

2019-2020 GCMS 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.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. 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.

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 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*, *Baldrige*, etc.).

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

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](#)

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.

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 2020.	Data Teams Process (DTP)	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings. 3 new teachers & Curriculum Coordinator/Title I Coordinator sent to DTP training. Teachers met during PLCs with Geavonda from GRREC to follow-up with where we were as a school with the DTP, why it is important, why we look at our data & what we do to change instructional practices.	Percentage of students reaching proficiency on summative evaluations. STAR assessment reports. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	DTP training at GRREC 09-09-19 & 09-10-19. STAR testing dates 08-19-19, 12-02-19 & 04-13-20. 09-24-19 PLC meetings with Geavonda Stevenson from GRREC.	\$888.64 for data teams training. STAR is district funded.
	KCWP 3: Design & Deliver Assessment Literacy				
	KCWP 4: Review, Analyze & Apply Data	Carson-Dellosa e-books for the planning of KPREP-like assignments/assessments.	Teachers utilize the resource to plan activities/assessments that are more KPREP-like so students become more successful due to multiple opportunities to practice.	PLC meetings weekly utilizing resource to lesson plan. Classroom observations of students using the resource.	\$63.54
	Vertical alignment with standards, prioritizing	Teachers worked in PLCs to compare old standards to new. They collaborated to identify	New standards are aligned with top priorities identified,	07-29-19 in-house PD.	School/district/GR REC funded. In-house PD

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	standards, adjusting pacing guides, aligning learning targets & increasing rigor in activities/assessments.	priority standards, adjust their pacing guides & make sure learning targets were aligned with the standards. Teachers met during PLCs with Terri from GRREC to learn how to increase rigor.	pacing guides adjusted, learning targets aligned to standards, rigor increased using Antonetti's rigor divide chart for tasks & assessments.	10-30-19 PLC meetings with Terri Stice from GRREC.	required no funding.
	KCWP 1: Design & Deploy Standards	KASC resource provided for teachers for new standards comparison, checklists, card strips & sortable database.	Teachers use the resource to assist in planning & preparations.	05-16-19 resource uploaded to GCMS teacher drive for retrieval.	\$150.00
	KCWP 1: Design & Deploy Standards	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.	21 st Century Learning Grant – federally funded
	KCWP 4: Review, Analyze & Apply Data	Summer School Program. Parents of students that are failing prior to the end of the 1 st 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.	Student grades are raised to passing or student attends summer school.	Confirmed list provided by classroom teachers & sent to administration for scheduling purposes. Letters are prepared & mailed each 9 week grading period to students that are failing any core class. Administration speaks to each student that is	Edgenuity is funded by GCHS & AEC. Certified Teachers paid in June & July for summer school \$9,330.50.
	KCWP 5: Design, Align & Deliver Support KCWP 6: Establishing Learning Culture & Environment				

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				failing. Progress monitoring conducted by Edgenuity building coordinators.	
Objective 2: Math teachers will collaborate to increase the math proficiency percentage from 55% in 2019 to 57% in 2020.	Data Teams Process (DTP)	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings. 3 new teachers & Curriculum Coordinator/Title I Coordinator sent to DTP training.	Percentage of students reaching proficiency on summative evaluations. STAR assessment reports. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	DTP training at GRREC 09-09-19 & 09-10-19. STAR testing dates 08-19-19, 12-02-19 & 04-13-20.	\$888.64 for data teams training. STAR is district funded.
	KCWP 3: Design & Deliver Assessment Literacy				
	KCWP 4: Review, Analyze & Apply Data				
		Carson-Dellosa e-books for the planning of KPREP-like assignments/assessments.	Teachers utilize the resource to plan activities/assessment s that are more KPREP-like so students become more successful due to multiple opportunities to practice.	PLC meetings weekly utilizing resource to lesson plan. Classroom observations of students using the resource.	\$63.54
	Vertical alignment with standards,	Teachers worked in PLCs to compare old standards to new.	New standards are aligned with top	07-29-19 in-house PD.	School/district/GR REC funded. In-

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	prioritizing standards, adjusting pacing guides, aligning learning targets & increasing rigor in activities/assessments.	They collaborated to identify priority standards, adjust their pacing guides & make sure learning targets were aligned with the standards. Teachers met during PLCs with Terri from GRREC to learn how to increase rigor.	priorities identified, pacing guides adjusted, learning targets aligned to standards, rigor increased using Antonetti's rigor divide chart for tasks & assessments.	10-30-19 PLC meetings with Terri Stice from GRREC.	house PD required no funding.
	KCWP 1: Design & Deploy Standards	KASC resource provided for teachers for new standards comparison, checklists, card strips & sortable database.	Teachers use the resource to assist in planning & preparations.	05-16-19 resource uploaded to GCMS teacher drive for retrieval.	\$150.00
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	KCWP 4: Review, Analyze & Apply Data	Summer School Program. Parents of students that are failing prior to the end of the 1 st 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	Student grades are raised to passing or student attends summer school.	Confirmed list provided by classroom teachers & sent to administration for scheduling purposes. Letters are prepared & mailed each 9 week grading period to students that are failing any core class. Administration speaks	Edgenuity is funded by GCHS & AEC. Certified Teachers paid in June & July for summer school \$9,330.50.
	KCWP 5: Design, Align & Deliver Support				
	KCWP 6: Establishing Learning Culture & Environment				

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		weeks until their grade(s) are recovered through Edgenuity.		to each student that is failing. Progress monitoring conducted by Edgenuity building coordinators.	

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 results.					
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 2020 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. 3 new teachers & Curriculum Coordinator/Title I Coordinator sent to DTP training.	Percentage of students reaching proficiency on summative evaluations. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	DTP training at GRREC 09-09-19 & 09-10-19.	\$888.64
	KCWP 2: Design & Deliver Instruction KCWP 3: Review, Analyze & Apply Data KCWP 4: Design, Align & Deliver Support	GCMS writing policy revised based on KASC recommendation, submitted to KDE with rubric required & approved by SBDMC.	Writing folder checks by Curriculum Coordinator & administration after spring break through the end of the school year.	Writing policy approved SBDMC meeting of 11-20-19 for 2 nd reading.	No funds required.

