GCMS 2021-2022 Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required**.

Requirements for Building an Improvement Plan

- The required school goals include the following:
  - For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

1: Proficiency

Goal 1: By 2024, GCMS will increase the combined reading & math percentage of proficient/distinguished students from 58% (2019) to 67.5% (2024) as measured by KPREP assessment results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: English/Language Arts teachers will collaborate to increase the reading proficiency percentage from 60.9% in 2019 to 62.7% in 2022.	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings, including item analysis from Case data.	Higher percentage of students reaching proficiency on common assessments, Case assessments, & KPREP. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Case data on pretest 08/04/21-08/20/21, benchmark 1 data 10/11/21-10/22/21, benchmark 2 data 01/03/22-01/14/22 & comprehensive data 04/11/22-04/22/22. KPREP data desegregation.	Case is district funded.
	Vertical alignment with standards, prioritizing standards, adjusting pacing guides, aligning learning targets & increasing rigor in activities/assessments. KCWP 1: Design & Deploy Standards	Teachers continually work in PLCs to identify priority standards, adjust their pacing guides, increase the rigor on tasks & assessments & make sure learning targets are aligned with the standards. PD provided by Rick Fisher on Thoughtful Classroom strategies on 07/29/21 for entire faculty.	Standards are aligned with top priorities identified, pacing guides adjusted, learning targets with success criteria posted in all classrooms as rigorously aligned to the standard with tasks & assessments based on Antonetti's rigor divide chart	Classroom observations conducted by admin & curriculum coordinator using data collection tool. Learning Club Meetings addressing Thoughtful Classroom strategies for deeper learning leading to increased student achievement. All meetings held after school: 10/16/21, 11/16/21, 12/14/21,	District provided PD with Dr. Silver & Rick Fisher over the summer for admin & curriculum coordinators plus a PD on 07/15/21 for all faculty. District provided 3 for all faculty:

Goal 1: By 2024, GCMS will increase the combined reading & math percentage of proficient/distinguished students from 58% (2019) to 67.5% (2024) as measured by KPREP assessment results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				01/12/22, 02/15/22, 03/09/22 & 04/19/22.	Teaching For Deeper Learning, Tools for a Successful School Year & Tools for Classroom Instruction That Works.
	KCWP 1: Design & Deploy Standards KCWP 4: Review, Analyze & Apply Data KCWP 5: Design, Alight & Deliver Support KCWP 6: Establishing Learning Culture & Environment	Cougar Zone after school program for tutoring & social skill development opportunities.	Remediation /assessment retakes & lesson/activity completion with passing grades. An additional measure of success would be students attending club meetings.	Progress is continually monitored through CZ coordinator & classroom teachers by grades & referrals. Admin also compiles list of students failing, contacting parents for required CZ.	21st Century Learning Grant federally funded, but district is funding 21-22 SY until we can reapply.
		Summer School Program. Parents of students that are failing prior to the end of the 1st 9 week & each subsequent grading period will receive an in-danger of failing letter informing them of additional support services that can be offered. Students will be required to attend for up to two weeks	Student grades are raised to passing and/or student completes 3% per subject area failing per week on Edgenuity.	Confirmed list provided by classroom teachers & sent to administration for scheduling purposes. Letters are prepared & mailed each 9 week grading period to parents that their child is failing any core class. Administration	Edgenuity is funded by GCHS & AEC. Certified Teachers paid in June & July for summer school

Goal 1: By 2024, GCMS will increase the combined reading & math percentage of proficient/distinguished students from 58% (2019) to 67.5% (2024) as measured by KPREP assessment results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		until their grade(s) are recovered through Edgenuity and/or Google Classroom assignment/assessment completion.		also speaks to each student that is failing regarding summer school & possible retention. Progress monitoring conducted by IC & Edgenuity building coordinators.	$22,522.50 (ESSER).
Objective 2: Math teachers will collaborate to increase the math proficiency percentage from 55% in 2019 to 57% in 2022.	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings including item analysis from Case data.	Higher percentage of students reaching proficiency on common assessments, Case assessments, & KPREP. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Case data on pretest 08/04/21-08/20/21, benchmark 1 data 10/11/21-10/22/21, benchmark 2 data 01/03/22-01/14/22 & comprehensive data 04/11/22-04/22/22. KPREP data desegregation.	Case is district funded.

Goal 1: By 2024, GCMS will increase the combined reading & math percentage of proficient/distinguished students from 58% (2019) to 67.5% (2024) as measured by KPREP assessment results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Vertical alignment with standards, prioritizing standards, adjusting pacing guides, aligning learning targets & increasing rigor in activities/assessments. KCWP 1: Design & Deploy Standards	Teachers continually work in PLCs to identify priority standards, adjust their pacing guides, increase the rigor on tasks & assessments & make sure learning targets are aligned with the standards. PD provided by Rick Fisher on Thoughtful Classroom strategies on 07/29/21 for entire faculty.	Standards are aligned with top priorities identified, pacing guides adjusted, learning targets with success criteria posted in all classrooms as rigorously aligned to the standard with tasks & assessments based on Antonetti's rigor divide chart	Classroom observations conducted by admin & curriculum coordinator using data collection tool. Learning Club Meetings addressing Thoughtful Classroom strategies for deeper learning leading to increased student achievement. All meetings held after school: 10/16/21, 11/16/21, 12/14/21, 01/12/22, 02/15/22, 03/09/22 & 04/19/22.	District provided PD with Dr. Silver & Rick Fisher over the summer for admin & curriculum coordinators plus a PD on 07/15/21 for all faculty. District provided 3 for all faculty: Teaching For Deeper Learning, Tools for a Successful School Year & Tools for Classroom Instruction That Works.
	KCWP 1: Design & Deploy Standards	Cougar Zone after school program for tutoring & social skill development opportunities.	Remediation /assessment retakes & lesson/activity completion with passing grades. An additional	Progress is continually monitored through CZ coordinator & classroom teachers by	21st Century Learning Grant federally

Goal 1: By 2024, GCMS will increase the combined reading & math percentage of proficient/distinguished students from 58% (2019) to 67.5% (2024) as measured by KPREP assessment results.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze & Apply Data KCWP 5: Design, Alight & Deliver Support KCWP 6: Establishing Learning Culture & Environment		measure of success would be students attending club meetings.	grades & referrals. Admin also compiles list of students failing, contacting parents for required CZ.	funded, but district is funding 21-22 SY until we can reapply.
		Summer School Program. Parents of students that are failing prior to the end of the 1st 9 week & each subsequent grading period will receive an in-danger of failing letter informing them of additional support services that can be offered. Students will be required to attend for up to two weeks until their grade(s) are recovered through Edgenuity and/or Google Classroom assignment/assessment completion.	Student grades are raised to passing and/or student completes 3% per subject area failing per week on Edgenuity.	Confirmed list provided by classroom teachers & sent to administration for scheduling purposes. Letters are prepared & mailed each 9 week grading period to parents that their child is failing any core class. Administration also speaks to each student that is failing regarding summer school & possible retention. Progress monitoring conducted by IC & Edgenuity building coordinators.	Edgenuity is funded by GCHS & AEC. Certified Teachers paid in June & July for summer school $22,522.50 (ESSER).

2: Separate Academic Indicator

Goal 2: By 2024, GCMS will increase the combined writing, social studies & science percentage of proficient/distinguished students from 46.3% (2019) to 58.5% (2024) as measured by KPREP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: English/Language Arts teachers will collaborate to increase the writing proficiency percentage from 43.6% in 2019 to 46.2% on the 2022 KPREP assessment.	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings including item analysis from Case data.	Higher percentage of students reaching proficiency on common assessments, Case assessments, & KPREP. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Case data on pretest 08/04/21-08/20/21, benchmark 1 data 10/11/21-10/22/21, benchmark 2 data 01/03/22-01/14/22 & comprehensive data 04/11/22-04/22/22. Separate writing scores were assigned by each ELA teacher based on a rubric provided. KPREP data desegregation.	Case is district funded.
	My Access Writing Program KCWP 5: Design, Alight & Deliver Support	All ELA teachers, ECEs specializing in ELA & interventionists attended a PD on 08-02-21 to learn how to use the supplemental writing program.	Higher percentage of students reaching proficiency on summative assessments, Case assessments, & KPREP. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Weekly usage reports are sent to the curriculum coordinator for review. Several teachers have taken advantage of Zoom calls with the company receiving additional training. Student progress discussed in weekly PLCs.	$16,000 (ESSER)

Goal 2: By 2024, GCMS will increase the combined writing, social studies & science percentage of proficient/distinguished students from 46.3% (2019) to 58.5% (2024) as measured by KPREP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	All grade level ELA teachers & ECEs are utilizing the same graphic organizers given as a pre-formatted sheet for students to construct their ODW drafts on. The PASS mnemonic strategy is also used consistently throughout the building so students are accustomed to both tools. KCWP 2: Design & Deliver Instruction	Direct instruction on how to construct an ODW piece with gradual release method used to scaffold supports. Previously released NAPD scored student work from KDE will be used to demonstrate expectations & to allow students to evaluate each exemplar.	Higher percentage of students reaching proficiency on ODW pieces, Case writing assessments, & KPREP. DTP observed each week with teachers using NAPD data on composition standards, discussing instructional strategies & quality of writing prompts.	Admin & curriculum coordinator conduct random writing sample checks at the end of the school year to ensure our writing plan & policy are being followed by all ELA teachers. ODW prompts with student scores are reviewed as part of the DTP.	No funds required.
Objective 2: Social Studies teachers will collaborate to increase the social studies proficiency percentage from 70.4 % in 2019 to 71.7% on the 2022 KPREP assessment.	All social studies teachers will learn how to deliver instruction using inquiry practices of questioning, investigating, using evidence & communicating conclusions.	6-hour PD by Ryan New, K-12 Social Studies Instructional Lead for the Department of Curriculum Design & Learning Innovation, for all social studies teachers.	Higher percentage of students reaching proficiency on summative assessments, Case assessments, & KPREP. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Admin & curriculum coordinator will conduct classroom observations using a shared data collection tool specifically looking for instruction using inquiry practices learned. Data collected will be reviewed in PLC meetings quarterly & evaluated for	$1,800.00 (split with district $900.00 each)

