staff and district support personnel will identify Gap/at-risk students and begin to intentionally plan strategies to address their individual needs for academic success.

Category: Persistence to Graduation

Activity - Planning for Improving At Risk Student Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS staff and district support personnel will: 1) Utilize the persistence to graduation tool (PtGT) from IC to identify gap/at-risk students and cross-reference these results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive intervention and supports; 2) Identify current supports and structures being used for this student group; 3) determine who will be responsible for implementation of these activities and how/when student progress will be evaluated.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Director of Special Education, Counselor, special education teachers

Activity - Collaboration between special education and regular education teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS teachers will meet with special education teachers during common planning to plan for co-teaching strategies in collaboration classes.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, All Teachers, Director of Special Education

Activity - Kagan Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Garrard Middle School

All teachers received 5 days of Kagan training, a professional learning opportunity focused on increasing student engagement. Ongoing support is provided through walkthroughs and feedback from administrators.	Professional Learning	07/25/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Central Office Support staff, all teachers
Activity - Special Education PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers meet monthly for Professional Learning Communities focused on progress monitoring and assessment data.	Professional Learning	08/10/2016	06/15/2017	\$0	No Funding Required	Special Education Director, Special Education teachers, Principal, Assistant Principal

Strategy 5:

Instructional Resources - GMS faculty meetings will be focused on instructional strategies.

Category: Professional Learning & Support

Activity - Instructional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin leadership will present instructional resources, engagement activities, and best practices at faculty meetings and analyze plus/delta feedback for continuous improvement model. Teachers will also present instructional strategies from various Professional Learning opportunities to other teachers during faculty meetings, content meetings, and PLC's.	Professional Learning	08/10/2016	06/15/2017	\$13000	Title I SIG	Principal, Assistant Principal, GMS teachers

Goal 4: Garrard Middle School will increase writing proficiency from 34.9% in 2016 to 55.1% by 2017.

Measurable Objective 1:

collaborate to increase writing proficiency from 34.9% to 55.1% by 06/15/2017 as measured by K-PREP Results.

Strategy 1:

School wide writing focus - All teachers will work to integrate writing into the curriculum through content specific On Demand practice, providing students with rubrics and exemplar writing samples, and other Writing to Learn opportunities.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Review of writing policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual review of standards per grade level and school wide writing policy by literacy team and through content meetings.	Policy and Process	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, literacy team members, all teachers

Activity - School wide writing plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS will review writing plan and assign grade level content writing pieces.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Literacy team, ELA teachers, District instructional support, all teachers

Activity - Literacy Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy team will meet regularly to analyze the implementation processes of the writing policies and literacy plans, develop On Demand Writing practice plans, identify gaps in literacy performance to determine professional development needs for instructional improvements, and share strategies from district literacy meetings.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Literacy team

Activity - On Demand Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS teachers will provide opportunities for students to practice On Demand Writing sessions, collect evidence and data, and provide feedback to students on their performance.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, CO support staff, all GMS teachers

Activity - Analyze Writing Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS teachers will analyze writing data (On Demand, Program Review, Language mechanics) as it becomes available to determine areas of strength and concern.	Policy and Process	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, CO support staff, all teachers

Strategy 2:

Program Review - Refinement of Program Review process to identify standards taught and assessed from Kentucky Core Academic Standards and make plans toward continuous improvement.

Category: Continuous Improvement

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS teachers will form Program Review committees that conduct a review in each program review area documenting scores, identifying gaps, and begin to make plans for improvement.	Policy and Process	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, all teachers
Activity - Peer Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS will conduct a district peer review of another school's program review scores and debrief on the scores and rationale for the scores.	Policy and Process	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, Encore teachers
Activity - Program Review Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS Program Review committees will examine the rubrics used in a program review. Each teacher will use a checklist of standards from the Kentucky Core Academic Standards to identify which standards are covered in their classes and make plans for teaching additional standards in their content.	Policy and Process	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, all teachers

Strategy 3:

Intentional Planning - All teachers will plan ways to include writing to demonstrate learning in content areas and writing samples that are proficient models and authentic to K-PREP format.

Category: Continuous Improvement

Activity - Peer reviews of writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will show students exemplars of Proficient/Distinguished writing samples as a part of the instructional process.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Literacy Team members, all teachers
Activity - Integrate Writing to Learn opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate writing into core instruction for Social Studies and Science curriculum through content specific On Demand Writing practice and other Writing to Learn opportunities (scientific models and explanation of their uses, writing investigations, supporting arguments using evidence, and constructing written answers supported by appropriate use of detail and information in written prompt.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, Assistant Principal, literacy team, core teachers, special education teachers

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Authentic Writing Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use writing samples that are authentic to the test including On Demand Writing, Extended response, and short answer with practice time similar to test.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	Principal, district instructional support, all teachers
Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS teachers will use writing to demonstrate learning in all content areas and incorporate timed reading opportunities for all students.	Academic Support Program	08/10/2016	06/15/2017	\$0	No Funding Required	All Teachers
Activity - Writing in all ELA Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will review all curriculum units to ensure that writing is embedded throughout the year.	Policy and Process	08/10/2016	06/15/2017	\$0	No Funding Required	ELA teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Nights	GMS will increase opportunities for parent involvement to support student academic and behavior improvements by hosting events with parents and community such as parent nights to review content specific resource materials and state assessment data reviews and explanations.	Parent Involvement	08/08/2016	06/16/2017	\$1700	Principal, Assistant Principal, SBDM Council Members, Team Leaders, All Teachers, 21st Century Program Director, Family Resource Youth Service Center Director, Title I Supervisor
ILP Professional Development	GMS will provide professional development training to staff through faculty meeting and for parents after school on the training in college and career readiness and use of ILP's to a target audience (school counselor, teachers, administrators, parents, and community members).	Professional Learning	08/10/2016	06/15/2017	\$500	Principal, Asst. Principal, School Counselor, Computer Teacher (ILP trainer)
Total					\$2200	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Garrard Middle School