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 results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		ELA teachers & ECE co-teachers, if assigned, at a minimum will attend a PD for instructional strategies for struggling learners in on-demand writing. Expanded training to all faculty learning teaching strategies to implement with consistent school-wide use of same template tool would be ideal.	ODW scores in all grades would increase & therefore transfer to a higher proficiency percentage on the KPREP assessment. All argument written responses in each content area would be consistent therefore raising student awareness & efficacy.	GRREC PD or in-house PD through cooperation with GCHS English Department Head & GCMS Curriculum Coordinator	Funding depends on GRREC creating a PD from our request. In-house PD would require no funding.
Objective 2: Social Studies teachers will collaborate to increase the social studies proficiency percentage from 70.4 % in 2019 to 71.7% on the 2020 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. 3 new teachers & Curriculum Coordinator/Title I Coordinator sent to DTP training.	Percentage of students reaching proficiency on summative evaluations. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	DTP training at GRREC 09-09-19 & 09-10-19.	\$888.64
		KASC resource provided for teachers for new standards comparison, checklists, card strips & sortable database.	Teachers use the resource to assist in planning & preparations.	05-16-19 resource uploaded to GCMS teacher drive for retrieval.	\$888.64

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 results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Unpacking the new standards	Overview of the structure of the standards; Deep dive/close reading into the content & skills of the standards; Exploring inquiry practices; getting started planning units and lessons with inquiry practices; Modeling of a variety of inquiry lessons that incorporate several strategies with content from 6th, 7th, or 8th grade standards; resource sharing	Teachers are able to take their first unit of study & plan their activities & assessments using inquiry-based learning around the rigor of the new standards.	PD at GRREC 07-22-19	\$500.00
	Pacing guide revisions	New standards passed July 2019 with content shifting grade levels. PLC time to adjust pacing guides, lesson plan & revise assessments incorporating inquiry standards.	Pacing guides revised in 6 th -8 th grades. Resources available. Lesson plan activities developed with rigor of new standards & assessments matched.	Mandatory PD at GCMS 07-29-19 & Opening Day PD 07-30-19.	No funds required for in-house PD.
Objective 3: Science teachers will collaborate to increase the science proficiency percentage from 25% in 2019 to	Professional Development for all science teachers KCWP 1: Design & Deploy Standards	Phenomena is Phun training at GRREC for all science teachers on 12-11-19	Scientific phenomena with hands-on real-world tasks & assessments developed in PLCs & observed in classrooms. Engagement	Administration meets every Wednesday with science teachers from each grade level to ensure tasks & assessments are developed aligned	Title I funding \$2,102.60

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
28.4% on the 2020 KPREP assessment.	KCWP 2: Design & Deliver Instruction		strategies & electronic lesson database with resources aligned to NGSS observed in planning & practice.	with the rigor of the standards.	
	KCWP 3: Design & Deliver Assessment Literacy				
	KCWP 4: Review, Analyze & Apply Data	Through Course Tasks (TCTs) design, student feedback & data analyzation from more rigorous activities & assessments.	TCT grades/feedback with a higher percentage of proficient students	Student work samples submitted to Curriculum Coordinator in the fall & spring.	No funds required.
	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. 3 new teachers & Curriculum Coordinator/Title I Coordinator sent to DTP training.	Percentage of students reaching proficiency on summative evaluations. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	Administration meets every Wednesday with science teachers from each grade level to ensure tasks & assessments are developed aligned with the rigor of the standards.	\$888.64

3: Achievement Gap

Goal 3: GCMS will increase the average combined reading & math proficiency percentages in the free/reduced lunch & students with disabilities gap groups from 36.3% (2019) to 50.8% (2024) as measured by KPREP assessment results.					
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 2020 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, STAR 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 STAR, attendance & grades.	STAR is district funded. Moby Max was partially funded through Title I at \$1,398.00.
		When scheduling permits, Interventionists will assist in classrooms with students at greatest risk for failing.	Progress reports generated through Moby Max, classroom assessments, STAR 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.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	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
	KCWP6: Establishing Learning Culture & Environment	Curriculum Coordinator PD session discussing <i>Engaging Students with Poverty in Mind</i> by Eric Jensen.	Teachers will learn & use strategies to engage students that live in poverty as a follow-up training to the PD sessions on <i>Teaching with Poverty in Mind</i> .	07-29-19 PD day agenda & reference throughout school year in PLCs	No funding required.
	KCWP 4: Review, Analyze & Apply Data	General Education teachers & Interventionists track student progress toward proficiency through STAR & KPREP assessment results on watch list.	Students moving up a NAPD category.	August, December & April STAR assessment results. STAR/KPREP datasheet.	District funded
	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. 3 new teachers & Curriculum Coordinator/Title I	Percentage of students reaching proficiency on summative evaluations. DTP observed each week with teachers using	DTP training at GRREC 09-09-19 & 09-10-19. Weekly meetings with administration & Curriculum	\$888.64

Goal 3: GCMS will increase the average combined reading & math proficiency percentages in the free/reduced lunch & students with disabilities gap groups from 36.3% (2019) to 50.8% (2024) as measured by KPREP assessment results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP 4: Review, Analyze & Apply Data	Coordinator sent to DTP training.	NAPD data on priority standards, discussing instructional strategies & test question validity.	Coordinator/Title I Coordinator.	
	KCWP 5: Design, Align & Deliver Support	Grade recovery	The names of students with failing grades will be submitted to the Curriculum Coordinator for review. Qualifying students will be pulled each Friday grade recovery is offered for additional assistance with an Interventionist for more practice at standard mastery.	Lesson activity completion, Moby Max progress monitoring, remediation, reassessment, grades.	Moby Max was partially funded through Title I at \$1,398.00.
Objective 2: Students in the free/reduced lunch group will increase their proficiency percentage rating in reading from	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. 3 new teachers & Curriculum Coordinator/Title I	Percentage of students reaching proficiency on summative evaluations. DTP observed each week with teachers using	DTP training at GRREC 09-09-19 & 09-10-19.	\$888.64

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
54% in 2019 to 56.1% on the 2020 KPREP assessment.	KCWP 4: Review, Analyze & Apply Data	Coordinator sent to DTP training at GRREC.	NAPD data on priority standards, discussing instructional strategies & test question validity.		
	KCWP 5: Design, Align & Deliver Support	Grade recovery	The names of students with failing grades will be submitted to the Curriculum Coordinator for review. Qualifying students will be pulled each Friday grade recovery is offered for additional assistance with an Interventionist for more practice at standard mastery.	Lesson activity completion, Moby Max progress monitoring, remediation, reassessment, grades.	Moby Max was partially funded through Title I at \$1,398.00.
		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
			.		No funding required.

Goal 3: GCMS will increase the average combined reading & math proficiency percentages in the free/reduced lunch & students with disabilities gap groups from 36.3% (2019) to 50.8% (2024) as measured by KPREP assessment results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP6: Establishing Learning Culture & Environment	Curriculum Coordinator PD session discussing <i>Engaging Students with Poverty in Mind</i> by Eric Jensen.	Teachers will learn & use strategies to engage students that live in poverty as a follow-up training to the PD sessions on <i>Teaching with Poverty in Mind</i> .	07-29-19 PD day agenda & reference throughout school year in PLCs.	District funded
	KCWP 4: Review, Analyze & Apply Data	General Education Teachers & Interventionists track student progress toward proficiency through STAR & KPREP assessment results.	Students moving up a NAPD category	August, December & April STAR assessment results. STAR/KPREP datasheet	
	Response to Intervention (RtI) Title I Reading Interventionist	RtI school/district-wide process with datasheets documenting service frequency, intervention strategies & progress monitoring checks.	Progress reports generated through Moby Max, Lexia, Reading Plus, Read 180 & Pro-reading, classroom assessments, STAR 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	STAR is district funded. Moby Max was partially funded through Title I at \$1,398.00. Lexia was \$8,415.00. Pro-reading was \$1,925.00. Read 180 was \$240.00.
	KCWP1: Design & Deploy Standards &				