Goal 2: By 2024, GCMS will increase the combined writing, social studies & science percentage of proficient/distinguished students from 46.3% (2019) to 58.5% (2024) as measured by KPREP assessment.					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
	KCWP 5: Design, Align & Deliver Support KCWP 6: Establishing Learning Culture & Environment			effectiveness & any future trainings needed.	
	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings including item analysis from Case data.	Higher percentage of students reaching proficiency on common assessments, Case assessments, & KPREP. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Case data on pretest 08/04/21-08/20/21, benchmark 1 data 10/11/21-10/22/21, benchmark 2 data 01/03/22-01/14/22 & comprehensive data 04/11/22-04/22/22. KPREP data desegregation	No funds required.
Objective 3: Science teachers will collaborate to increase the science proficiency percentage from 25% in 2019 to 28.4% on the 2022 KPREP assessment.	Amplify Science Curriculum KCWP 1: Design & Deploy Standards KCWP 2: Design & Deliver Instruction KCWP 3: Design & Deliver Assessment	Digital & print curriculum resources & PD for all science teachers.	Higher percentage of students reaching proficiency on formative & summative assessments, Case assessments, & KPREP. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional	Classroom observation data collected by admin & curriculum coordinator. PLC meetings with DTP, lesson planning, & pacing guide adjustments.	$83,202.72 (ESSER)

Goal 2: By 2024, GCMS will increase the combined writing, social studies & science percentage of proficient/distinguished students from 46.3% (2019) to 58.5% (2024) as measured by KPREP assessment.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			strategies & test question validity.		
	8th-grade focus area is ranking tasks, 7th-grade focus area is assessments, data collection & ranking tasks, 6th-grade focus area is remediation, differentiation & assessment. KCWP 5: Design, Align & Deliver Support KCWP 6: Establishing Learning Culture & Environment	PD for all science teachers by Rico Tyler, WKU Master Teacher from the School of Teacher Education. Follow-up observations & collaboration through classroom observations & PLC meetings twice monthly.	All science teachers attend the PD 08/03/21. All teachers build & implement valid, reliable, highly rigorous assessments & tasks leading to more proficient scores on summative, Case & KPREP assessments. Pacing guides updated.	Classroom observation data collected, formative & summative assessment data, Case NAPD data & KPREP data. Specific feedback in PLC meetings.	(ESSER)
	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings including item analysis from Case data.	Higher percentage of students reaching proficiency on common assessments, Case assessments, & KPREP. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional	Case data on pretest 08/04/21-08/20/21, benchmark 1 data 10/11/21-10/22/21, benchmark 2 data 01/03/22-01/14/22 & comprehensive data 04/11/22-04/22/22. KPREP data desegregation.	Case is district funded.

Goal 2: By 2024, GCMS will increase the combined writing, social studies & science percentage of proficient/distinguished students from 46.3% (2019) to 58.5% (2024) as measured by KPREP assessment.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			strategies & test question validity.		

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Students in the free/reduced lunch group will increase their proficiency percentage rating in math from 47% in 2019 to 49.4% on the 2022 KPREP assessment.	Response to Intervention (RtI) Title I Math Interventionist KCWP1: Design & Deploy Standards KCWP2: Design & Deliver Instruction	RtI school/district-wide process with datasheets documenting service frequency, intervention strategies & progress monitoring checks.	Progress reports generated through Moby Max, classroom assessments, Classworks progress monitoring, Case assessments & report cards for standard mastery.	Progress monitoring occurs per district policy based on tier intervention levels. Progress is reported quarterly to Curriculum Coordinator/Title I Coordinator & admin for review. Interventionists meet weekly in PLCs to discuss student progress & services available using Classworks, Case, attendance & grades.	Case & Classworks are district funded. Moby Max was partially funded through Title I at $1,747.75. All interventionists & Curriculum Coordinator/Title I Coordinator salaries are paid through Title I funding.
		When scheduling permits, Interventionists will assist in classrooms with students at greatest risk for failing.	Progress reports generated through Moby Max, classroom assessments, Classworks progress monitoring, Case assessments & report cards for standard mastery.	Some Interventionists are scheduled to help co-teach in classrooms to help broaden the outreach of our most at-risk students.	No additional funding required.
	KCWP5: Design, Align & Deliver Support	Family Resource Center will serve as a support system for our economically disadvantaged students	Students will have food to eat over the weekend & during breaks as well as other needs met such	FRC keeps detailed data collection throughout the year on all programming.	Federally funded.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with the backpack program & other services.	as clothing & school supplies.		
		Grade recovery	The names of students with failing grades will be submitted to admin & curriculum coordinator for review. Qualifying students will be pulled by an interventionist each Friday for remediation & reassessment allowing more opportunity for standard mastery.	Lesson activity completion, Moby Max progress monitoring, reassessment, grade reports.	Moby Max was partially funded through Title I at $1,747.75.
Objective 2: Students in the free/reduced lunch group will increase their proficiency percentage rating in reading from 54% in 2019 to 56.1% on the 2022 KPREP assessment.	Response to Intervention (RtI) Title I Reading Interventionist KCWP1: Design & Deploy Standards KCWP2: Design & Deliver Instruction	RtI school/district-wide process with datasheets documenting service frequency, intervention strategies & progress monitoring checks.	Progress reports generated through Moby Max, Lexia, Reading Plus, classroom assessments, Classworks, Case assessments & report cards for standard mastery.	Progress monitoring occurs per district policy based on tier intervention levels. Progress is reported quarterly to Curriculum Coordinator/Title I Coordinator & administration for review. Interventionists meet weekly in PLCs to discuss student progress & services available using Case, attendance & grades.	Case & Classworks are district funded. Moby Max was partially funded through Title I at $1,747.75. Lexia was $8,415.00.
		When scheduling permits, Interventionists will assist in classrooms	Progress reports generated through Moby Max, classroom assessments, Case	Some Interventionists are scheduled to help co-teach in classrooms to help	No additional funding required.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		with students at greatest risk for failing.	assessments & report cards for standard mastery.	broaden the outreach of our most at-risk students.	
	KCWP5: Design, Align & Deliver Support	Family Resource Center will serve as a support system for our economically disadvantaged students with the backpack program & other services.	Students will have food to eat over the weekend & during breaks as well as other needs met such as clothing & school supplies.	FRC keeps detailed data collection throughout the year on all programming.	Federally funded.
		Grade recovery	The names of students with failing grades will be submitted to admin & curriculum coordinator for review. Qualifying students will be pulled by an interventionist each Friday for remediation & reassessment allowing more opportunity for standard mastery.	Lesson activity completion, Moby Max progress monitoring, reassessment, grade reports.	Moby Max was partially funded through Title I at $1,747.75.
Objective 3: Students with disabilities will increase their proficiency rating in math from 18.3% in 2019 to 22% on the 2022 KPREP assessment.	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings.	Percentage of students reaching proficiency on common assessments. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional	Case data on pretest 08/04/21-08/20/21, benchmark 1 data 10/11/21-10/22/21, benchmark 2 data 01/03/22-01/14/22 & comprehensive data 04/11/22-04/22/22. KPREP data desegregation.	Case is district funded.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze & Apply Data		strategies & test question validity.		
	KCWP 5: Design, Align & Deliver Support	Co-teaching PD for entire faculty with follow-up classroom observations & PLC meetings.	Co-teachers implementing co-taught lessons using co-teaching models. SWD gap group shows growth on classroom assessments, Case assessments, Classworks & KPREP proficiency.	GRREC PD 07/28/21, Observations in co-taught math classrooms 09/20/21 with PLC meeting, Observation in Co-taught ELA classrooms 10/12/21. Observations in co-taught science classrooms 11/10/21. Observations in co-taught social studies classrooms 12/09/21. Learning Club meetings 01/12/21 & 03/09/21. Google Meet with admin, curriculum coordinator & DoSE 05/02/21 for planning 2022-2023 SY. Data collection tool used with data shared in PLC meetings including follow-up form assessing engagement cycle.	GRREC partnership with district. No additional funding. Case & Classworks are district funded.
Objective 4: Students with disabilities will increase their proficiency rating in reading from 26% in 2019 to	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings.	Percentage of students reaching proficiency on common assessments. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional	Case data on pretest 08/04/21-08/20/21, benchmark 1 data 10/11/21-10/22/21, benchmark 2 data 01/03/22-01/14/22 & comprehensive data	Case is district funded.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
29.4% on the 2022 KPREP assessment.	KCWP 4: Review, Analyze & Apply Data KCWP 5: Design, Align & Deliver Support		strategies & test question validity.	04/11/22-04/22/22. KPREP data desegregation.	
		Co-teaching PD for entire faculty with follow-up classroom observations & PLC meetings.	Co-teachers implementing co-taught lessons using co-teaching models. SWD gap group shows growth on classroom assessments, Case assessments & KPREP proficiency.	GRREC initial PD 07/28/21, Observations in co-taught math classrooms 09/20/21 with PLC meeting, Observation in Co-taught ELA classrooms 10/12/21. Observations in co-taught science classrooms 11/10/21. Observations in co-taught social studies classrooms 12/09/21. Learning Club meetings 01/12/21 & 03/09/21. Google Meet with admin, curriculum coordinator & DoSE 05/02/21 for planning 2022-2023 SY. Data collection tool used with data shared in PLC meetings including follow-up form assessing engagement cycle.	GRREC partnership with district. No additional funding. Case & Classworks are district funded.

4: Growth

Goal 4: GCMS will increase the percentage of students that show growth from 72.45% (2019) to 78.95% (2024) as measured by KPREP assessment results.					
	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: GCMS will increase the percentage of students that show growth in math from 75.3% in 2019 to 76.6% on the 2022 KPREP assessment.	Data Teams Process (DTP) KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings.	Percentage of students reaching proficiency on common assessments. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Case data on pretest 08/04/21-08/20/21, benchmark 1 data 10/11/21-10/22/21, benchmark 2 data 01/03/22-01/14/22 & comprehensive data 04/11/22-04/22/22. KPREP data desegregation.	Case is district funded.
	KCWP 5: Design, Align & Deliver Support KCWP 6: Establishing Learning Culture & Environment	Check & Connect Program. Tier II intervention from PBIS system available for students that need mentor support within the school.	ODRs decrease, attendance & grades increase. Students are more successful in their classes with increased proficiency & are able to participate actively as their same-aged peers.	ODR data, BIT data, progress/grade reports, attendance reports, Check & Connect daily behavior data.	No additional funding required.
		Cougar Zone after-school program for tutoring & social skill development opportunities.	Remediation/assessment retakes & lesson/activity completion.	Progress is continual monitored through CZ Coordinator & classroom teachers by grades & referrals.	No additional funding required.
Objective 2: GCMS will increase the	Data Teams Process (DTP)	Continue to implement the DTP including data	Percentage of students reaching proficiency on	Case data on pretest 08/04/21-08/20/21,	Case is district funded.

Goal 4: GCMS will increase the percentage of students that show growth from 72.45% (2019) to 78.95% (2024) as measured by KPREP assessment results.