Positive Communication	Increase communication to families using: <ul style="list-style-type: none"> • Website and Twitter account • Informational sessions are provided to parents regarding Parent Portal for Infinite Campus, test scores, and study tips • Midterm and report cards contain important messages to parents • Parent-teacher conference nights allow team conferences open to all families • GMS Parent Newsletter sent electronically on a regular basis • One call messenger system and remind 101 	Parent Involvement	08/08/2016	06/16/2017	\$2500	Principal, Assistant Principal, All Teachers
Academic and Behavior Points System	Each grade level team is participating in a school-wide competition to earn the most points by the end of the year in which they will be rewarded with a trip. Students can earn points for their teams in each of the following areas; academics, behavior, attendance and community service.	Behavioral Support Program, Community Engagement, Academic Support Program	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, Counselor, All Teachers
Data Notebooks	Students analyze own data (K-PREP, MAP, common assessments) with folders to track data and set goals.	Academic Support Program	08/10/2016	06/15/2017	\$500	Principal, Assistant Principal, Counselor, all Advisory teachers
Data Notebooks	Students analyze own data (K-PREP, MAP, Explore, common assessments) with folders to track data and set goals during Advisory.	Academic Support Program	08/08/2016	06/16/2017	\$200	Principal, Counselor, Advisory Teachers
Data Notebooks	Students analyze own data (K-PREP, MAP, common assessments) with folders to track data and set goals	Academic Support Program	08/10/2016	06/15/2017	\$500	Principal, Assistant Principal, Counselor, Advisory teachers
Career Day & Reality Store	All GMS students will participate in Career Day and Safety Fair activities in the Spring semester. This will allow students to hear community members share the academic needs for their individual careers and what steps students need to complete to have a successful career in the particular field. 8th Grade students will also have the opportunity to participate in the Reality Store to develop an understanding of the benefits of having a career, and outcomes on future successes.	Career Preparation/Orientation	08/10/2016	06/15/2017	\$500	Counselor, all teachers, principal, assistant principal, Family Resource Youth Service Center, 4-H, community volunteers, community business leaders

Comprehensive School Improvement Plan

Garrard Middle School

Total \$4200

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Morning and after school tutoring	21st Century ROAR program provides academic support Monday-Thursday after school each week, and Tuesday-Friday before school each week. Content tutoring in other areas (science, and social studies) is also available as each child indicates a need for assistance. The 21st Century ROAR program will also provide a reading and math camp during the summer.	Tutoring	08/08/2016	06/16/2017	\$60000	Principal, Assistant Principal, 21st Century Program Director, Teachers (funding provided by ESS and 21st Century Program)
Total					\$60000	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Online Resources	Teachers will use various online resources/programs (Study Island, MobyMax, Reading Plus, Khan Academy) for online individualized instruction of math and reading content and monitor progress during Team PLC meetings to analyze student progress.	Academic Support Program	08/08/2016	06/16/2017	\$13000	Principal, Assistant Principal, All teachers, District Support Staff
Instructional Learning Opportunities	Admin leadership will present instructional resources, engagement activities, and best practices at faculty meetings and analyze plus/delta feedback for continuous improvement model. Teachers will also present instructional strategies from various Professional Learning opportunities to other teachers during faculty meetings, content meetings, and PLC's.	Professional Learning	08/10/2016	06/15/2017	\$13000	Principal, Assistant Principal, GMS teachers
Total					\$26000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Alignment	GMS teachers will participate in school and district literacy team meetings to plan for literacy alignment and to make a plan for practice writing sessions for students.	Academic Support Program	09/01/2016	06/16/2017	\$0	Principal, all teachers

Comprehensive School Improvement Plan

Garrard Middle School

Aligned Curriculum and Assessments	Teachers in each grade level will review content standards to ensure alignment with assessments. The summative assessments will also have a similar format to K-PREP type questions.	Professional Learning	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, all teachers
Program Review Rubrics	GMS Program Review committees will examine the rubrics used in a program review. Each teacher will use a checklist of standards from the Kentucky Core Academic Standards to identify which standards are covered in their classes and make plans for teaching additional standards in their content.	Policy and Process	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, all teachers
Authentic Writing Samples	Teachers will use writing samples that are authentic to the test including On Demand Writing, Extended response, and short answer with practice time similar to test.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, district instructional support, all teachers
Content Meetings - Summative Assessment Analysis	Teachers analyze summative assessment results and use a PDSA form to share learning targets, high yield instructional strategies, assessment data, reteaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units during monthly content meetings.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, Counselor, GMS teachers
Vertical Alignment Meetings	GMS teachers will meet regularly with other building level teachers within their own content department to determine curriculum alignment within the school.	Professional Learning	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, Math teachers, English teachers, Science teachers, Social Studies teachers
Team Interventions	A structured, team-based RTI time will be implemented into the Advisory class three days of week to provide additional services and support for ELA and Math to students who have demonstrated a need in those content areas based on performance from classroom formative assessments, KPREP and MAP assessments. Additionally, students who continue not perform at mastery level will be referred to intervention 5 days each week with ESS coordinator using online resources.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, GMS teachers, ESS teacher
Professional Development Plan	Teachers will have 18 hours of PD from Kagan training and 6 hours will be used for content planning with a focus on vertical alignment, formative assessment planning, and curriculum adjustments.	Professional Learning	07/25/2016	06/15/2017	\$0	Principal, Assistant Principal, All Teachers, District support staff