Goal 3: GCMS will increase the average combined reading & math proficiency percentages in the free/reduced lunch & students with disabilities gap groups from 36.3% (2019) to 50.8% (2024) as measured by KPREP assessment results.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	KCWP2: Design & Deliver Instruction			available using STAR, attendance & grades.	
		When scheduling permits, Interventionists will assist in classrooms with students at greatest risk for failing.	Progress reports generated through Moby Max, classroom assessments, STAR 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.
Objective 3: Students with disabilities will increase their proficiency rating in math from 18.3% in 2019 to 22% on the 2020 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. 3 new teachers & Curriculum Coordinator/Title I Coordinator sent to DTP training.	Percentage of students reaching proficiency on summative evaluations. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	DTP training at GRREC 09-09-19 & 09-10-19.	\$888.64
	KCWP 5: Design, Align & Deliver Support	High-Leverage Practices in Special Education provided to each ECE. One research-based practice discussed at PLC meetings weekly.	Increased proficiency on STAR assessments, increased proficiency on KPREP assessment,	Progress monitoring data, STAR & KPREP assessment data, progress/grade reports	No additional funding required.

Goal 3: GCMS will increase the average combined reading & math proficiency percentages in the free/reduced lunch & students with disabilities gap groups from 36.3% (2019) to 50.8% (2024) as measured by KPREP assessment results.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			increased percentages of students reaching IEP goals.		
	<p>Planning period meetings with Principal & Special Education Department Head for all general education teachers & ECEs, when assigned.</p> <p>KCWP 5: Design, Align & Deliver Support</p>	<p>Team meetings held to discuss gap reduction strategies. Infographic provided with visual of common solutions generated by teachers from November 5th PD day. Speech-only IEP students identified with KPREP data to commit to moving NAPD category. Communication with ECE emphasized to improve planning & instruction for all students. Understanding the ECE role & avoiding stigma of “your students, my students” mindset. Each teacher committing to moving at least 1 identified student a NAPD category.</p>	Percentage of SWD showing growth in their progress data, STAR data & KPREP data will increase.	<p>6th grade team meetings 11-14-19</p> <p>7th grade team meetings 12-04-19</p> <p>8th grade team meetings 12-05-19</p> <p>Related Arts Dept 12-06-19</p> <p>Interventionists 12-16-19</p>	No funding required.

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
	Gap closure PD with the KY Association of School Councils (KASC)	Part 1 – Understanding the brain, learning & memory with section 4 of toolkit with content processing & active demonstration of strategies; Part 2 – Approaches to co-teaching & Part 3 – Effective strategies for students with disabilities (SWD) both from targeting the disability gap resources.	Teachers will be observed using the strategies taught in their classrooms. Percentage of SWD showing growth in their progress data, STAR data & KPREP data will increase.	3-hour Mandatory PD at GCMS on 07-29-19	Educational consultant fee of \$375.00 paid for by FRC funds. Workshop materials & mileage expenses of \$337.92 paid by GCMS.
Objective 4: Students with disabilities will increase their proficiency rating in reading from 26% in 2019 to 29.4% on the 2020 KPREP assessment.	Data Teams Process (DTP)	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings. 3 new teachers & Curriculum Coordinator/Title I Coordinator sent to DTP training.	Percentage of students reaching proficiency on summative evaluations. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	DTP training at GRREC 09-09-19 & 09-10-19.	\$888.64
	KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data KCWP 5: Design, Align & Deliver Support				
		High-Leverage Practices in Special Education provided to each ECE. One research-based practice discussed at PLC meetings weekly.	Increased proficiency on STAR assessments, increased proficiency on KPREP assessment,	Progress monitoring data, STAR & KPREP assessment data, progress/grade reports	No additional funding required.

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			increased percentages of students reaching IEP goals.		
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	Gap closure PD with the KY Association of School Councils (KASC)	Part 1 – Understanding the brain, learning & memory with section 4 of toolkit with content processing & active demonstration of strategies; Part 2 – Approaches to co-teaching & Part 3 – Effective strategies for students with disabilities (SWD) both from targeting the disability gap resources.	Teachers will be observed using the strategies taught in their classrooms. Percentage of SWD showing growth in their progress data, STAR data & KPREP data will increase.	3-hour Mandatory PD at GCMS on 07-29-19	Educational consultant fee of \$375.00 paid for by FRC funds. Workshop materials & mileage expenses of \$337.92 paid by GCMS.

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.					
Objective	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 2020 KPREP assessment.	Data Teams Process (DTP)	Continue to implement the DTP including data collection & analysis on student mastery of priority standards during PLC meetings. 3 new teachers & Curriculum Coordinator/Title I Coordinator sent to DTP training.	Percentage of students reaching proficiency on summative evaluations. DTP observed each week with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.	DTP training at GRREC 09-09-19 & 09-10-19.	\$888.64
	KCWP 3: Design & Deliver Assessment Literacy KCWP 4: Review, Analyze & Apply Data	Leadership PD (Kagan Strategies, Differentiation Strategies, Classroom Management & Poverty)	Teachers will implement strategies taught & continually practice them in their classroom. This will be observed by administration & data collected using a Google form.	07-29-19 mandatory PD at GCMS On-going data collection reviewed by the Leadership Team & revealed to faculty at meetings.	No funds required for in-house PD.
	KCWP 6: Establishing Learning Culture & Environment	Community Mentorship Program. Counselor & Library Media Specialist pair students with a mentor within the community to give students extra supports to bridge	ODRs decrease, attendance & grades increase. Students are able to see the importance of being successful in the classroom to be able to	ODR data, progress/grade reports, attendance reports, CMP Coordinator data collected.	No additional funding required.

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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		school, home & the community. Students will have an adult mentor to help make them more successful at school, home & as a member of their community. Students also learn how to set goals for their future & prepare for their future.	reach their post-secondary goals.		
		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.
	KCWP 5: Design, Align & 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.	Progress is continual monitored through CZ Coordinator & classroom teachers by grades & referrals.	No additional funding required.
Objective 2: GCMS will increase the percentage of students that show	Data Teams Process (DTP)	Continue to implement the DTP including data collection & analysis on student mastery of priority standards	Percentage of students reaching proficiency on summative evaluations. DTP observed each week	DTP training at GRREC 09-09-19 & 09-10-19.	\$888.64

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.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
growth in reading from 69.6% in 2019 to 70.9% on the 2020 KPREP assessment.	KCWP 3: Design & Deliver Assessment Literacy	during PLC meetings. 3 new teachers & Curriculum Coordinator/Title I Coordinator sent to DTP training.	with teachers using NAPD data on priority standards, discussing instructional strategies & test question validity.		
	KCWP 4: Review, Analyze & Apply Data				
	KCWP 6: Establishing Learning Culture & Environment	Leadership PD (Kagan Strategies, Differentiation Strategies, Classroom Management & Poverty)	Teachers will implement strategies taught & continually practice them in their classroom. This will be observed by administration & data collected using a Google form.	07-29-19 mandatory PD at GCMS On-going data collection reviewed by the Leadership Team & revealed to faculty at meetings.	No funds required for in-house PD.
	KCWP 5: Design, Align & 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.	Progress is continual monitored through CZ Coordinator & classroom teachers by grades & referrals.	Federally funded through the 21 st Century Learning Grant
	KCWP 6: Establishing Learning Culture & Environment	Community Mentorship Program. Counselor & Library Media Specialist pair students with a mentor within the	ODRs decrease, attendance & grades increase. Students are able to see the importance of being	ODR data, progress/grade reports, attendance reports, CMP	No additional funding required.