	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
percentage of students that show growth in reading from 69.6% in 2019 to 70.9% on the 2022 KPREP assessment.	KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data	collection & analysis on student mastery of priority standards during PLC meetings.	common assessments. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	benchmark 1 data 10/11/21-10/22/21, benchmark 2 data 01/03/22-01/14/22 & comprehensive data 04/11/22-04/22/22. KPREP data desegregation.	
	KCWP 5: Design, Align & Deliver Support KCWP 6: Establishing Learning Culture & Environment	Check & Connect Program. Tier II intervention from PBIS system available for students that need mentor support within the school.	ODRs decrease, attendance & grades increase. Students are more successful in their classes with increased proficiency & are able to participate actively as their same-aged peers.	ODR data, BIT data, progress/grade reports, attendance reports, Check & Connect daily behavior data.	No additional funding required.
		Cougar Zone after-school program for tutoring & social skill development opportunities.	Remediation/assessment retakes & lesson/activity completion.	Progress is continual monitored through CZ Coordinator & classroom teachers by grades & referrals.	No additional funding required.

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2021-22 Phase Three: Professional Development Plan for Schools

Grayson County Middle School
Gary Parker
726 John Hill Taylor Drive
Leitchfield, Kentucky, 42754
United States of America

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Grayson County Middle School

2021-22 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the school's mission?

The mission of GCMS is to empower students to reach their full potential by achieving academic excellence and embracing our core values.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

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Grayson County Middle School

Based on the most critical areas for improvement identified in the completed needs assessment per [703 KAR 5:225](#) (3), what are the school's **top two priorities** for professional development that support continuous improvement?

The top two priorities for professional development that support continuous improvement that were the most critical areas identified in the completed needs assessment include 1) our identified gap groups of economically disadvantaged students & students with disabilities as well as 2) learning loss due to the pandemic for all of our students.

3. How do the identified **top two priorities** of professional development relate to school goals?

The identified top two priorities of professional development relate to our school goal #3: achievement gap, objectives 1 - 4 for our students with disabilities & economically disadvantaged students. Learning loss for all students is related to goal #1: proficiency, objectives 1 & 2 as well as goal #2: separate academic indicator objectives 1 - 3.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

For the first priority need identifying, the specific objective aligned to the school goal is to provide co-teaching training by GRREC for all certified staff in co-teaching models to better serve our students with disabilities & other struggling learners. This includes follow-up classroom observations in all four content areas, data reviews in PLCs & learning club meetings after school. This provides both short & long-term changes throughout the school year as an ongoing process of professional learning for us to be able to meet our goals of improving scores for our gap groups.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are student outcomes that show growth, improved educator beliefs with a growth mindset & practices that include more co-teaching models.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

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The indicators of success will be that more students are scoring proficient/ distinguished to reduce our achievement gap & improve our overall scores from last school year. Other indicators of success will be that more teachers are implementing co-teaching into their practices which will be evident from observation data provided by walk-throughs from administration & GRREC.

4d. Who is the targeted audience for the professional development?

The targeted audience for the professional development is all certified teachers at GCMS.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Several are impacted by this component of professional development. Students are impacted by getting their individual learning needs met; teachers are impacted by learning to plan lessons to help improve learning outcomes for all of their students, not just those students identified; principals are impacted by an improved understanding of what co-teaching should look like & how various teachers implement different models in the classrooms they visit; district leaders are impacted by observations in co-taught classrooms with GRREC.

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

A few resources are needed to support this professional development. Funding was not an issue since our district is a member of GRREC. Technology, materials & time of staff were all needed to support the professional development. A full day in the summer was devoted for all teachers to attend & participate in the learning. Additional time was needed for teachers planning co-taught lessons as well as GRREC, district leaders & admin completing classroom observations recording data on the collection tool. Time was also spent during PLCs analyzing the data collected & creating the next steps.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports provided for this professional development implementation are coaching, PLC work, follow-up with GRREC & the district.

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4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

The professional development will be monitored for evidence of implementation by walkthrough data collection that will be gathered by admin & GRREC. The people responsible are Dr. Absher, Educational Consultant, Dr. Noall, Educational Consultant, Monica Heavrin, DoSE, Gary Parker, Principal, David Morgan, Assistant Principal, LeaAnn Frank, Assistant Principal & Tracie Johnston, Curriculum Coordinator/EXED Department Head. The frequency of data analysis will be monthly with GRREC visits, weekly PLC meetings & monthly learning club meetings.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The specific objectives for the second professional development of using thoughtful classroom strategies for learning loss/gaps are aligned to school goal #1: proficiency, objectives 1 & 2 as well as goal #2: separate academic indicator objectives 1 - 3.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

The intended results are that strategies from the thoughtful classroom to increase student achievement from Tools for Classroom Instruction that Works with Dr. Silver & Rick Fisher will be implemented with monthly learning club meetings. Student outcomes should be evident with growth measured by Case assessments, classroom grades from student mastery of standards & KPREP results. Educator beliefs should change to a growth mindset based on data-driven results & their instructional practices should change based on all of their data progressions.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

The indicators of success will be thoughtful classroom strategies implemented in classrooms throughout the school as evidenced by our walkthrough data collection tool.

5d. Who is the targeted audience for the professional development?

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The targeted audience for this professional development is all certified teachers at GCMS.

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Several people are impacted by this component of professional development. Students are impacted by various engagement strategies for deeper learning. Teachers are impacted by having more strategies in their toolbox to help with learning loss & gap closure. Principals are impacted by an improvement in observation data with thoughtful classroom strategies more widely implemented in all classrooms. District leaders are impacted by improved school & district-wide instructional strategies utilized linking higher student outcomes over the next three-year period.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

A few resources are needed to support this professional development. Funding was provided by the district. Members from the leadership team attended extra PD over the summer & throughout the school year. Books for the entire faculty were provided by the district. Time was needed for the admin team & teachers to spend at learning club meetings after school each month to learn thoughtful classroom strategies.

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Ongoing supports that will be provided for professional development implementation will be follow-up visits by Rick Fisher throughout the year. Coaching from members of the leadership team & PLC time working with thoughtful classroom strategy implementation. Ongoing support is also provided by the district.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

This professional development will be monitored for evidence of implementation by the admin data collection tool & analysis during PLC meetings & learning club

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meetings. It will be gathered by Gary Parker, Principal, David Morgan, Assistant Principal, LeaAnn Frank, Assistant Principal & Tracie Johnston, Curriculum Coordinator, which are the people responsible. The frequency of data analysis will be at monthly learning club meetings & other times deemed necessary by admin throughout the year.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 GCMS Living Calendar with Learning Club Dates 2021-22	GCMS living calendar with learning club dates.	•
🔗 GCMS PD Plan 2021-22	GCMS PD Plan 2021-22	•
🔗 GRREC ELA Co-Teaching Observation Schedule	GRREC ELA Co-Teaching Observation Schedule	•
🔗 GRREC Math Co-Teaching Observation Schedule	GRREC Math Co-Teaching Schedule	•
🔗 GRREC Science Co-Teaching Observation Schedule	GRREC Science Co-Teaching Observation Schedule	•
🔗 GRREC Social Studies Co-Teaching Observation Schedule	GRREC Social StudiesCo-Teaching Observation Schedule	•

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2021-22 Phase One: Continuous Improvement Diagnostic for Schools

Grayson County Middle School
Gary Parker
726 John Hill Taylor Drive
Leitchfield, Kentucky, 42754
United States of America

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2021-22 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

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Please enter your name and date below to certify.

Gary Parker, Principal, 08/16/2021

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2021-22 Phase Two: The Needs Assessment for Schools

Grayson County Middle School
Gary Parker
726 John Hill Taylor Drive
Leitchfield, Kentucky, 42754
United States of America

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The process used for reviewing, analyzing & applying data results involves many groups. The GCMS Site-Based Decision-Making Council (SBDMC), Leadership Team, Professional Learning Community (PLC) groups & CSIP committee all reviewed, analyzed & applied KPREP/CASE assessment results to our school-wide programming to support student achievement & growth. PLC groups & the Leadership Team meet weekly while the SBDMC meets monthly. The CSIP committee meets approximately four times per year around the various phases. All of these meetings are documented by agendas & minutes or other electronic documentation. For the 2021-2022 school year, the CSIP committee meetings will

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be conducted through the sharing of documents so members can comment & make recommendations electronically & the information is reshared. Any other meetings deemed necessary will be via Google Meets for the health & safety of all involved.

Trends

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

Example of Trends
- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

- Analyzing data trends from the previous two academic years is not possible due to this data not being comparable to any other data. Due to learning disruptions such as school/district closures, access to technology, access to learning supports; test modifications such as students testing using a shortened form with less time to complete it; participation rates including decreased participation, & uneven participation of demographic groups. We recognize there are learning gaps. However, we were working on a hybrid/NTI schedule so it is not comparable to previous years when we were operating on a pre-pandemic schedule. It was also the first year for the online test where in the past it had been paper & pencil. Some of our students did not come into the school to receive the technology tutorial. We utilized a modified curriculum too so it is unfair to compare in-person learning to virtual learning. - If we compare content to each year, the difference in reading to math for year one is 63% in reading to 51% in math. That is a difference of 12 percentage points. Year two was 60% in reading & 55% in math, a difference of 5 points. Last year, reading was 38% & math was 23.4%, with the difference being 14.6%. Over the past three years, the reading score has been 5 to 15 percentage points higher than math with an average of 13.86% difference. The first and third years would be similar in the drop. A three-year average of reading is 53.6% & math is 43.13% with a 10% point difference between the two content areas. Reading continues to be the higher of the two content areas. Possible reasons why our reading scores have typically been stronger than our math scores are is that literacy is embedded in more classes than math so students have more exposure to practicing their reading skills than their math skills. Students also practice their reading skills more with Reading Plus & Lexia.

Current State

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3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

- 38% of our students scored proficient/distinguished in reading compared to the state average of 44%. - 23.4% of our students scored proficient/distinguished in math compared to the state average of 27.8%. - 19.8% of our students scored proficient/distinguished in science compared to the state average of 20.8%. - 49% of our students scored proficient/distinguished in writing compared to the state average of 50.9%. - Teacher attendance rate was 96.76% for the 2020-2021 school year. This is remarkable since in 19-20 it was 91.3% & for the 18-19 school year it was 94-95%. - Teacher survey results indicated 75% of teachers believed that overall, there is a positive working environment at GCMS. 75% of teachers surveyed also believed the use of data-driven instruction has improved or positively changed over the past 1- 4 years. Approximately 78% of teachers surveyed thought the emphasis on our instructional focus of gap reduction has improved over the past 1-4 years. 60% of teachers completing the survey stated they were looking for more individualized learning in their professional development while 83% were looking for new ideas/strategies. The GCMS Leadership Team then differentiated teacher professional development activities based on their indicated preferences. - Student survey results indicated 76% of our students that took the survey felt the best words to describe the interactions they have with our teachers & staff are "respectful" & "helpful." 80.1% of students surveyed indicated they felt safe at GCMS while attending in-person classes. 70.3% of our students that completed the survey revealed they are proud of their school. 88.3% of our students stated GCMS encourages all students to achieve their best. 75.6% of our students said GCMS caters to the learning needs of all students. 73.9% of our students said GCMS is continually finding ways to improve what it does. The sources of data used were our

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KPREP 20-21 final summary snapshot attached. Student & teacher survey results are also attached via link.