Comprehensive School Improvement Plan

Garrard Middle School

On Demand Practice	GMS teachers will provide opportunities for students to practice On Demand Writing sessions, collect evidence and data, and provide feedback to students on their performance.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, CO support staff, all GMS teachers
Writing in all ELA Units	ELA teachers will review all curriculum units to ensure that writing is embedded throughout the year.	Policy and Process	08/10/2016	06/15/2017	\$0	ELA teachers
Operation Preparation	GMS will develop, promote, and implement Operation Preparation for all 8th graders and include community members, parents, district personnel to communicate various academic needs in college and career planning.	Career Preparation/Orientation	01/04/2017	06/15/2017	\$0	Counselor, 8th grade teachers, community volunteers, District personnel
TELL Survey	GMS SBDM will analyze the TELL Survey results to identify professional development needs and improve the professional development program at the school.	Professional Learning	08/10/2016	06/15/2017	\$0	SBDM council, Principal, Planning & PD Committee members
Peer Review	GMS will conduct a district peer review of another school's program review scores and debrief on the scores and rationale for the scores.	Policy and Process	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, Encore teachers
Literacy Team	Literacy team will meet regularly to analyze the implementation processes of the writing policies and literacy plans, develop On Demand Writing practice plans, identify gaps in literacy performance to determine professional development needs for instructional improvements, and share strategies from district literacy meetings.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, Literacy team
Tiered Interventions	A structured, team-based RTI time will be implemented into the Advisory class three days of week to provide additional services and support for ELA and Math to students who have demonstrated a need in those content areas based on performance from classroom formative assessments, KPREP and MAP assessments. Additionally, students who continue not perform at mastery level will be referred to intervention 5 days each week with ESS coordinator using online resources.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, Counselor, teachers, ESS coordinator
Peer reviews of writing	Teachers will show students exemplars of Proficient/Distinguished writing samples as a part of the instructional process.	Academic Support Program	08/10/2016	06/15/2017	\$0	Literacy Team members, all teachers

Comprehensive School Improvement Plan

Garrard Middle School

Reading and Writing Strategies	Teachers will continue implementing literacy strategies to support reading and writing across all content areas in order to increase reading comprehension, vocabulary development, academic dialogue, and writing ability. This will include peer reviews of proficient writing models, intentional focus on technical writing, authentic writing samples, and writing to demonstrate learning.	Academic Support Program	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, All Teachers
Special Education PLC	Special education teachers meet monthly for Professional Learning Communities focused on progress monitoring and assessment data.	Professional Learning	08/10/2016	06/15/2017	\$0	Special Education Director, Special Education teachers, Principal, Assistant Principal
Staff Development	Staff Development days that are worked into the school calendar will include: <ul style="list-style-type: none"> • data analysis of K-Prep, MAP an common assessments • Program Review analysis • CSIP planning • On Demand training • Curriculum Planning and Alignment 	Professional Learning	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, all teachers, District support staff
Academic Rewards and Celebrations	Each 6 weeks, students who earn A's, B's, and C's will earn the opportunity to participate in a grade level reward celebration for academic performance to teach students the importance of daily learning achievement all year.	Academic Support Program	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, All Teachers
Analyze Writing Data	GMS teachers will analyze writing data (On Demand, Program Review, Language mechanics) as it becomes available to determine areas of strength and concern.	Policy and Process	08/10/2016	06/15/2017	\$0	Principal, CO support staff, all teachers
Analyze Summative Assessments	Teachers analyze summative assessment results and use a PDSA form to share learning targets, high yield instructional strategies, assessment data, reteaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units during monthly content meetings.	Academic Support Program	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, All Teachers
Planning for Improving At Risk Student Performance	GMS staff and district support personnel will: <ol style="list-style-type: none"> 1) Utilize the persistence to graduation tool (PtGT) from IC to identify gap/at-risk students and cross-reference these results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive intervention and supports; 2) Identify current supports and structures being used for this student group; 3) determine who will be responsible for implementation of these activities and how/when student progress will be evaluated. 	Academic Support Program	08/10/2016	06/15/2017	\$0	Director of Special Education, Counselor, special education teachers

Comprehensive School Improvement Plan

Garrard Middle School

School wide writing plan	GMS will review writing plan and assign grade level content writing pieces.	Academic Support Program	08/10/2016	06/15/2017	\$0	Literacy team, ELA teachers, District instructional support, all teachers
Review of writing policy	Annual review of standards per grade level and school wide writing policy by literacy team and through content meetings.	Policy and Process	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, literacy team members, all teachers
Special Ed Progress Monitoring	Special Education Department will use Curriculum Based Measures (Easy CBM) program and MobyMax to monitor progress of special education students towards math and reading goals during Math and Reading Skills class or during Study Skills.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, Special Education Teachers
RTI Time	Teams discuss students who did not meet benchmarks or perform below grade level to assign students to RTI groupings. Math and ELA teachers will provide interventions at the team level for identified struggling learners in small group instruction.	Academic Support Program	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, Counselor, Math and ELA Teachers, ESS support staff
Program Review Committees	GMS teachers will form Program Review committees that conduct a review in each program review area documenting scores, identifying gaps, and begin to make plans for improvement.	Policy and Process	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, all teachers
MAP Assessment	Students will take MAP test in Math, Reading, and Language Mechanics three times throughout the year to measure growth.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, Counselor, Math and ELA teachers, District Assessment Coordinator
School wide PBIS	School wide PBIS system includes a school wide discipline code with a list of classroom and office level behavior violations with a progression of consequences. Regular meetings with school level PBIS team and district level provide an opportunity to analyze behavior data and make plans to address any concerns and to improve practices.	Behavioral Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, PBIS coach, all teachers, District support staff