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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		community to give students extra supports to bridge school, home & the community. Students will have an adult mentor to help make them more successful at school, home & as a member of their community. Students also learn how to set goals for their future & prepare for their future.	successful in the classroom to be able to reach their post-secondary goals.	Coordinator data collected.	
		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.

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 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

Last Modified: 01/07/2020

Status: Locked

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 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 2019-20 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
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review* Diagnostic

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.

Please enter your name and date below to certify.

Gary Parker 9/5/19

2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Grayson County Middle School

Gary Parker

726 John Hill Taylor Drive

Leitchfield, Kentucky, 42754

United States of America

Last Modified: 01/07/2020

Status: Locked

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

2. 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

I

3. 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

4. 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

5. 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

6. 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

7. 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.

☒ **Yes**

☐ No

☐ N/A

8. 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

Title I Targeted Assistance School Programs

9. 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**

10. 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**

11. 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**

12. 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**

13. 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**

14. 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**

15. 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**

16. 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**

Schools Identified for Targeted Support and Improvement

17. If identified for 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**

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ **Yes**
- ☐ No
- ☐ N/A

COMMENTS

GCMS offers many different professional development opportunities for faculty members. Recent examples include Rigorous Task Design, Differentiation, Google Forms, Google Classroom, Poverty Studies, Classroom Management, Kagan Structures. Additional opportunities are offered to new teachers or those new to the building through the Teacher Induction Plan.

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ☒ **Yes**
- ☐ No
- ☐ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ☒ **Yes**
- ☐ No
- ☐ N/A

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

- ☒ **Yes**
- ☐ No
- ☐ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. 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

2019-20 Phase Two: The Needs Assessment for Schools

2019-20 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

Last Modified: 10/22/2019

Status: Open

TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Schools 3

Understanding Continuous Improvement: The Needs Assessment 4

Protocol 5

Current State 6

Priorities/Concerns 8

Trends 9

Potential Source of Problem..... 10

Strengths/Leverages 12

Attachment Summary 13

Understanding Continuous Improvement: The Needs Assessment

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

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

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

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

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/STAR data 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.

ATTACHMENTS

Attachment Name

 [CSIP Committee Meeting Agenda](#)

 [Leadership Team Meeting Minutes](#)

 [SBDMC Meeting Minutes](#)

Current State

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

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

The source of data used is KPREP. The Proficiency Indicator (reading & math) for GCMS indicated high growth. On the Separate Academic Indicator (ODW high, social studies very high) GCMS had high growth. Growth Indicator (reading & math) GCMS had medium growth. In the area of 8th-grade reading, there was a 7% increase in proficient/distinguished growth. There was also a 2% novice reduction. In the area of 7th-grade reading, there was a 3% drop in the number of proficient/distinguished students. There was a 1% reduction in novice students. In the area of 6th-grade reading, there was a 4.4% drop in the number of proficient/distinguished students. There was a 4% increase in the number of novice students. In the area of 8th-grade math, there was a 7% growth in proficient/distinguished students. There was a 2% reduction in novice students. In the area of 7th-grade math, there was a 1% drop in the number of proficient/distinguished students. There was a 2% reduction in novice students. In the area of 6th-grade math, there was a 1% drop in the number of proficient/distinguished students. There was a 3% reduction in novice students. In 8th-grade social studies, there was a 4% increase in the number of proficient/distinguished students while the number of novices remained the same. In the area of 7th-grade science, there was a 3% drop in the number of proficient/distinguished students while the number of novice students increased by 5%. In the area of 8th-grade ODW, there was a 16% decrease in the number of proficient/distinguished students while the number of novice students decreased by 2%. In the area of student growth (reading & math) for 6th-grade, 22% of students showed growth in reading & 23% in math. For 7th-grade, 19% of students showed growth in reading & 26% in math. In 8th-grade, 35% showed growth & 32% in math. 45% of students in 6th-grade reading stayed the same, 7th-grade 46% stayed the same & 8th-grade 42% stayed the same. 46% of students stayed the same in 6th-grade math, 7th-grade 48% stayed the same & 8th-grade 51% stayed the same. 33% of 6th-grade students had negative growth in reading, 30% of 7th-grade students had negative growth & 20% of 8th-grade students had negative growth. 30% of 6th-grade students had negative growth in math, 21% of 7th-grade students had negative growth & 17% of 8th-grade students had negative growth. From 2017 to 2019 the 6th-8th-grade group grew by 5% proficient/distinguished in reading & increased by 3% in novice students. From 2018 to 2019 the 7th-8th-grade group dropped in reading by 3% in proficient/distinguished students & reduced novices by 1%. From 2018 to 2019 the 5th-6th-grade group dropped in reading by 4.4% in proficient/distinguished students & increased novices by 4%. We have no new TELL survey data, so the latest results would be the same as the previous year. Teacher attendance was not a contributing factor due to attendance continuing to remain high this year at 91.3%. The average behavior referrals per day

were actually down at 4.18 from the previous year of 4.58 so it was also considered to be a non-determining non-academic factor.

ATTACHMENTS

Attachment Name



[GCMS Preliminary KPREP Data 2018-2019](#)



[PBIS YEDR 2017-2018](#)



[PBIS YEDR 2018-2019](#)

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

Areas of weakness were as follows: 25% of 7th-grade students were proficient/distinguished on the science portion of KPREP, which is down by 3%, while 19% were novice which was up by 5% from the previous year. 74% of identified students in our gap group were novice/apprentice in reading with 26% being proficient/distinguished compared to their non-identified peers 39% novice/apprentice & 60.9% proficient/distinguished. 82% of identified students in our gap group were novice/apprentice in math with 18.3% being proficient/distinguished compared to their non-identified peers 45% novice/apprentice & 55% proficient/distinguished. On-demand writing fell from the previous year with 42% proficient/distinguished, down from 58%, a 16% difference. However, novice students decreased by 2%. It was still an area that we beat the state average in and had high student growth in. For identified students in this area, 90.3% were novice/apprentice while only 56.3% were of their non-identified peers. In that same category, only 9.7% were proficient/distinguished while 43.6% of their non-identified peers were. It is also a concern that 6th & 7th-grade growth scores in reading & math were at a much higher percentage of students with negative growth than in 8th-grade. (See preliminary datasheet attachment for the breakdown.) However, it will be continually addressed throughout the school year by data team work, building rigor into tasks & assessments as well as moving teachers around to best suit their strengths.