ATTACHMENTS

Attachment Name

🔗 GCMS 20-21 KPREP Final Summary Snapshot

🔗 GCMS Student Survey Results September 2021

🔗 GCMS Teacher Survey May 2021

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Learning loss for all students & our gap groups of economically disadvantaged & students with disabilities in reading & math remain our greatest priorities. - 28.0% of our 6th-grade economically disadvantaged students scored proficient/ distinguished in reading. - 29.3% of our 7th-grade students & 34.6% of our 8th -grade students for that same group & area. - 18.7% of our 6th-grade economically disadvantaged students scored proficient/distinguished in math. - 20.8% of our 7th- grade students & 12.0% of our 8th-grade students for that same group & area. - 18.3% of our 7th-grade economically disadvantaged students scored proficient/ distinguished in science. - 39.3% of our 8th-grade economically disadvantaged students scored proficient/distinguished in writing. - 8.9% of our 6th-grade students with disabilities gap group scored proficient/distinguished in the area of reading with 11.6% of our 7th-grade students & 14.6% of our 8th-grade students in the same group & area. - 4.4% of our 6th-grade students with disabilities gap group scored proficient/distinguished in the area of math with 2.3% of our 7th-grade students & 2.4% of our 8th-grade students in the same group & area. - 9.3% of our 7th-grade students with disabilities gap group scored proficient/distinguished in the area of science. - 4.9% of our 8th-grade students with disabilities gap group scored proficient/distinguished in the area of writing. - These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan diagnostic & template.

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Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- 19.8% of our students scored proficient/distinguished in science compared to the state average of 20.8%. While we are not where we want to be, we are only one point from the state average, so we are competitive with other schools. We have incorporated many science resources to help our teachers be able to cover all of their curricula more effectively. Some of those resources include Mosa Mack for 8th-grade, Mystery Science for our 6th-grade, Generation Genuis, Gizmos, Inner Orbit NGSS Assessments, Kesler Science STAAR Assessments & utilizing the Amplify Science curriculum for 6th-8th-grades. The entire science department has worked diligently to create more rigorous assignments & assessments for their students so they develop their critical thinking skills. Science teachers also began using spiraling strategies with one idea they stick with, such as the Law of Conservation of Mass, & each week teachers connect student learning to that one essential topic. Connecting everything helps students build their ideas. In the process, they become individual self-regulating goal-setting learners. Specifically, teachers are using High Leverage Practices 14, 18, & 22, as well as metacognitive strategies with high effect sizes. - Thoughtful Education classroom strategies with monthly learning club meetings for faculty will be utilized to help improve areas of concern listed above. The GCMS leadership team is currently in year one of a three-year professional learning process with Dr. Harvey Silver & Mr. Rick Fisher which includes a district-wide book study, observations & follow-up feedback. The authors of the book entitled, "Teaching for Deeper Learning, Tools to Engage Students in Meaning-Making" by Jay McTighe & Harvey F. Silver have been beneficial in building a foundation for our new district initiative. The additional texts of "Tools for Classroom Instruction that Works" & "Tools for a Successful School Year" from Dr. Silver have given teachers ready-to-use techniques for increasing student achievement as well as additional tools to address key practices for building the four cornerstones of an effective classroom. CASE assessment data is used in PLC meetings to desegregate NAPD data, compare instructional strategies & group students for re-teaching & remediation. - We have also been able to provide our teachers with additional resources for active student engagement with Nearpod,

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Kami, EdPuzzle, Flocabulary, My Access Writing, & Newsela. - Students continue to improve their literacy skills by utilizing the Reading Plus & Lexia supplemental programs. - Classworks has also been purchased by our district for our students with disabilities & those that receive intervention services to help assess students, deliver lessons at their level & monitor progress toward their goals. - Our Cougar Zone after-school program with tutoring & clubs is an incredible opportunity for students to receive small group or one-on-one tutoring in concepts they are struggling with. They can also join a club to help improve their socio-emotional health through various activities helping improve their socialization skills.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

See attached key elements of the teaching & learning environment with evidence. Possible impacts on student performance: * Learning disruptions - school/district closures, access to technology, access to learning supports * Test modifications - shortened form, less time * Participation rates - decreased participation, uneven participation of demographic groups * Student & faculty quarantines & positive

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diagnosis of COVID with family members sick and/or being in the hospital with several deaths. * Possible reading score deficits could be attributed to student lack of stamina for lengthy passages. * Possible math score deficits could be attributed to students' new learning of the online calculator instead of paper & pencil.

ATTACHMENTS

Attachment Name

🔗 GCMS Key Elements of the Teaching & Learning Environment 21-22

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 GCMS 20-21 KPREP Final Summary Snapshot	20-21 KPREP data for our school	• 3
🔗 GCMS Key Elements of the Teaching & Learning Environment 21-22	GCMS Key Elements template 21-22 SY	• 6
🔗 GCMS Student Survey Results September 2021	GCMS Student Survey Results September 2021	• 3
🔗 GCMS Teacher Survey May 2021	GCMS Teacher Survey May 2021	• 3

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	● Data Teams during PLC, Vertical alignment, Department Meetings, Standard prioritization with pacing guides updated regularly ● SBDMC reviews curriculum regularly
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	● PLC minutes, walk through data tool with observation data review with faculty ● Instruction monitored by school administration, Curriculum Coordinator, GRREC advisors, Thoughtful Classroom coordinator Rick Fisher ● Professional learning in high-leverage practices
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	● Common assessment data teaming during PLC ● PLC work on designing more rigorous assessments & activities ● Varied assessment literacy with Reading Plus & Lexia
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	● Data Teams during PLC, Skills grouping after data analyzation to differentiate for students based on need ● PLC groups analyze CASE pre-test & benchmark data to review trends ● KPREP/CASE compilation data spreadsheets shared with teachers for NAPD desegregation
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	● CASE Assessment, Reading Plus, Lexia Power Up, Amplify, Moby Max & Edgenuity ● PLC groups practice all steps of the data team process & monitor various models/strategies to determine which offer the best results for student achievement

KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	● Student survey data reviewed & shared with faculty, SBDMC, BOE, Board members & parents ● Culture & climate committee meetings monthly ● Principal's Advisory Council meetings with the principal monthly with direct changes made to policies, practices & procedures based on student input ● Vision & mission with "caring" as one of our core values displayed throughout the building, discussed on morning announcements by the principal & all decisions made with them in the forefront. ● Counselor's Committee member meetings

		N	A	P	D	P/D
Reading	District MS	34.3	27.7	27.0	11	38
	State	31.4	24.6	27.1	16.9	44
Math	District MS	30.2	46.4	20.4	3.0	23.4
	State	30.7	41.5	20.5	7.3	27.8
Science	District MS	34.5	45.6	17.4	2.4	19.8
	State	34.5	44.7	18.0	2.8	20.8
Social Studies	District MS	**Pilot Test -No Data**				

		N	A	P	D	P/D
Writing	District MS	19.9	31.1	33.5	15.5	49
	State	16.3	32.8	36.8	14.1	50.9

BY GRADE LEVEL

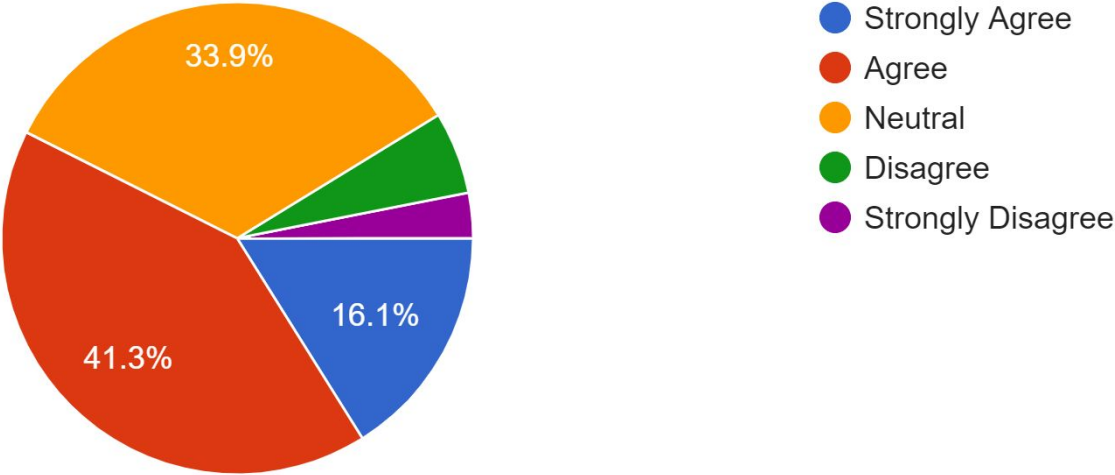| GRADE	SUBJECT	DEMOGRAPHIC	APPRENTICE	PROFICIENT	DISTINGUISHED	PROFICIENT/DISTINGUISHED
6	MA	All Students	49.1	23.7	2.2	25.8
6	RD	All Students	26.2	27.2	9.3	36.6
7	MA	All Students	48.1	20.6	4.5	25.1
7	RD	All Students	29.2	24.3	8	32.3
7	SC	All Students	45.6	17.4	2.4	19.9
8	MA	All Students	42.5	17.4	2.5	19.9
8	RD	All Students	27.6	29.2	15.2	44.4
8	WR	All Students	31.1	33.5	15.5	49.1