Comprehensive School Improvement Plan

Garrard Middle School

Walkthrough Observation Data Discussion and Review	Principal and Assistant Principal will review individual teacher walkthrough observation data and whole school walkthrough observation data with teachers in PLC's to determine identified teacher talents and/or actions for improvements.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, all teachers
ILP Completion	All advisory teachers will conduct ILP lessons in their advisory classes throughout the school year resulting in full ILP completion by each student in each grade level.	Career Preparation/Orientation	01/04/2017	06/15/2017	\$0	Counselor, Computer Teacher, Principal, Assistant Principal, Advisory Teachers
Collaboration between special education and regular education teachers	GMS teachers will meet with special education teachers during common planning to plan for co-teaching strategies in collaboration classes.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, All Teachers, Director of Special Education
Algebra Prognosis Test	GMS teachers will use Orleans-Hanna Algebra Prognosis Test to identify students who would benefit from acceleration strategies within the building to provide high school credit in math courses.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, Counselor, teachers, District Curriculum Support personnel
Integrate Writing to Learn opportunities	Teachers will integrate writing into core instruction for Social Studies and Science curriculum through content specific On Demand Writing practice and other Writing to Learn opportunities (scientific models and explanation of their uses, writing investigations, supporting arguments using evidence, and constructing written answers supported by appropriate use of detail and information in written prompt.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, literacy team, core teachers, special education teachers
Program Review Planning and Analysis	GMS teachers will review Program Review data to identify and analyze gaps in particular areas in order to determine next steps for continuous improvement.	Academic Support Program	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, all teachers, district support staff
Implement Rigorous Instructional Strategies	All teachers will plan formative assessments and instructional strategies and use data to determine instructional improvements as indicated by weekly team meetings.	Academic Support Program	08/08/2016	06/16/2017	\$0	Principal, Assistant Principal, All Teachers
Writing to Demonstrate Learning	GMS teachers will use writing to demonstrate learning in all content areas and incorporate timed reading opportunities for all students.	Academic Support Program	08/10/2016	06/15/2017	\$0	All Teachers

Comprehensive School Improvement Plan

Garrard Middle School

Kagan Training	All teachers received 5 days of Kagan training, a professional learning opportunity focused on increasing student engagement. Ongoing support is provided through walkthroughs and feedback from administrators.	Professional Learning	07/25/2016	06/15/2017	\$0	Principal, Assistant Principal, Central Office Support staff, all teachers
Advisory Class Structure Review	School administration and GMS SBDM council will review the structure/model of the advisory class to determine effectiveness, use, and support of student needs. Council will make any revisions to the model when necessary and will have clear expectations set for the program.	Policy and Process	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, Counselor, GMS SBDM council members
Data Analysis	GMS staff will review available data (KPREP, MAP, formative assessment) to analyze gaps in instructional programs for students. This will include: 1) School leadership runs the persistence to graduation tool (PtGT) from IC to determine which students are at risk of not meeting benchmarks or in need of additional supports; 2) Verify the list of students who did not meet benchmarks on K-PREP and other student level evaluation data; 3) Identify staffing needs for the interventions and develop plan for implementation; 4) Communicate with parents to inform them of the need for transitional interventions and schedule students into intervention services; 5) Implement transitional courses and use diagnostic assessments (from MobyMax and Study Island) to match the needs of students with the appropriate interventions to set learning targets; 6) Teachers and leaders monitor student progress to determine the effectiveness of the intervention(s) and next steps for continuous improvement; 7) Leaders determine the overall impact and effectiveness of the transitional course toward goals; 8) Make adjustments to implementation if needed.	Academic Support Program	08/10/2016	06/15/2017	\$0	Principal, Assistant Principal, Counselor, All Teachers
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Garrard Middle School

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	N/A	All students are identified as Title I students through the school wide program.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A	The Title program is school wide, not targeted assistance.	

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	The program is school wide.	

Comprehensive School Improvement Plan

Garrard Middle School

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

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

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

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.	N/A	The program is school wide.	

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	The program is school wide.	

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

Comprehensive School Improvement Plan

Garrard Middle School

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

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

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

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

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

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

Comprehensive School Improvement Plan

Garrard Middle School

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Garrard Middle School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.3% in 2016 to 54.2% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 37.3% to 54.2% by 06/15/2016 as measured by K-Prep results.

Strategy1:

Best Practice Initiatives - GMS teachers, administration, district personnel, and parent volunteers will collaborate to implement a variety of best practices for school-wide improvement.

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS SBDM will analyze the TELL Survey results to identify professional development needs and improve the professional development program at the school.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	SBDM council, Principal, Planning & PD Committee members

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

Goal 1:

Garrard Middle School will increase the average combined reading and math K-Prep scores for GMS students from 44.6% in 2016 to 60.0% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores from 44.6% to 60.0% by 06/15/2017 as measured by K-Prep results.

Strategy1:

Comprehensive School Improvement Plan

Garrard Middle School

Celebrations for Performance - A systematic plan for supporting increased academic performance and behavior performance will be implemented throughout the school year.