ATTACHMENTS

Attachment Name

 [Gap Score Analysis 2018-2019 KPREP](#)

 [GCMS KPREP Results with Gap Group data 2018-2019](#)

Trends

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

In analyzing academic data trends from the previous two years that remain significant areas for improvement, reading for identified students in the novice category has increased slightly from 2017 at 47.86% to 49% in 2019 (a 1.14% increase) although it was decreased (by 2.02%) from the previous year of 51.02%. In the area of math for the same group of identified students, the number of novices has been reduced from 48.5% to 35%, a 13% decrease. For the same time period for students proficient/distinguished in the area of reading, there has been a 5.88% decrease from 2017 (31.88%) to 2019 (26%). In math for this gap group, there has been a 16.6% increase in the number of proficient/distinguished students from 2017 (1.70%) to 2019 (18.3%). For our non-disability group of students in the area of reading for that same time period, novices remained virtually the same with 11.37% in 2017, 11% in 2018 & 12% in 2019. The number of proficient/distinguished students in that same area during that time increased by 5.74% from 2017 (63.26%) to 2018 (69%) but dropped by 4% in 2019 (65%). For our non-disability group of students in the area of math for that same time period, proficient/distinguished students in that same time period decreased the number of novices continually from 10.11% in 2017 down to 9% in 2018 & a further decrease in 2019 to 5.4%, a 3.6% drop. The number of proficient/distinguished students in that same area for that same time period had a steady increase from 49.57% in 2017 to 56% in 2018, a 6.43% increase & then again in 2019 to 59%, a 3% increase. Cultural student & teacher trend data is reviewed via survey results & the Culture/Climate committee & Principal Student Advisory Committee responds accordingly creating opportunities based on identified needs. Behavioral data is reviewed monthly by the PBIS committee with disrespect & disruptive behavior in the classroom remaining the most significant areas for improvement. (See PBIS YEDR data attachments.) The BIT committee meets quarterly to review trend data to ensure wrap-around services are offered to students with the most ODRs. Community member speakers (including KSP, Sheriff, CDW, among others) are scheduled based on behaviors identified with the most need for small group counseling/discussions/interventions. Our school counselor also works with small groups of students based on identified needs, such as vaping, disrespect, etc.

ATTACHMENTS

Attachment Name

 [Culture/Climate Committee Meeting Minutes](#)

 [PBIS Meeting Agenda/Minutes](#)

Potential Source of Problem

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

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

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

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

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

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

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

KCWP 1 - PLC meetings weekly, checking pacing guides against standards, rigorous task design & assessments, common assessments, data teams. KCWP 2 - Pacing guide tasks & assessments have been aligned to standards & checked for increased rigor; High yield instructional strategies have been modeled at monthly faculty meetings & discussed in data teams; Student-friendly learning targets are posted in classrooms that include learning intentions & success criteria. They are referenced during the lesson to ensure student understanding. A trauma-informed care team has been established; SEL lessons have been developed by the leadership team & shared with teachers for weekly instruction. Data folders have been created for goal-setting with students & a communication tool with parents. Remediation & reassessment is initiated by students. The process used to measure teachers' instructional effectiveness based on data is comparison & discussion during data teams plus feedback given after individual observations by the administration. Data is shared with the entire faculty as a review of findings. For trends on specific areas for improvement, KPREP & STAR data is analyzed for teacher effectiveness & instructional groupings are modified & necessary standards re-taught. Program effectiveness is evaluated based on student achievement on STAR & KPREP as well as growth in grade equivalent/scaled score areas. Due to the increase in our identified students, especially in the SLD disability category, all grade-level ECEs will co-teach in two math & two ELA classes to keep the ratio of disability/non-disability students down in each classroom. Aides will help assist science & social studies teachers with the delivery of accommodations, when needed. Resource classrooms will be structured to reflect a heavier reading & writing focus while continuing their math practices. Students with disabilities have been intentionally placed in a resource setting for their study skills class with their ECE to ensure SDI is being delivered with the appropriate minutes on each IEP. Band, chorus & orchestra student schedules were changed to ensure they were receiving the required amount of time for SDI with their ECE during their FOCUS class. KCWP 3 - Weekly data team meetings; assessments have been evaluated for standard alignment & increased rigor during PD & PLCs. Teachers have deconstructed standards to ensure learning targets are congruent to the standards & are the laser focus of instruction with pacing guide adjustments. Learning targets have been put into student-friendly language. Appropriate assessment design is continually reviewed to best evaluate the level of student learning using a combination of selected response, performance assessment, written responses & feedback using data folders. New teachers have been formally trained in the data teams process. The leadership team & teachers have disaggregated data, discussed instructional strategies & adjusted students' schedules for optimum success. The grading system communicates student learning accurately by a percentage based on mastery of the standard with remediation/reassessment opportunities available & multiple opportunities before school, during school & after school for additional assistance. Data team discussions weekly over pre, mid & post-assessments. KCWP 4 - Pacing guides have been adjusted through professional learning days & data teams that meet weekly. Novice students have been identified & their schedules have been adjusted for remediation in reading & math. Identified

students with special needs have been moved into a resource setting for more SDI with their ECE based on their IEP goals. Interventionists meet weekly to discuss data & students that need moving. Teachers allow for a variety of assessment opportunities throughout the school day including on-going formative assessments for learning checks, summative assessments for mastery of standards with opportunity for remediation/reassessment. KCWP 5 - The entire student body has morning meetings with the principal daily in the gym where he discusses behavioral expectations & character development. Teachers instruct students about school-wide behavior expectations & classroom expectations at the beginning of school & after breaks/when needed. At least one counselor is executing small group counseling based on need. PBIS committee reviews data monthly to discuss behavior data on ODRs. Trend data is reviewed & specific behavior interventions are addressed. Behavior Intervention Team meetings quarterly to discuss students with the most ODRs to ensure wrap-around services are in place. District partners are DoSE, Instructional Supervisor & Director of District-Wide Services. Family Resource Center & Cougar Zone after-school programming are partners, including many community members. Stakeholders have determined best practice strategies to meet the needs of identified students with several supplemental program options such as Moby Max, Read 180, Reading Plus, Lexia Power-Up & Pro-Reading. KCWP 6 - SEL lessons are taught weekly. Monthly morning speakers in the gym with the entire student body from various members of the community discussing topics such as character & academic success. After school program called Cougar Zone provides homework help involving high school & college students where there are many club opportunities providing more student access to community member interaction. Principal talks in the morning each day, teachers instruct on expectations & procedures after every break & when needed. Speakers schedule additional small groups based on behavioral data. Principal Advisory Committee, BETA Club, KYA, Cougar Zone opportunities, Curriculum Committee all ensure effective service-learning & reflection. Dig deeper is the instructional focus & theme of the school year helping to promote a positive & supportive culture for learning with t-shirts, graphics & hashtags. Students and teachers complete a culture survey each year & adjustments made based on that data. Communication tools to support parents/families are texts, monthly newsletter, email, social media updates, parent-teacher conferences, planning period meeting times available & other educational opportunities throughout the year, including Lunch & Learn, on various topics of interest.