Which four of the following words best describe, in general, the interactions YOU have with our teachers and other staff members?
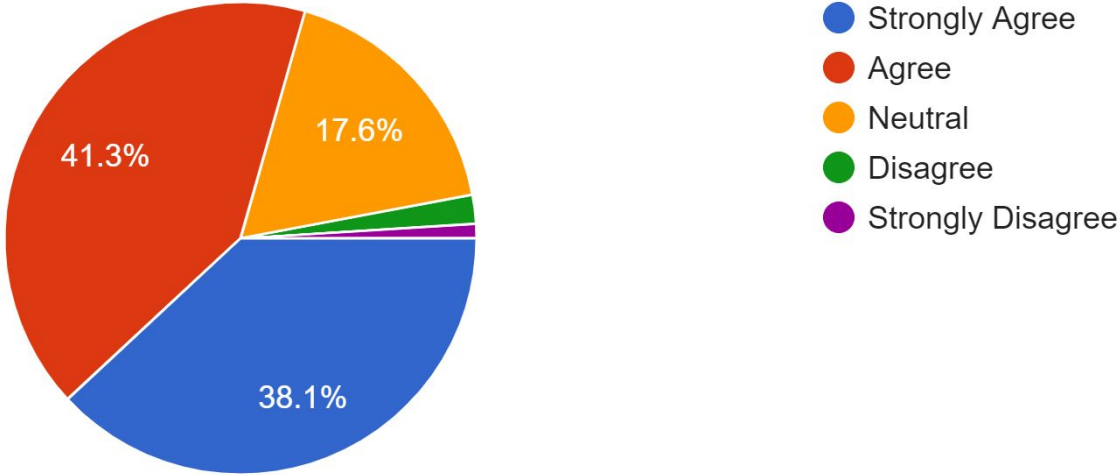
709 responses

Word	Count	Percentage
Important	256	36.1%
Brief	125	17.6%
Trusting	421	59.4%
Respectful	539	76%
Supportive	321	45.3%
Helpful	534	75.3%
Empowering	66	9.3%
Distant	69	9.7%
Collaborative	101	14.2%
Isolating	24	3.4%
Comfortable	383	54%
Uncomfortable	41	5.8%
Useless	37	5.2%
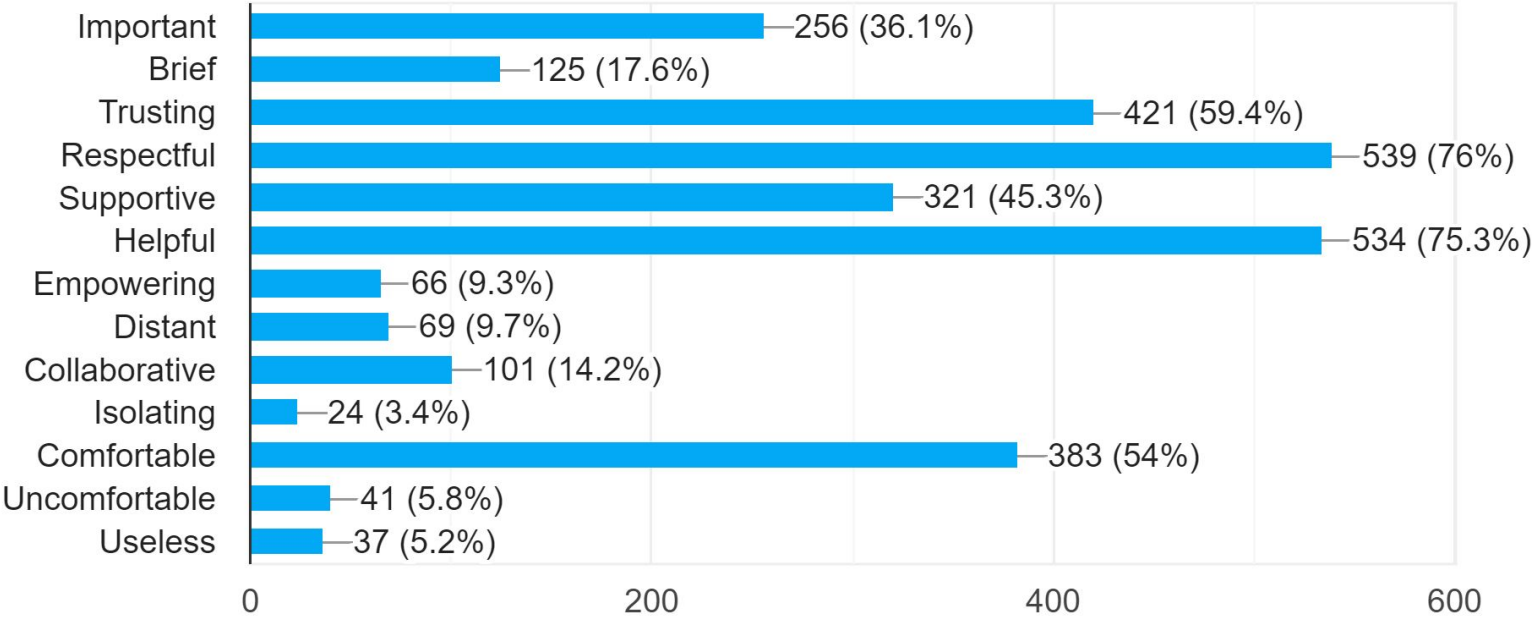
Our school year is going as well as could be expected.

709 responses

- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree

33.9%

41.3%

16.1%

GCMS Teachers and Staff are doing well and working hard to make it the best year it can be.

709 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

41.3%

17.6%

38.1%

I've felt safe at GCMS while attending in-person classes.

709 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

40.5%

16.4%

39.6%
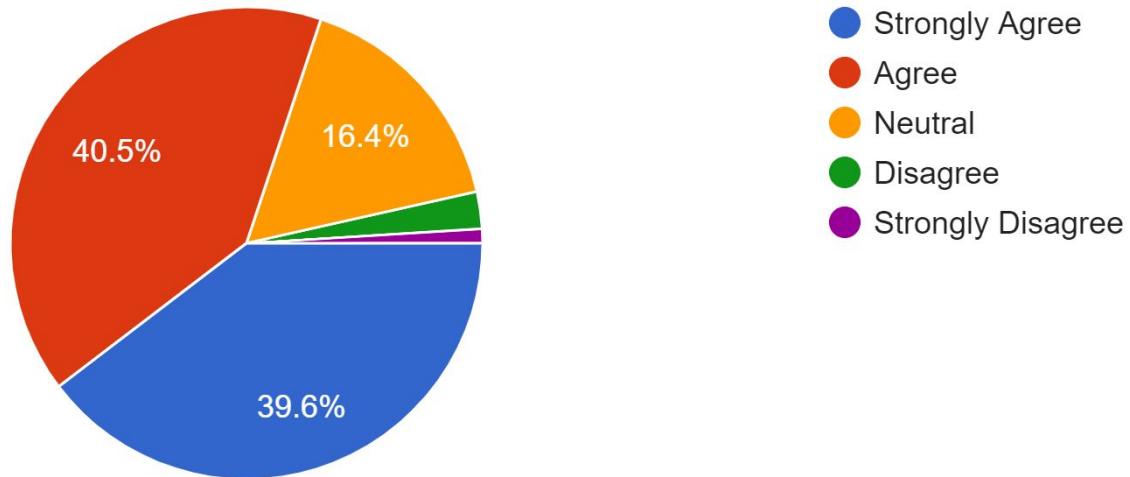
The school knows about the families and community in which it serves.

709 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

43.6%

24.7%

26.8%
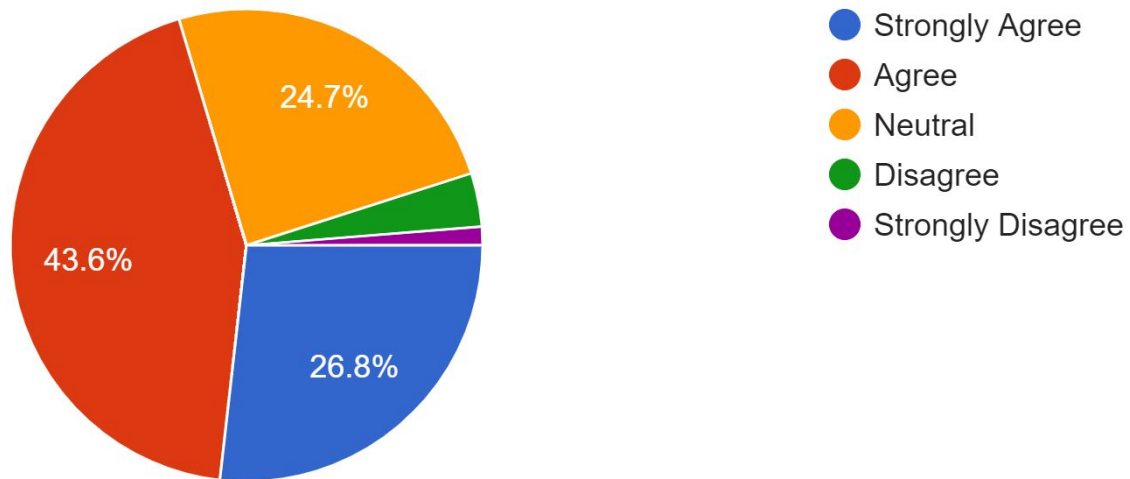
Our school has a shared vision and mission.

709 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

44.4%
18.3%
34.6%
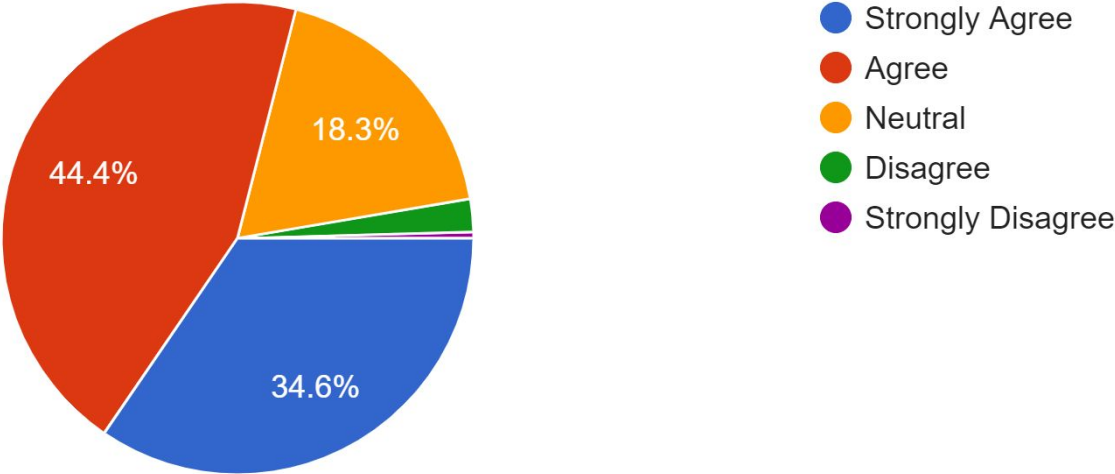
School leaders have a positive influence on the school culture. (Culture is the beliefs, perceptions, relationships, attitudes, and written and unwritten... influence every aspect of how a school functions)