Category: Other - Celebration/Rewards Program

Research Cited:

Activity - Academic and Behavior Points System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level team is participating in a school-wide competition to earn the most points by the end of the year in which they will be rewarded with a trip. Students can earn points for their teams in each of the following areas; academics, behavior, attendance and community service.	Community Engagement Academic Support Program Behavioral Support Program	08/08/2016	06/16/2017	\$0 - School Council Funds	Principal, Assistant Principal, Counselor, All Teachers

Activity - Academic Rewards and Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each 6 weeks, students who earn A's, B's, and C's will earn the opportunity to participate in a grade level reward celebration for academic performance to teach students the importance of daily learning achievement all year.	Academic Support Program	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, All Teachers

Activity - School wide PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School wide PBIS system includes a school wide discipline code with a list of classroom and office level behavior violations with a progression of consequences. Regular meetings with school level PBIS team and district level provide an opportunity to analyze behavior data and make plans to address any concerns and to improve practices.	Behavioral Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, PBIS coach, all teachers, District support staff

Strategy2:

Individualized Instruction and Teacher Resources - Instructional resources will be used to increase the individualized instruction to students.

Category: Continuous Improvement

Research Cited:

Activity - Reading and Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue implementing literacy strategies to support reading and writing across all content areas in order to increase reading comprehension, vocabulary development, academic dialogue, and writing ability. This will include peer reviews of proficient writing models, intentional focus on technical writing, authentic writing samples, and writing to demonstrate learning.	Academic Support Program	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, All Teachers

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various online resources/programs (Study Island, MobyMax, Reading Plus, Khan Academy) for online individualized instruction of math and reading content and monitor progress during Team PLC meetings to analyze student progress.	Academic Support Program	08/08/2016	06/16/2017	\$13000 - Title I SIG	Principal, Assistant Principal, All teachers, District Support Staff

Strategy3:

Curriculum Alignment - Curriculum alignment meetings will occur within the school on a periodic basis to help determine the curriculum alignment within the school.

Category: Continuous Improvement

Research Cited:

Activity - Vertical Alignment Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS teachers will meet regularly with other building level teachers within their own content department to determine curriculum alignment within the school.	Professional Learning	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, Math teachers, English teachers, Science teachers, Social Studies teachers

Activity - Literacy Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS teachers will participate in school and district literacy team meetings to plan for literacy alignment and to make a plan for practice writing sessions for students.	Academic Support Program	09/01/2016	06/16/2017	\$0 - No Funding Required	Principal, all teachers

Activity - Program Review Planning and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS teachers will review Program Review data to identify and analyze gaps in particular areas in order to determine next steps for continuous improvement.	Academic Support Program	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, all teachers, district support staff

Strategy4:

Structured RTI Instructional Time - A structured, team-based RTI time will be implemented into the Advisory class three days of week to provide additional services and support for ELA and Math to students who have demonstrated a need in those content areas based on performance from classroom formative assessments, KPREP and MAP assessments.

Category: Continuous Improvement

Research Cited:

Activity - RTI Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams discuss students who did not meet benchmarks or perform below grade level to assign students to RTI groupings. Math and ELA teachers will provide interventions at the team level for identified struggling learners in small group instruction.	Academic Support Program	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Math and ELA Teachers, ESS support staff

Comprehensive School Improvement Plan

Garrard Middle School

Strategy5:

PDSA PLC Content Meetings - All grade level content teachers will have structured, planned PLC meetings with Principal and/or Assistant Principal to review common assessment data using a plan-do-study-act cycle of continuous improvement. Teachers will take turns sharing learning targets, high yield instructional strategies, assessment data, reteaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units.

Category: Professional Learning & Support

Research Cited:

Activity - Implement Rigorous Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will plan formative assessments and instructional strategies and use data to determine instructional improvements as indicated by weekly team meetings.	Academic Support Program	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, All Teachers

Activity - Analyze Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers analyze summative assessment results and use a PDSA form to share learning targets, high yield instructional strategies, assessment data, reteaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units during monthly content meetings.	Academic Support Program	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, All Teachers

Activity - Aligned Curriculum and Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in each grade level will review content standards to ensure alignment with assessments. The summative assessments will also have a similar format to K-PREP type questions.	Professional Learning	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, all teachers

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students analyze own data (K-PREP, MAP, Explore, common assessments) with folders to track data and set goals during Advisory.	Academic Support Program	08/08/2016	06/16/2017	\$200 - School Council Funds	Principal, Counselor, Advisory Teachers

Strategy6:

Extended School Tutoring - Tutoring to support all content areas, especially ELA and Math, will be offered before and after school throughout each week. All teachers will recommend students who demonstrate a need for one-on-one support to these programs.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Morning and after school tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st Century ROAR program provides academic support Monday-Thursday after school each week, and Tuesday-Friday before school each week. Content tutoring in other areas (science, and social studies) is also available as each child indicates a need for assistance. The 21st Century ROAR program will also provide a reading and math camp during the summer.	Tutoring	08/08/2016	06/16/2017	\$60000 - Other	Principal, Assistant Principal, 21st Century Program Director, Teachers (funding provided by ESS and 21st Century Program)

Strategy7:

Professional Learning Opportunities - Professional learning opportunities will be designed to help support teachers in training in content areas and with analysis of data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have 18 hours of PD from Kagan training and 6 hours will be used for content planning with a focus on vertical alignment, formative assessment planning, and curriculum adjustments.	Professional Learning	07/25/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, All Teachers, District support staff

Activity - Staff Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff Development days that are worked into the school calendar will include: <ul style="list-style-type: none"> • data analysis of K-Prep, MAP an common assessments • Program Review analysis • CSIP planning • On Demand training • Curriculum Planning and Alignment 	Professional Learning	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, all teachers, District support staff