ATTACHMENTS

Attachment Name

 [8th grade Math Data Teams Meeting Agenda/Minutes](#)

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

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














GCMS beat the state average in every category but science by 1 point. Our proficiency & separate academic indicator categories both revealed high growth. Social Studies scores increased again with 70.4% P/D beating the state average of 58.8% with a very high separate academic growth indicator of 86.9. On-demand writing remains strong at 43.6% P/D compared to the state average of 31.9% with a high separate academic growth indicator of 71.0. Math scores held high with 55% P/D compared to the state average of 46.4%. Overall growth for our school was 55% beating the state average of 52.5%.

ATTACHMENTS

Attachment Name

 [8th grade Social Studies Data Team Results](#)

Attachment Summary

Attachment Name	Description	Associated Item(s)
 8th grade Math Data Teams Meeting Agenda/Minutes	8th-grade math	•
 8th grade Social Studies Data Team Results	8th grade social studies	•
 CSIP Committee Meeting Agenda	Curriculum Committee (CSIP) meeting agenda.	•
 Culture/Climate Committee Meeting Minutes	CCC mtg minutes	•
 Gap Score Analysis 2018-2019 KPREP	Gap analysis 2018-2019 KPREP	•
 GCMS KPREP Results with Gap Group data 2018-2019	GCMS profile, proficiency, separate academic indicators, growth, gap group data.	•
 GCMS Preliminary KPREP Data 2018-2019	GCMS Preliminary KPREP Data 2018-2019	•
 KPREP comparison 2019	KPREP comparison 2019	•
 Leadership Team Meeting Minutes	Leadership Team Meeting Minutes	•
 PBIS Meeting Agenda/Minutes	PBIS Meeting Agenda/Minutes	•
 PBIS YEDR 2017-2018	ODR data	•
 PBIS YEDR 2018-2019	ODR data	•
 SBDMC Meeting Minutes	SBDMC Meeting Minutes	•

2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Grayson County Middle School

Gary Parker

726 John Hill Taylor Drive

Leitchfield, Kentucky, 42754

United States of America

Last Modified: 11/13/2019

Status: Open

2019-20 Phase Three: Executive Summary for Schools

2019-20 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 situated 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, is 26,264, with a growth rate of 0.67% making it the 43rd largest county in Kentucky. The school population is approximately 95% white, 2% two or more races, 2.2% 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 to receive free or reduced-price meals has gradually risen over the past few years from 56 percent in 2009-2010 to our current 70 percent. This statistic does make GCMS a Title I school, receiving federal funding for instruction in math and reading. The unemployment rate in Grayson County as of September 2019 was 4.5%. The school staff consists of 69 certified employees and 24 classified employees. Besides the 63 teachers, other certified employees include the principal, two assistant principals, two guidance counselors, a curriculum coordinator, and a librarian. One hundred percent of the teachers at GCMS are certified and highly qualified to teach middle-grade students. Our teachers currently average 12.5 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-thirds of our teams also have a collaborating exceptional child educator. 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 targets 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, STAR360 assessments, and common teacher assessments. The daily attendance rate of GCMS continuous to edge past the state average at 95.51%. Our school utilizes Positive Behavior Intervention Support (PBIS) and staff members have had and continue to receive training through team members throughout the year. Faculty input is valued, and TELL survey results and other teacher & student surveys are reviewed, analyzed, and incorporated into the school improvement planning process.

ATTACHMENTS

Attachment Name



GCMS Vision/Mission

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 2019-20 school theme is: #DigDeeperGCMS. 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 on a weekly schedule. Our core content teachers practice the Data Team 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 very serious about continuous growth while providing the very best educational opportunities for all of our students.

ATTACHMENTS

Attachment Name



[GCMS Vision/Mission](#)



[GCMS vision/mission/core values](#)

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.

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 - twice a month - correlation of their experiences with our mission/vision/values. SEL/Character Ed. Lessons. Letters of Appreciation for the Honor Flight Bluegrass Veterans. Active Parent Communication through Newsletters, Facebook, Twitter, and Website. Lunch and Learn program. Student Showcase. 2 Annual Drama Productions. Academic Team - District Governor's Cup Winner, 3 students qualified for State. Cougar Zone programs - Grow, Green, Give; Fashion Designers, Bridge Building, Top Chef, etc.. Sock Drive for Local Nursing Homes and Hosparus. Manufacturing Week with Tours of Local Industry. Beta Club - Piggies for Preemies, Salvation Army, etc. A student placed 2nd in State STLP competition. Annual Gifted Art Showcase. Transition Day for 8th-grade students has been recognized at the KSCA state conference. Band & Orchestra - Distinguished ratings at KMEA for multiple consecutive years. Inclusion of Focus Electives for the 19-20 school year. 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 group compared to our students without disabilities group remain

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.

Additional Information

CSI/TSI Schools 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; each class, each day, each year. We have many members of our community to serve on committees & as mentors to our students through our Mentorship Program that we are continuing this year. We also partner with our community through a variety of leadership/service projects involving our different clubs, teams & organizations that are generated through our new Community Involvement Committee.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 GCMS	Pic of school	•
 GCMS Vision/Mission	Meeting with faculty/students/community members	• •
 GCMS vision/mission/core values		•

GRAYSON COUNTY MIDDLE SCHOOL



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.

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Grayson County Middle School

Gary Parker

726 John Hill Taylor Drive

Leitchfield, Kentucky, 42754

United States of America

Last Modified: 12/03/2019

Status: Open

TABLE OF CONTENTS

2019-20 Phase Three: Closing the Achievement Gap Diagnostic 3

I. Achievement Gap Group Identification..... 4

II. Achievement Gap Analysis 5

III. Planning the Work 8

Attachment Summary 9

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

2019-20 Phase Three: Closing the Achievement Gap Diagnostic

Rationale

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's 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 legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

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

See attached.

ATTACHMENTS

Attachment Name

 [Achievement Gap Group Identification 2019](#)

II. Achievement Gap Analysis

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

The climate & culture at GCMS relating to our achievement gap population is good with pops of it throughout the building being very good. Students qualifying for special education services make up about 10.5% of our school population. We have worked to demolish the stigma that can be associated with the term "special education." Each special education teacher is referred to as an Exceptional Child Educator & they work with all students in the general education co-taught setting for math & ELA. We have purposely made it best practice in our building to not announce that all special education students go with the special education teacher to read a test. Instead, we utilize various technological resources to help develop their self-help skills & promote independent functioning. We strive to leave all exceptional students with their same-aged peers within the general education classroom setting as much as possible. We created students with disabilities schedules first after reviewing each IEP & eligibility to ensure they were placed according to their LRE for the maximum service minutes in the co-taught/resource/general education classroom settings. We have asked that each general education teacher in the building claim at least one identified student that they will commit to moving an N-A-P-D category. Some ECEs claimed 3 & 4 students. We also brainstormed at our recent professional development day as to why we had an achievement gap & what we were planning to do about it. A jigsaw activity was conducted with excerpts from the book, *Your students, My Students, Our Students* by Lee Ann Jung. This created a culture of buy-in to our building plan & a "not on my watch" mentality.