709 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

47.1%

20.5%

28.3%
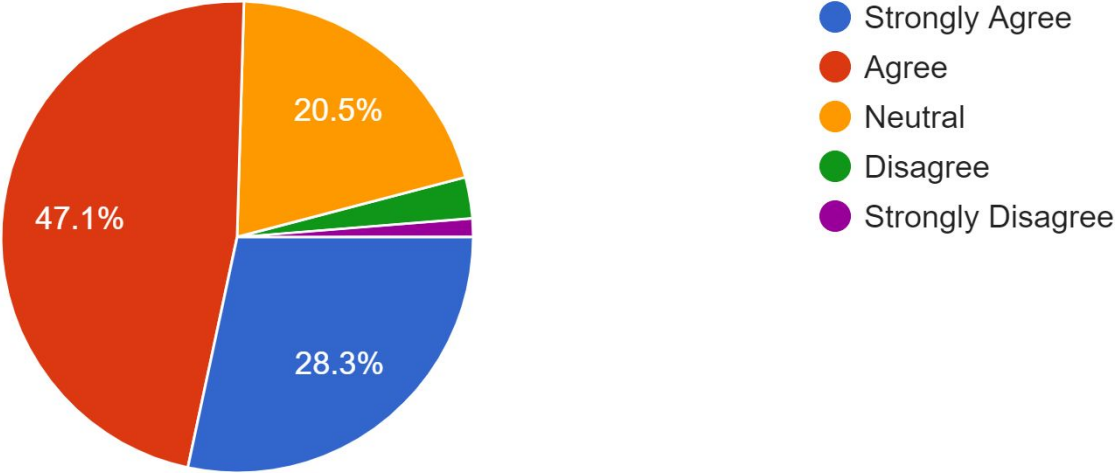
The students are the school's main concern.

709 responses

- 🔵 Strongly Agree
- 🔴 Agree
- 🟠 Neutral
- 🟢 Disagree
- 🟣 Strongly Disagree

Pie chart values: 23.1%, 39.2%, 30.3%
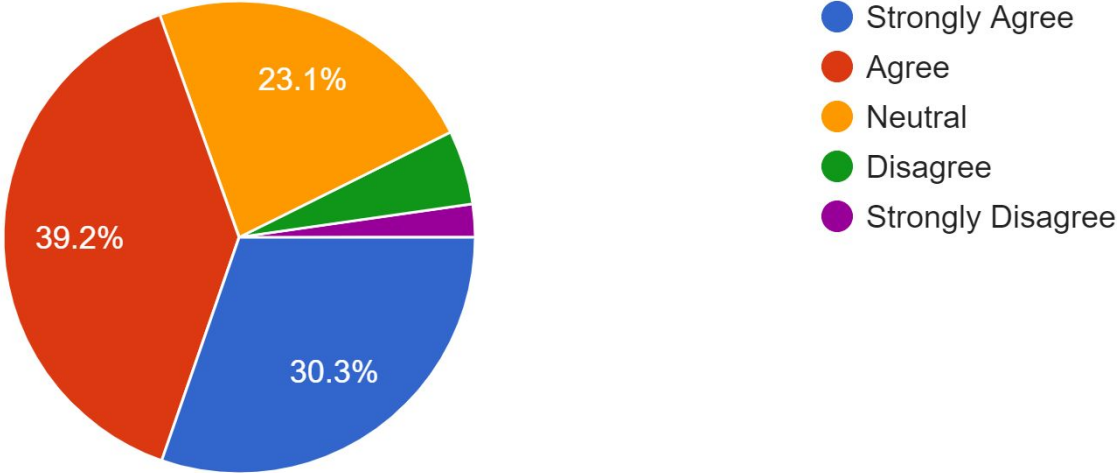
Parents support what is happening at the school.

709 responses

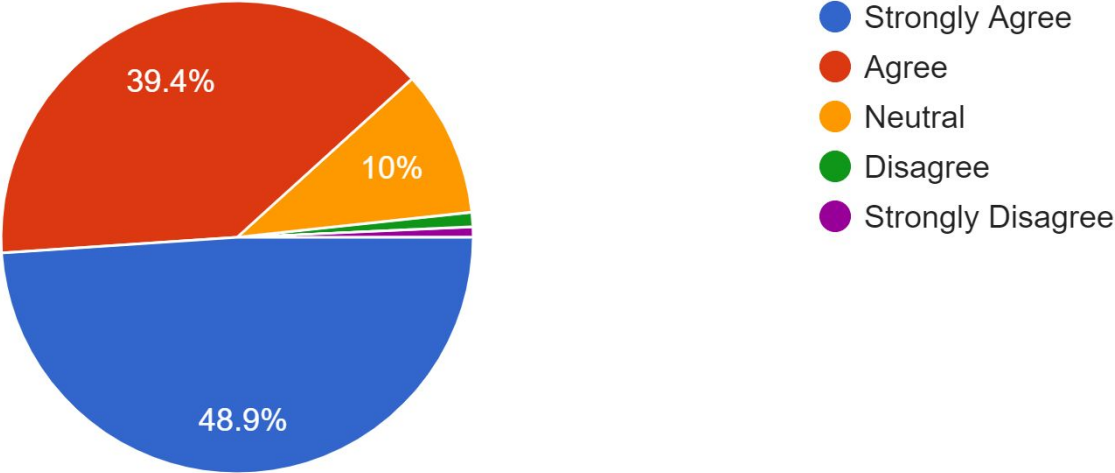- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

- 31.5%
- 38.5%
- 18.5%
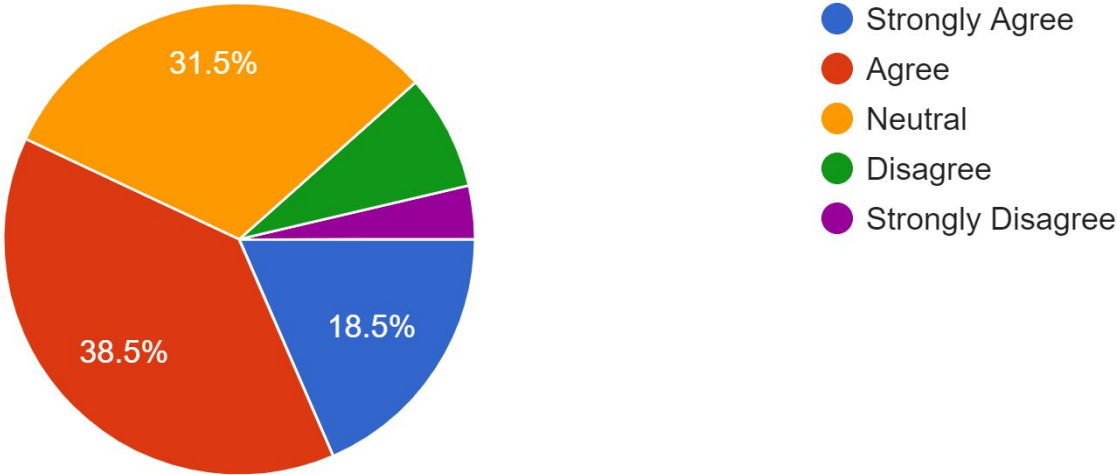
I am proud of my school.

709 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

33.9%
36.4%
22.8%
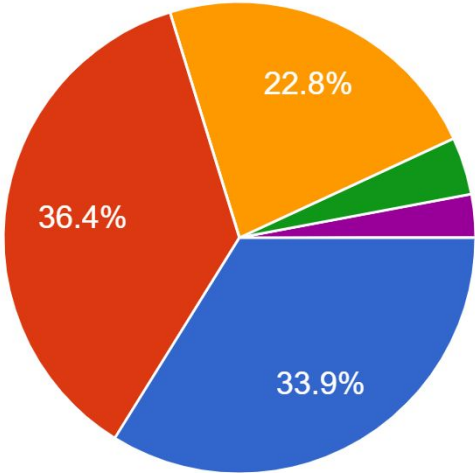
The school appreciates me as a student.

709 responses

- **Strongly Agree**
- **Agree**
- **Neutral**
- **Disagree**
- **Strongly Disagree**

31.9%

40.6%

21.7%
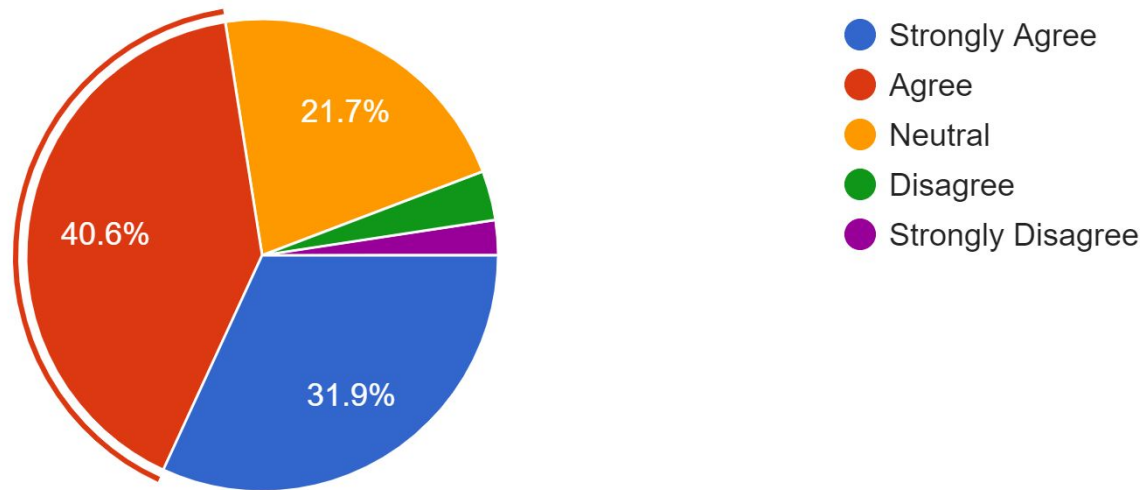
The school encourages students to achieve their best.

709 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

48.9%
39.4%
10%

The school caters to the learning needs of all students.