Activity - Walkthrough Observation Data Discussion and Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Assistant Principal will review individual teacher walkthrough observation data and whole school walkthrough observation data with teachers in PLC's to determine identified teacher talents and/or actions for improvements.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, all teachers

Strategy8:

Increase Parent Involvement and Awareness - School leaders and teachers will continue to foster parent-school communication initiatives by increasing the opportunities for parents to become more involved in their child's learning experience.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Garrard Middle School

Activity - Parent Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS will increase opportunities for parent involvement to support student academic and behavior improvements by hosting events with parents and community such as parent nights to review content specific resource materials and state assessment data reviews and explanations.	Parent Involvement	08/08/2016	06/16/2017	\$1700 - Title I Part A	Principal, Assistant Principal, SBDM Council Members, Team Leaders, All Teachers, 21st Century Program Director, Family Resource Youth Service Center Director, Title I Supervisor

Activity - Positive Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase communication to families using: <ul style="list-style-type: none"> • Website and Twitter account • Informational sessions are provided to parents regarding Parent Portal for Infinite Campus, test scores, and study tips • Midterm and report cards contain important messages to parents • Parent-teacher conference nights allow team conferences open to all families • GMS Parent Newsletter sent electronically on a regular basis • One call messenger system and remind 101 	Parent Involvement	08/08/2016	06/16/2017	\$2500 - School Council Funds	Principal, Assistant Principal, All Teachers

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:
 Garrard Middle School will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 37.3% in 2016 to 54.2% in 2017.

Measurable Objective 1:
 collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 37.3% to 54.2% by 06/15/2016 as measured by K-Prep results.

Comprehensive School Improvement Plan

Garrard Middle School

Strategy1:

Identify Gap/At-Risk Students and Focus Efforts Around Addressing Individual Growth - GMS staff and district support personnel will identify Gap/at-risk students and begin to intentionally plan strategies to address their individual needs for academic success.

Category: Persistence to Graduation

Research Cited:

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers received 5 days of Kagan training, a professional learning opportunity focused on increasing student engagement. Ongoing support is provided through walkthroughs and feedback from administrators.	Professional Learning	07/25/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Central Office Support staff, all teachers

Activity - Special Education PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers meet monthly for Professional Learning Communities focused on progress monitoring and assessment data.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	Special Education Director, Special Education teachers, Principal, Assistant Principal

Activity - Collaboration between special education and regular education teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS teachers will meet with special education teachers during common planning to plan for co-teaching strategies in collaboration classes.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, All Teachers, Director of Special Education

Activity - Planning for Improving At Risk Student Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS staff and district support personnel will: 1) Utilize the persistence to graduation tool (PtGT) from IC to identify gap/at-risk students and cross-reference these results with other forms of data (academic and non-academic) to determine which students are at immediate risk for failure and require intensive intervention and supports; 2) Identify current supports and structures being used for this student group; 3) determine who will be responsible for implementation of these activities and how/when student progress will be evaluated.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Director of Special Education, Counselor, special education teachers

Strategy2:

Student Performance Data Analysis - Principal and Assistant Principal will meet with teachers and teams will meet individually with students to review individual academic performance data and collaborate to identify strategies for assisting each student.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Garrard Middle School

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take MAP test in Math, Reading, and Language Mechanics three times throughout the year to measure growth.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, Math and ELA teachers, District Assessment Coordinator

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students analyze own data (K-PREP, MAP, common assessments) with folders to track data and set goals	Academic Support Program	08/10/2016	06/15/2017	\$500 - School Council Funds	Principal, Assistant Principal, Counselor, Advisory teachers

Activity - Special Ed Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Department will use Curriculum Based Measures (Easy CBM) program and MobyMax to monitor progress of special education students towards math and reading goals during Math and Reading Skills class or during Study Skills.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Special Education Teachers

Strategy3:

Team-Based Interventions - GMS teachers will use information from a variety of assessments (classroom formative assessments, K-PREP, MAP, common assessments) to determine interventions needed to improve student academic performance.

Category: Continuous Improvement

Research Cited:

Activity - Content Meetings - Summative Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers analyze summative assessment results and use a PDSA form to share learning targets, high yield instructional strategies, assessment data, reteaching and reassessing opportunities, plus-delta feedback from students, and self-reflections on the instructional units during monthly content meetings.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Counselor, GMS teachers

Activity - Team Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A structured, team-based RTI time will be implemented into the Advisory class three days of week to provide additional services and support for ELA and Math to students who have demonstrated a need in those content areas based on performance from classroom formative assessments, KPREP and MAP assessments. Additionally, students who continue not perform at mastery level will be referred to intervention 5 days each week with ESS coordinator using online resources.	Academic Support Program	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, GMS teachers, ESS teacher

Strategy4:

Instructional Resources - GMS faculty meetings will be focused on instructional strategies.

Comprehensive School Improvement Plan

Garrard Middle School

Category: Professional Learning & Support

Research Cited:

Activity - Instructional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Admin leadership will present instructional resources, engagement activities, and best practices at faculty meetings and analyze plus/delta feedback for continuous improvement model. Teachers will also present instructional strategies from various Professional Learning opportunities to other teachers during faculty meetings, content meetings, and PLC's.	Professional Learning	08/10/2016	06/15/2017	\$13000 - Title I SIG	Principal, Assistant Principal, GMS teachers

Strategy5:

Best Practice Initiatives - GMS teachers, administration, district personnel, and parent volunteers will collaborate to implement a variety of best practices for school-wide improvement.