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

GCMS has successfully closed the free & reduced lunch gap group, according to our KPREP data. This past year our economically disadvantaged group had a gap rate of 70.6 while our non-economically disadvantaged group had a 90.3 gap rate. This is a difference of 19.7, which is rated as "not significant" by KDE. However, this group did not meet the identified goals in the school improvement plan. Therefore, goals for this group will remain & continue to be an area for improvement for our school. See specific data analyzation from the previous two academic years below in item C.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

Economically disadvantaged students have shown improvement to non-economically disadvantaged students. In the area of reading, 54% of ED students met proficiency to 75.8% of NED students this year. This is a continuing trend from the previous year in 2017-2018 when 55.69% of ED students met proficiency to 73.75% of NED students. In math, 47% of ED met proficiency to 72% of NED students. This is also a continuing trend from the previous year. In science, 20% of ED met proficiency to 36.3% of NED students. In social studies, 63.3% of ED students met proficiency to 86% of NED students. In on-demand writing, 35.3% of ED students met proficiency to 62% of NED students.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

The students with disabilities gap group have made the least amount of progress although the CSIP goal was met in both reading & math. In analyzing academic data trends from the previous two years that remain significant areas for improvement, reading for identified students in the novice category has increased slightly from 2017 at 47.86% to 49% in 2019 (a 1.14% increase) although it has decreased (by 2.02%) from the previous year of 51.02%. In the area of math for the same group of identified students, the number of novices has been reduced from 48.5% to 35%, a 13% decrease. For the same time period for students proficient/distinguished in the area of reading, there has been a 5.88% decrease from 2017 (31.88%) to 2019 (26%). In math for this gap group, there has been a 16.6% increase in the number of proficient/distinguished students from 2017 (1.70%) to 2019 (18.3%). For our non-disability group of students in the area of reading for that same time period, novices remained virtually the same with 11.37% in 2017, 11% in 2018 & 12% in 2019. The number of proficient/distinguished students in that same area during that time increased by 5.74% from 2017 (63.26%) to 2018 (69%) but dropped by 4% in 2019 (65%). For our non-disability group of students in the area of math for that same time period, the number of novices continually decreased from 10.11% in 2017 down to 9% in 2018 with a further decrease in 2019 to 5.4%, a 3.6% drop. The number of proficient/distinguished students in that same area for that same time period had a steady increase from 49.57% in 2017 to 56% in 2018, a 6.43% increase & then again in 2019 to 59%, a 3% increase.

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

The faculty & staff met on Tuesday, November 5th for a PD day & worked in teams/departments to answer the question of why we have an achievement gap & what our plan would be to close it. The following were consistent suggestions of why we have an achievement gap: lack of communication among team teachers for the special needs of each student; differentiation; consistent high expectations from each teacher; "special ed" stigma; growth mindset needed; lack of student awareness of accommodations & modifications to support self-advocacy; relationships between students & gen ed teachers/testing partners & each teacher commit to one student to raise a NAPD category.

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

The process used to involve teachers, leaders & other stakeholders in the continuous improvement & planning process as it relates to closing the achievement gap is a brainstorming activity on a mandatory professional development day for all GCMS teachers led by Gary Parker, Principal & Tracie Johnston, Special Education Department Head on answering the questions of why we have an achievement gap & what our school-wide plan should be to help close it. The CSIP committee & SBDMC also reviewed all of the documents for Phase III, including the Closing the Achievement Gap Diagnostic, prior to the due dates. The CSIP committee members are as follows: Gary Parker-Principal, Dave Morgan-Assistant Principal, LeAnn Frank-Assistant Principal, Tracie Johnston-Curriculum Coordinator, Nycol Hart-ELA Department Head, Don Logsdon-Math Department Head, Karen VanMetre-Science Department Head, Lori Carroll-Social Studies Department Head, Ashley Johnson-Related Arts Department Head, Shannon Loughran-6th-grade ELA Teacher, Lisa York-7th-grade ELA Teacher & Stacy Decker-Secondary Instructional Supervisor. SBDMC members are: Gary Parker-Principal, Tracie Johnston-Curriculum Coordinator, Crystal Bratcher-PE/Health Teacher, Don Logsdon-Advanced Math Teacher, Kari Ray-Parent & Nancy Blain-Brooks-Parent. Other parents & students have attended both committee meetings without regularity.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

The school's professional development plan related to its achievement gap is as follows: 1) Principal & Department Head met with each team on their planning period to follow-up from the professional development activity providing an info-graphic of the plan for closing our gap; 2) Each team teacher is to claim at least one student to commit to moving an NAPD category; 3) ECEs will teach each identified student what their accommodations are & how to ask for them to help promote self-advocacy as practiced throughout the year as part of their instructional routine; 4) Each ECEs schedule was changed to reflect co-teaching in two sections of math & ELA classes to help create more equitable classrooms for best practice keeping identified students under 33% as recommended by KDE; 5) Identified students in band, orchestra & chorus had their schedules changed to reflect their 7th period elective class with their ECE to ensure service minutes were provided; 6) After the 1st 9 weeks, each ECEs schedule was changed to reflect more resource class time to be able to pull bubble students into the elective class period instead of them teaching an elective; 7) ELA co-teachers PD on ODW strategies for struggling learners has been discussed with GRREC, DoSE, Administration & the English Department Head at the high school. It is in the process of being planned, for the summer, if not sooner.

III. Planning the Work

Closing the Achievement Gap Goals

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

See the CSIP goals document.

ATTACHMENTS

Attachment Name

 [2019-2020 CSIP](#)

Closing the Achievement Gap




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

Step 2: Complete your findings and answers.