709 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

44.7%
20.5%
30.9%
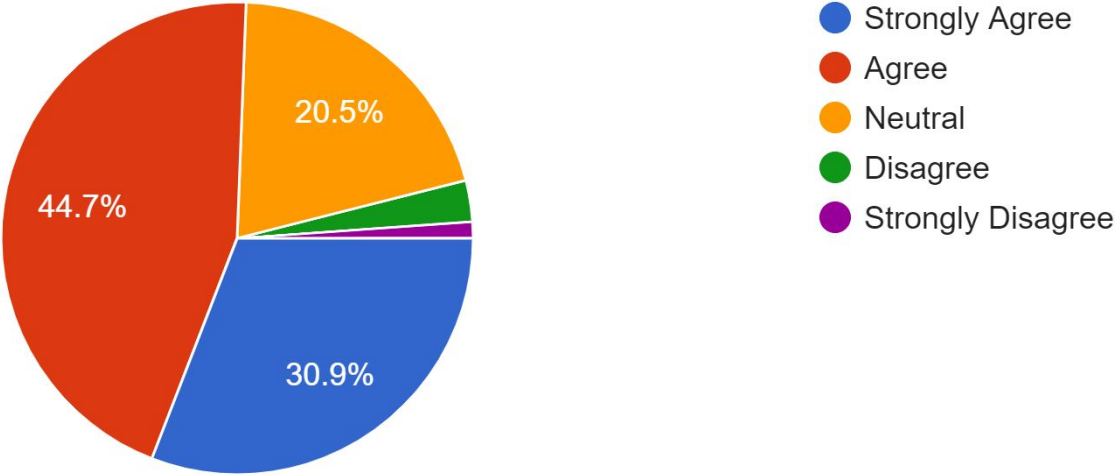
The school is continually finding ways to improve what it does.

709 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

28.5%
45.4%
21.2%
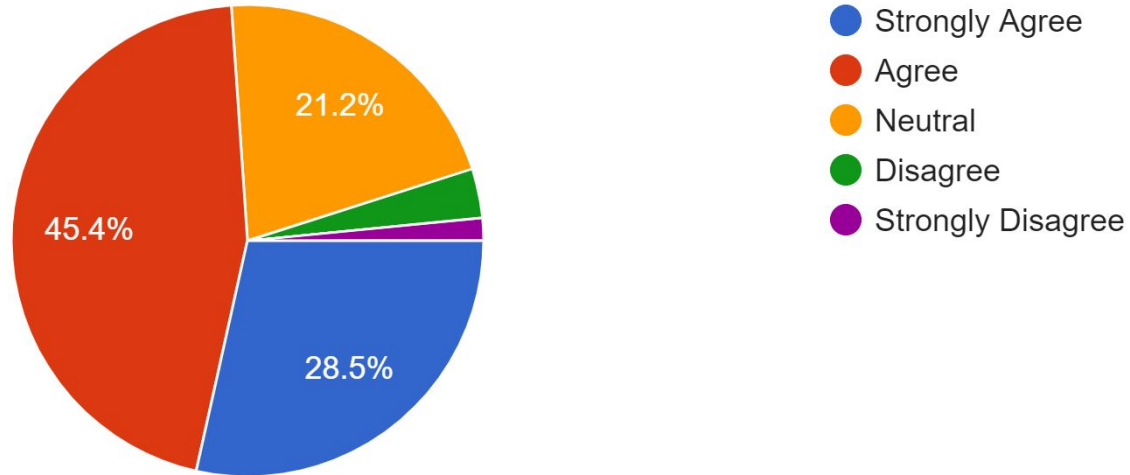
Students have a voice in decision-making at GCMS.

709 responses
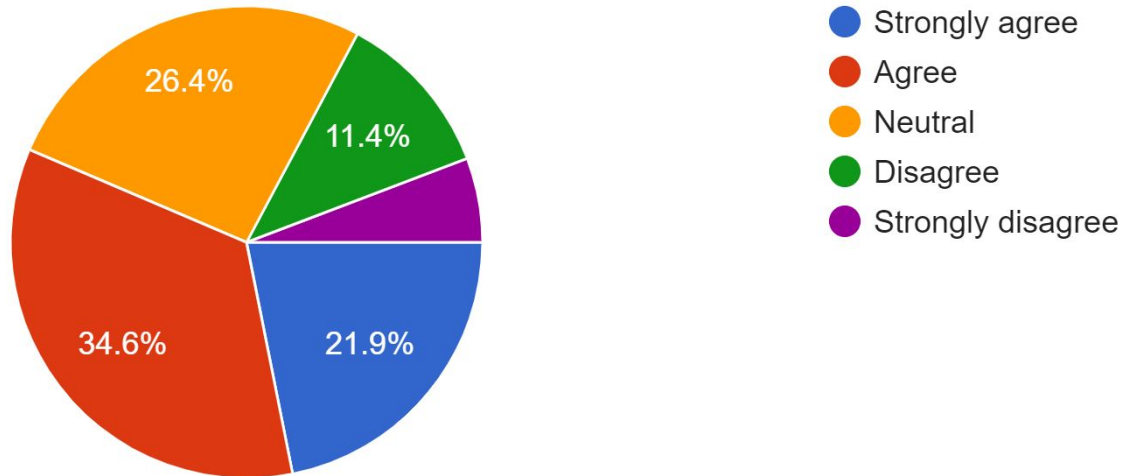
Legend:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Pie chart values:
- 26.4%
- 11.4%
- 34.6%
- 21.9%

Bullying is a significant problem at GCMS.

709 responses

Legend:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Pie chart values:
- 26.7%
- 13%
- 28.3%
- 15.9%
- 16.1%
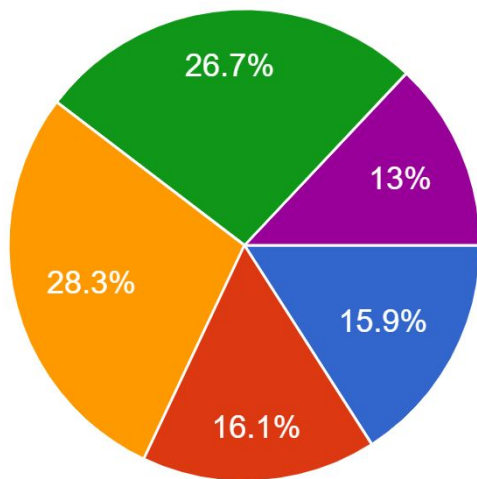
Vaping is a significant problem at GCMS.

709 responses

- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree
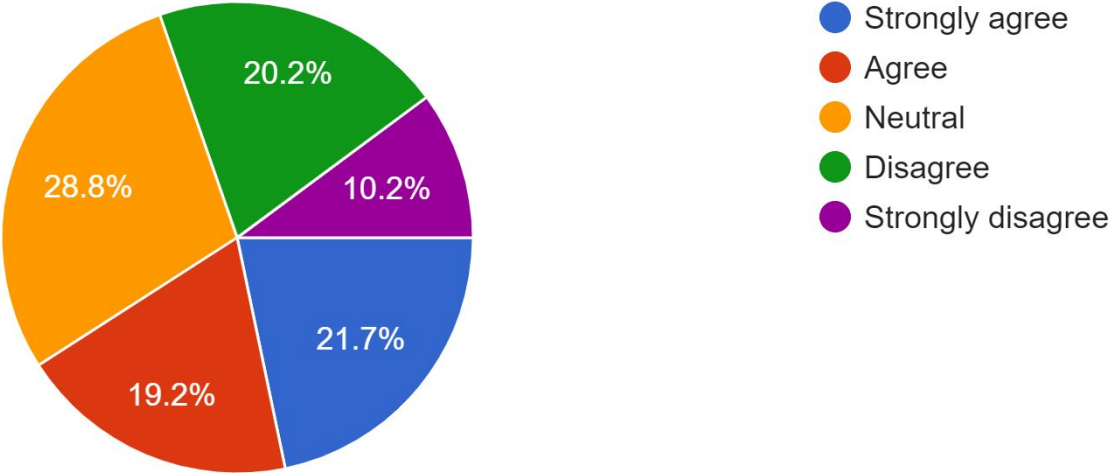
Rank the following Community Service projects in order of importance (1-Most Important; 5-Least Important)
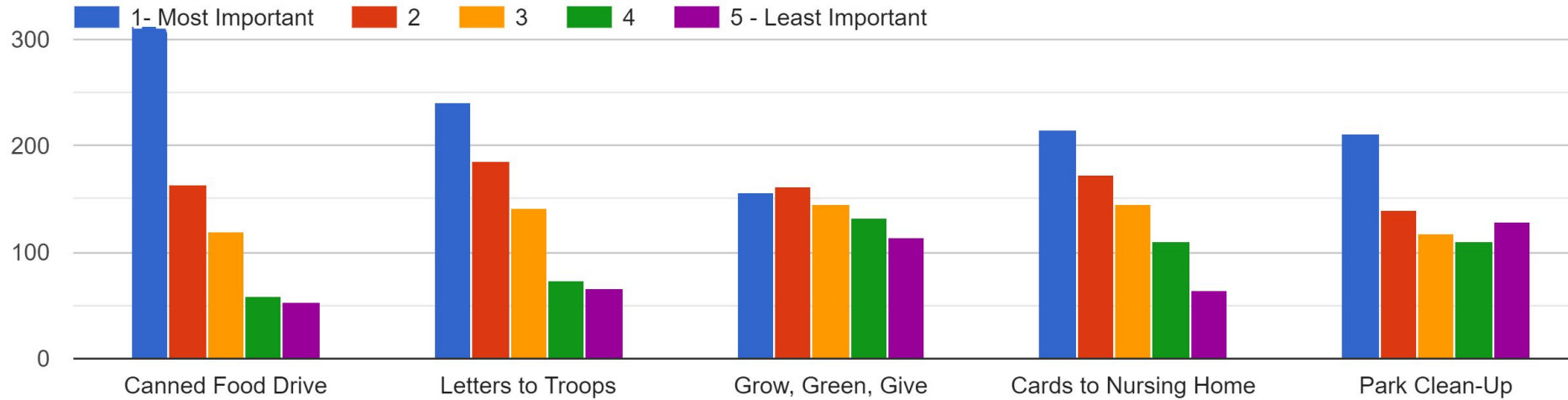
2021-22 Phase Two: School Assurances_08162021_10:17

2021-22 Phase Two: School Assurances

Grayson County Middle School
Gary Parker
726 John Hill Taylor Drive
Leitchfield, Kentucky, 42754
United States of America

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2021-22 Phase Two: School Assurances

Introduction

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

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Programs

3. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- **Yes**

cognia

○ No

○ N/A

COMMENTS

4. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

● **Yes**

○ No

○ N/A

COMMENTS

5. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

● **Yes**

○ No

○ N/A

COMMENTS

6. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

● **Yes**

○ No

○ N/A

COMMENTS

7. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

8. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **Yes**
- ○ No
- ○ N/A

COMMENTS

9. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

● **Yes**

o No

o N/A

COMMENTS

10. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

● **Yes**

o No

o N/A

COMMENTS

11. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**

o No

o N/A

COMMENTS

12. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**

o No

o N/A

COMMENTS

13. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**
○ No
○ N/A
COMMENTS

14. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

● **Yes**
○ No
○ N/A
COMMENTS

15. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

● **Yes**
○ No
○ N/A
COMMENTS

Title I Schoolwide Programs

16. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

● **Yes**
○ No
○ N/A
COMMENTS

17. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

18. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

19. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

20. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

● **Yes**
○ No
○ N/A
COMMENTS

21. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

● **Yes**
○ No
○ N/A
COMMENTS

22. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to

local elementary school programs.