Category: Continuous Improvement

Research Cited:

Activity - TELL Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS SBDM will analyze the TELL Survey results to identify professional development needs and improve the professional development program at the school.	Professional Learning	08/10/2016	06/15/2017	\$0 - No Funding Required	SBDM council, Principal, Planning & PD Committee members

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:

Garrard Middle School will increase reading and social studies proficiency in the non-duplicated gap groups from 30% to 65% (reading) and 7% to 54% (SS) by 2017.

Measurable Objective 1:

A 10% increase of Students with Disabilities students will demonstrate a proficiency in reading skills in English Language Arts by

Comprehensive School Improvement Plan

Garrard Middle School

05/30/2013 as measured by K-Prep non-duplicated gap performance results.

Strategy1:

District Support for Focus Area Analysis and Review - District support staff will support GMS staff in analyzing data, reviewing processes and procedures for effectiveness, and provide monitoring support of improvement efforts.

Category:

Research Cited:

Activity - Data Analysis and Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Support Personnel will assist GMS in reviewing processes and procedures to ensure the following are occurring effectively: 1) analyze student achievement by gap groups, relative to state (K-Prep, EPAS) and district and school assessments; 2) develop a bank of intervention strategies that are research-based and are matched to individual student needs with ways to determine effectiveness; and 3) identify non-cognitive data such as attendance, behavior, and retention.	Policy and Process	02/01/2013	05/30/2013	\$3000 - Title I Part A \$2000 - Title II Part A	District Office Personnel (School Improvement Coordinator, Title I Supervisor, Curriculum Support)

Goal 2:

Garrard Middle School will increase the average combined reading and math K-Prep scores for GMS students from 44.6% in 2016 to 60.0% by 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores from 44.6% to 60.0% by 06/15/2017 as measured by K-Prep results.

Strategy1:

Curriculum Alignment - Curriculum alignment meetings will occur within the school on a periodic basis to help determine the curriculum alignment within the school.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Planning and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS teachers will review Program Review data to identify and analyze gaps in particular areas in order to determine next steps for continuous improvement.	Academic Support Program	08/08/2016	06/16/2017	\$0 - No Funding Required	Principal, Assistant Principal, all teachers, district support staff

Goal 3:

Garrard Middle School will increase writing proficiency from 34.9% in 2016 to 55.1% by 2017.

Comprehensive School Improvement Plan

Garrard Middle School

Measurable Objective 1:

collaborate to increase writing proficiency from 34.9% to 55.1% by 06/15/2016 as measured by K-PREP Results.

Strategy1:

Program Review - Refinement of Program Review process to identify standards taught and assessed from Kentucky Core Academic Standards and make plans toward continuous improvement.

Category: Continuous Improvement

Research Cited:

Activity - Peer Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS will conduct a district peer review of another school's program review scores and debrief on the scores and rationale for the scores.	Policy and Process	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, Encore teachers

Activity - Program Review Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS Program Review committees will examine the rubrics used in a program review. Each teacher will use a checklist of standards from the Kentucky Core Academic Standards to identify which standards are covered in their classes and make plans for teaching additional standards in their content.	Policy and Process	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, all teachers

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS teachers will form Program Review committees that conduct a review in each program review area documenting scores, identifying gaps, and begin to make plans for improvement.	Policy and Process	08/10/2016	06/15/2017	\$0 - No Funding Required	Principal, Assistant Principal, all 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?

Located in central Kentucky, Garrard Middle School serves grades 6-8 in the Garrard County School District. We have 3 elementary feeder schools that prepare students for the middle school learning experience. Our total student enrollment is 590 students which includes 65% receiving free/reduced lunch assistance and 11.5% receiving special education services. GMS has 37 certified staff members, 1 principal, 1 assistant principal, 1 counselor, 1 media specialist, 5 instructional assistants, 1 full time nurse assistant, 1 nurse, and 1 school resource officer who is shared with GCHS. GMS has a 21st Century After School Program Director. GMS students and families have the availability of services from the Family Resource Service Center as needed. GMS is fortunate to have a 21st Century after school program which provides academic support for students through tutoring services as well as college and career readiness support through activity groups that apply content learning in project based activities.

Garrard Middle School staff and students have been involved in several changes to the school structure over the past several years. Behavior expectations were taught to all students during the first three days of school and behavior booster lessons occurred after long, extended breaks. Interventions were put in place for those students who continued to have repeat behavior violations. With the inclusion of positive behavior support instruction, office discipline referrals have been reduced each of the last two years. Despite a change in assistant principal over the summer of 2016, Garrard Middle School has provided continued support in positive behavior instructional support and increasing the level of rigor in instructional practices for all contents. During the past 3 years, Garrard Middle School SBDM council has created, revised, and reviewed instructional policies, reviewed student performance data, and implemented practices to support higher level instruction for all students. Teachers have begun to use student performance data from state assessments, local and school assessments to determine interventions needed as well as acceleration activities for advanced students. Teachers are revising summative assessments, learning targets, and formative assessments to require students to perform at the levels of the standards assessed by the Unbridled Learning accountability model. For the 2016-17 school year teachers analyze common assessment data and shared results during content meetings using a Plan-Do-Study-Act cycle of continuous improvement for each instructional unit. All staff members have an active role in addressing various program contents in their classes through Encore class or Explore classes offered in each grade level.

Over the past several years the school has altered the interventions provided for students in the area of math and reading. During the 2016-17 school year teachers use daily formative assessments to adjust instruction and share results during team meeting PLC's for the purpose of creating flexible intervention groupings. Additionally, students who continue to demonstrate a need for additional support have the opportunity to receive services through the ESS coordinator.