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

23. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

Title I Targeted Assistance School Programs

24. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ○ Yes
- ○ No
- **● N/A**

COMMENTS

25. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

26. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

○ Yes

○ No

● **N/A**

COMMENTS

27. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

28. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

○ Yes

○ No

● **N/A**

COMMENTS

29. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

30. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

31. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

    ○ Yes

    ○ No

    ● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

32. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was

informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

○ Yes
○ No
● **N/A**
COMMENTS

33. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

○ Yes
○ No
● **N/A**
COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2021-22 Phase Three: Executive Summary for Schools_08162021_10:23

2021-22 Phase Three: Executive Summary for Schools

Grayson County Middle School
Gary Parker
726 John Hill Taylor Drive
Leitchfield, Kentucky, 42754
United States of America

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Grayson County Middle School

2021-22 Phase Three: Executive Summary for Schools

Description of the School

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

Grayson County Middle School (GCMS) is located in Leitchfield, Kentucky, the county seat of Grayson County, which is located in west-central Kentucky. The county is primarily a rural, agricultural area combined with a small-town atmosphere in Leitchfield, Clarkson, and Caneyville. The county's population, as reported in the most recent US census data from 2019, is 26,695, with a growth rate of 0.50% making it the 43rd largest county in Kentucky. The school population is approximately 95% white, 2% two or more races, 1.4% Hispanic, .5% African American and only .2% of other ethnic groups. GCMS serves all public school students of Grayson County, Kentucky in grades six through eight. The typical school population varies between 950 and 1000 students. The percentage of students who qualify for free or reduced-price meals is approximately 56.8%. This statistic makes GCMS a Title I school, receiving federal funding for supplemental instruction in math and reading. The unemployment rate in Grayson County as of July 2021 was 6.20%. The school staff consists of 78 certified employees and 31 classified employees. Besides the 67 teachers, other certified employees include the principal, two assistant principals, two full-time guidance counselors, one transition guidance counselor that spends 1/2 of her time at GCMS & 1/2 of her time at our high school, a curriculum coordinator, speech pathologist & a library media specialist. One hundred percent of the teachers at GCMS are certified and highly qualified to teach middle-grade students. Our teachers currently average 12 years of teaching experience. Perhaps the biggest challenge for GCMS is to provide instruction for such a large middle school student body. With almost 1000 students, GCMS is one of the largest middle schools in the state. We utilize interdisciplinary teams at each grade level to create small learning communities within the school. Each team has a teacher from each core subject area and two out of the three teams per grade level have an Exceptional child educator (ECE) in co-taught reading & math classes. Some teams have an ECE in their co-taught science & social studies classrooms while other teams have students from our supplemental resource setting in their classes with instructional assistants. Other challenges for GCMS include reducing the achievement gap between students who receive special education services and those who do not, as well as the achievement gap between those students who qualify for free or reduced meals and those who do not. GCMS utilizes Response to Intervention strategies to reduce these achievement gaps and

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Grayson County Middle School

target students for novice reduction. GCMS also has a large number of students who are in foster care, many of which are temporary Grayson County residents and likewise temporary students at GCMS. Despite these challenges, Grayson County Middle School has continued to make progress as measured by state assessments, Case 21 assessments, and common summative assessments. The current daily attendance rate of GCMS from late August 2021 is 92% while the state average at this same time frame is 94.20%. Prior to COVID-19, the attendance rate for Grayson County Schools for the 2018-2019 school year averaged 94.11%. Our school utilizes Positive Behavior Intervention Supports (PBIS) and staff members have had and continue to receive training through team members throughout the year. Faculty input is valued, and Impact KY Working Conditions survey results and other teacher & student surveys are reviewed, analyzed, and incorporated into the school improvement planning process.

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.

GCMS Vision Statement: To build successful, productive citizens who have a meaningful impact on their community. GCMS Mission Statement: Empower students to reach their full potential by achieving academic excellence and embracing our core values. GCMS Core Values: Respect, Caring, Honesty, Determination, & Responsibility. GCMS Expectations: Give your best every day, Consider and respect others, Make a positive difference, & Strive for excellence. Our 2021-22 school theme is #RebuildingtheFoundation. Grayson County Middle School strives to embody these statements through our positive, student-centered approach to teaching and learning. We take an intentional, proactive approach to everything we do at GCMS and hold very high expectations for our students, parents, and staff. Our teachers open their doors to colleagues to observe, share lesson strategies, and receive constructive feedback. We share and learn from each other in professional learning communities that meet weekly with opportunities for extended PLCs built into the schedule. Teachers practice the Data Teams Protocol to analyze student data on common formative and summative assessments to better plan for differentiating lessons to meet the individual learning needs of their students. The staff at GCMS is committed to continuous growth while providing the very best educational opportunities for all of our students. Focus & study skills class groupings were based on Case 21 universal screeners & were utilized for remediation & reassessment, GATE/RtI/SWD pull-out services & our new Innovation Institute for our students needing enrichment opportunities every nine weeks. We successfully held our summer program called, Camp Elevate, where there were

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Grayson County Middle School

enrichment, grade recovery & opportunities to close learning gaps. Our 6th Sense program for our incoming 6th-grade students was a huge success with a turn out of about 150 students attending to learn all about their new school. Our back-to-school night brought out many families to help kick off the new school year with lots of excitement you could feel throughout the entire building. Our instructional focus this year will be closing gaps, including learning gaps, gap group reduction & SEL gaps. We know the pandemic has given our students & staff lots of obstacles the past two years, but we're trying to turn them into opportunities at GCMS.

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.

Top 30% of middle schools in the state of KY making us a US News Best Middle School, Recognized as Bronze level status for continued implementation of Positive Behavior Intervention & Supports with fidelity for Tier I. Recognized as the number one middle school in fundraising for the American Heart Association. Recognized as the number one school in fundraising for Kosair's Children's Hospital. Recognized as the number one food donor to the Grayson County Food Alliance, with 3,800 pounds collected. One of 12 schools in the state of Kentucky to receive Bronze status through the Healthier Schools organization. Recognized for Best Delegation at the Junior Kentucky Youth Assembly. Earned KY Speaker of the House position at the KYA conference over the past 3 years. We have several students that place or receive honorable mention each year at WKU's history competition. Community speakers either in-person or virtually discuss the correlation of their experiences with our mission/vision/values. SEL/character education lessons weekly through focus classes. Letters of Appreciation for the Honor Flight Bluegrass Veterans. Active parent communication through the GCMS Newsletter, Facebook, Twitter, GCMS live feed website, one-calls & text messages. Lunch and Learn program. Student Showcase night. 2 Annual Drama Productions. Academic Team - District Governor's Cup Winner, 3 students qualified for State. Cougar Zone programs - Grow, Green, Give - gives back through the community food alliance program; Fashion Designers, Bridge Building, Top Chef, etc. Sock Drive for our local nursing homes and Hosparus. Manufacturing Week with in-person or virtual tours of local industry for our 8th-grade students to begin thinking about different career opportunities with post-secondary goals needed to achieve them. Beta Club - Piggies for Preemies, Salvation Army, & other projects. One of our students placed 2nd in the State STLP competition. Annual Gifted Art Showcase. Transition Day for 8th-grade students has been recognized at the KSCA state conference, the KASA state leadership institute & expo & the CEC national conference in Portland, Oregon. Our principal, assistant

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principals & curriculum coordinator presented at the KASA state leadership institute & expo in July 2021 on our new teacher induction program receiving rave reviews from participants with excellent feedback. Our band & orchestra programs have received distinguished ratings at KMEA for multiple consecutive years. Areas of improvement in the past 3 years were closing the achievement gap with our free & reduced lunch students compared to our non-free & reduced lunch group. While we have closed that gap significantly, our students with disabilities (SWD) group compared to our students without disabilities group remains significant & a top priority for improvement within the next three years. We are also striving to improve our science scores & on-demand writing scores since they fell slightly. Our science department is working with Rico Tyler, from WKU & has learned a new curriculum with Amplify. Our ELA teachers received extra PD in a new writing program, called My Access, to help give more specific, timely feedback to students to improve their writing.

Additional Information

CSI/TSI Schools (including ATSI) Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

Additional Information

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

Grayson County Middle School faculty, staff, students, and parents strive to work for continuous improvement in all areas in every class, every day, every year. We have many members of our community to serve on committees & as mentors to our students through our Mentorship Program that we are hoping to continue this year if CDC. KY BOE & local health department guidelines with COVID-19 will allow. We also partner with our community through a variety of leadership/service projects involving our different clubs, teams & organizations that are generated through our Community Involvement Committee, Transition Day & guest speakers.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
GCMS pic	GCMS	•
GCMS vision and mission meeting	GCMS	•
GCMS vision, mission & core values	GCMS	•

GRAYSON COUNTY MIDDLE SCHOOL

Respect • Determination • Honesty • Responsibility • Caring

GCMS

VISION:
To build successful, productive citizens who have a meaningful impact on their community.

MISSION:
Empower students to reach their full potential by achieving academic excellence and embracing our core values.

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2021-2022 Phase Three: Comprehensive School Improvement Plan

Grayson County Middle School
Gary Parker
726 John Hill Taylor Drive
Leitchfield, Kentucky, 42754
United States of America

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2021-22 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Using the Comprehensive School Improvement Plan Template

The template is a complement to the Needs Assessment for Schools. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

a. Develop your Strategic Goals using the [Comprehensive School Improvement Plan Template](#).
b. Upload your completed Comprehensive School Improvement Plan in the attachment area below.
       Summarize the plan of action developed through your goal setting process.

Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

See attachment.

Operational Definitions

Goal: Long-term three- to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

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Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon, as identified in the Needs Assessment for Schools, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

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

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative. If your school is a recipient of Title I, Part A funds, your CSIP serves as your annual plan and should indicate how Title I funds are utilized to carry out the planned activities.

Requirements for Building an Improvement Plan

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 2021-22 GCMS Comprehensive School Improvement Plan	2021-22 GCMS Comprehensive School Improvement Plan	•
🔗 GCMS KPREP/KSA Goals with CASE 21-22 SY	GCMS KPREP/KSA Goals with CASE 21-22 SY	•