In the past three years, GMS staff have participated in a review of the parental involvement objectives and rubrics of the The Missing Piece of the Proficiency Puzzle to determine levels of school implementation and areas needing improvement for increasing parental involvement. GMS staff have identified the need to increase opportunities for parent involvement to include parent nights for content resource support, informational sessions for student achievement data, and student celebrations. GMS staff have also recognized the need to provide more resources for students as well as a format for welcoming parent involvement. Through continuous review and reflection of current programs and practice of innovative practices to further ensure a rigorous and challenging learning environment for all students. We will continue to use student performance data and stakeholder survey data to guide our work and decisions to offer educational opportunities for all students to become successful in comparison with performance data. GMS administration and staff will continue to research best practices to ensure

continuous improvement.

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.

Garrard Middle School's vision is an always improving school where students are engaged in their learning and belong to the school family, where ALL children are given the opportunity to excel academically and transition efficiently to high school. The priority of Garrard Middle School is student learning in a safe environment so that all students will become confident, self-directed, life-long learners. This mission is supported by having common behavior expectations, offering rigorous academic opportunities for all students, and encouraging parental and community involvement to enhancing learning at Garrard Middle School.

Garrard Middle School administration, SBDM council, and staff support this mission statement by offering a variety of learning programs to all students to build on those character qualities identified in our purpose. Each child participates in an advisory class two days each week in which they are taught goal setting techniques and analyzing skills to determine their levels of success to become more confident in their abilities. During this time they are involved in activities that model and demonstrate quality characteristics for becoming self-motivated, self-directed, and understanding the value of those attributes to continue to improve their lifestyle through learning.

In addition to advisory class, each student is given the opportunity to excel in the four main content areas of math, English/Language Arts, social studies, and science by having a 52-minute class in each subject area at each grade level, each day. While many students excel in the content areas, there are just as many that are outstanding in the performing arts as well. Garrard Middle School offers every student an opportunity to participate in the middle school band and chorus who perform regularly throughout the school year in competitions and also for our community. The curriculum at Garrard Middle School also provides each child a learning experience in computer technology class, arts and humanities, physical education and health. Our core teachers have expanded their teaching strategies and planning by offering students additional learning opportunities through Explore class as part of the Encore rotation.

Students are learning financial literacy through math teachers, additional health and wellness concepts through science, the connection of art and architecture on development of past and present civilizations in social studies, and drama and theater through English Language Arts. To ensure the safe and physical learning environment, Garrard Middle School has established school-wide behavior expectations and guidelines through the Positive Behavioral Instructional Support program and the Kentucky Center for School Safety. These behavior expectations and guidelines are taught to each child at the beginning of the school year for the first three days, as well as having booster lessons throughout the school year after extended breaks and as needed. These expectations are printed in every child's agenda book, communicated with parents, and are posted in all classrooms. Students are also encouraged to report any concerns or incidents of bullying or harassment to the school counselor, administration, or teachers. Garrard Middle School also has a School Resource Officer on staff who partners with our local high school. Our School Resource Officer provides safety instruction to the students at Garrard Middle School. All exterior doors are locked during the school day with signs indicating that everyone must enter through the main entrance. Our main entrance remains locked throughout the entire school day as well, with a camera and buzzer lock system to allow visitors to enter.

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.

Garrard Middle School has made many notable achievements and improvements in the last few years while adjusting to new leadership and focus. The school was recognized as Proficient by the Kentucky Department of Education for the first time in 2014. Our continued efforts to improve instruction at Garrard Middle School have involved the restructuring of our 21st Century after school program to focus on individual students who participate in the after school program to receive additional tutoring assistance as identified from the weekly progress checks.

Not only did students improve academically, they also began to demonstrate higher character attributes by modeling better behavior during the instructional day as well. Garrard Middle School implemented a new system for behavior to include positive instructional supports and systematic rewards, interventions for repeat behavior offenders, and a clearly identified, leveled process for administration of behavior consequences. This approach has increased instructional time for teachers and students while decreasing the total number of behavior offenses by more than 50% in just 2 years and these continue to decrease.

The two areas we are focused on for making great gains during the next several years include: 1. Improving Instructional Strategies and 2. Formative Assessment. To address these areas of focus, Garrard Middle School is increasing the level of common planning and use of co-teaching strategies in collaboration classrooms. Each teacher was trained during the summer of 2016 in using Kagan strategies to increase student engagement. Content teachers use literacy strategies for content delivery including practicing constructed responses and On Demand writing. We are working to increase our math resources by continuously updating our technology available for teachers and students. Our math teachers are utilizing a variety of resources to support student learning of the new standards including consumable Buckle Down student workbooks and online resources using MobyMax and Khan Academy. All teachers are continuing to plan differentiated lessons for a variety of learning levels in their classrooms, all of which are geared toward attaining the highest level of the standard being taught. Teachers are also using daily formative assessment to track student progress and adjust instruction. Our administrators are learning and modeling instructional strategies including Rutherford, Kagan and others. While some of this takes place in professional learning communities, additional PLC work is centered around content, curriculum, assessment and reflection.

Additional Information

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

Garrard Middle School administration and staff are striving to improve the collaborative efforts among school, parents, and the community. We are in the building stage of making gains in our academic programs and in our methods of communication with all stakeholders to increase involvement and support for our students' academic success. We encourage our community members to contact our school administration, counselors, and teachers to assist us in our efforts to offer a variety of learning experiences to our students.