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

See the CSIP goals document.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2019-2020 CSIP	2019-2020 goals	• III
 Achievement Gap Group Identification 2019	Achievement Gap Group Identification 2019	• I
 GCMS KPREP Results with Gap Group Data 2018-2019	GCMS KPREP Results with Gap Group Data 2018-2019	•

Measurable Gap Goal: as measured by K-PREP	Strategy Chosen to address goal	Activities chosen to implement strategy
Proficiency Goal: By 2019, Grayson County Middle School will increase the combined (reading & math) percentage of Proficient/Distinguished students from 55% (2017) to 72% (2019).	Data Team Process	Develop a progress monitoring system to monitor standards mastery.
Gap Goal: Grayson County Middle School will increase the average combined reading and math proficiency percentages in the non-duplicated gap group from 40% (2017) to 69% (2019). <i>To be included as a separate objective under this goal - Students with disabilities increase their proficiency rating from 20.9% to 60.9% (2019).</i>	Focus on priority standards. Data Team Process	Create and monitor a "Watch List" for students performing below proficiency, differentiated reading and math lessons to teach and practice content at the student's individualized level (e.g., Use of Moby Max), Focus on text annotation and determining importance to improve comprehension.
Growth Goal: Increase the average combined reading and math categorical growth percentage from 61.5% (2017) to 70% (2019).	Data Team Process	Create and monitor a "Watch List" for students performing below proficiency, differentiated reading and math lessons to teach and practice content at the student's individualized level (e.g., Use of Moby Max), Focus on text annotation and determining importance

<p>Transition Goal: Increase the percentage of students who are transition ready from 58.45% in 2017 to 73.73% in 2019. <i>Goal was computed using Reading(70)/Writing(30) as 33%, Math as 33% and Social Studies as 33% and comparing to the State set goals for those subjects in 2019. Science is supposed to be included and each subject count 25%, so this goal will need to be reset next year based on all four subject areas.</i></p>	<p>Data Team Process, Vertical alignment of standards based instruction and assessment</p>	<p>Collaboration between grade levels on priority standards. Data analysis of student achievement toward proficiency at all grade levels</p>
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Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
Administration and leadership team. Core content teachers	Data Team charts, percent of students reaching proficiency on common summative evaluations. Stap assessment results three times each school year.	District funding for STAR assessment
Administration and leadership team. Core content teachers. Title I interventionist and ECE	Data Team charts, in danger of failing lists	\$5000 for Moby Max
Administration and leadership team. Core content teachers, Title I interventionist and ECE	Data team charts, growth analysis of STAR assessment	District funding for STAR assessment

Administration and leadership team. Core content teachers, Title I interventionist and ECE

Data team charts, analysis of STAR and DEA assessments

District funding for STAR assessment

Accountability							
Grayson County Middle							
		Star rated lowered	Significant Gaps	Proficiency	Proficiency	Separate	Separate Academic
Overall	STARS	due to significant gaps		Indicator	Indicator Rating	Academic Indicator	Indicator Rating
67.2	3	Y	Disability	76.9	High	70.4	High
Proficiency- High						Growth	
Math- 76.2 High					Growth	Indicator	
Reading- 77.5 High					Indicator	Rating	
					55	Medium	
Separate Academic Indicator- High							
Science- 53.2 Low							
On Demand Writing- 71.0 High							
Social Studies- 86.9 Very High							
Growth- Medium							
Math- 56.3 Medium							
Reading- 53.5 Medium							
2019 Accountability Cut Scores							
5-Star Rating							
	1 Star	2 Star	3 Star	4 Star	5 Star		
	0-51.9	52.0-58.9	59.0-66.9	67.0-73.9	74.0 or more		
Middle							
Indicators	Very Low	Low	Medium	High	Very High		
Proficiency	0-59.9	60.0-69.9	70.0-75.9	76.0-85.9	86 or more		
Separate	0-51.9	52.0-60.9	61.0-69.9	70.0-78.9	79.0 or more		
Growth	0-45.9	46.0-50.9	51.0-56.9	57.0-60.9	61.0 or more		



**CSIP COMMITTEE MEETING AGENDA/MINUTES
10-15-19 3:15 PM**

- ❖ **Introductions** - Any new faces? None.
- ❖ **Purpose of the committee & meeting today** - Phase II - Due Nov. 1st
- ❖ **School Assurances** - Update by Mr. Parker
- ❖ **School Safety Report** - Update by Mr. Parker
- ❖ **The Needs Assessment** - Strengths & growth areas identified by committee members. Draft reviewed & revised. Lunch & Learn was added to KCWP 6. Percent was taken off of the final statement regarding growth on strengths/leverages since it is an index score rather than a percentage.
- ❖ **Questions** - None.
- ❖ **The final meeting date has been set for 03-03-20 at 3:15 in the conference room for 2020-2021 school year planning (*alternate locations of auditorium & cafe if larger numbers*)** However, do we need to meet prior in November or December to confirm Phase III is ready for submission by Jan. 1, 2020? *Possible meeting dates are 12-03-19 or 12-10-19 at 3:15 pm.* The committee chose 12-03-19 for the next meeting & 12-10-19 as an alternate if that date had to be canceled for any reason.

Data Team Results
Pre-Assessment

Mid-Assessment

Post-Assessment

Teacher	Novice 59% and below	Apprentice 79-60%	Proficient 80-89%	Distinguished 90-100%
Student Names				
# of students				
% or students				
Notes:				

Data Team Template

Step 1 – Collect and chart data (data for assessment is gathered and charted prior to the meeting)

Date: _____ Content area: _____ Assessment: Pre Mid Summative

Target/Standard: _____

Teacher	Total # of students	#Distinguished	%Distinguished	# Proficient	% Proficient	# Apprentice	% Apprentice	# Novice	% Novice
Totals									

Step 3 – SMART Goal

If your data is for a pre or mid assessment, create a SMART goal. If you are looking at summative/formative assessment data, tweak or review your goal to see if you have reached it.

The percentage of _____ (total # of student group) students scoring proficient/distinguished in _____ (target/standard/skill) will increase from _____% (current %) to _____ % as measured by _____ (assessment tool) administered on _____ (date).

SMART Goal Equation

Distinguished + Proficient + Apprentice (on the cusp)/total # of students

Steps 2, 4 & 5 – Analyze, Prioritize and Choose Strategies

Analyze student work and data to determine strengths, errors, and successes. It's important to look for trends, patterns and underlying misconceptions. Infer what might be the reasons for the observations you've made.

Performance Category	Observations	Inferences ("It could be that. . .")	Next Steps	Strategies	Look Fors
Distinguished	Strengths:				
	Errors/misconceptions:				
Proficient	Strengths:				
	Errors/misconceptions:				
Apprentice	Strengths:				
	Errors/misconceptions:				
Novice	Strengths:				
	Errors/misconceptions:				

School Name	Subject	Demographic Group	Tested	Novice %	Apprentice %	Proficient %	Distinguishe d %	Proficient/ Distinguis hed %	Index	Index Gap	
Grayson County Middle School	Reading	All Students	988	16.1	23.0	40.7	20.2	60.9	77.5	-38.6	
Grayson County Middle School	Reading	Disability-With IEP (Total)	104	49.0	25.0	24.0	1.9	26.0	38.9		
			Gap	32.9				-34.9			
Grayson County Middle School	Math	All Students	988	8.5	36.5	43.1	11.8	55.0	76.2	-33.9	
Grayson County Middle School	Math	Disability-With IEP (Total)	104	34.6	47.1	16.3	1.9	18.3	42.3		
			Gap	26.1				-36.7			
Grayson County Middle School	Science	All Students		19.0	56.0	24.4	0.6	25.0	53.2	-16.4	
Grayson County Middle School	Science	Disability-With IEP (Total)	34	35.3	55.9	8.8	0.0	8.8	36.8		
			Gap	16.3				-16.2			
Grayson County Middle School	Social Studies	All Students	321	6.5	23.1	50.5	19.9	70.4	86.9	-45	
Grayson County Middle School	Social Studies	Disability-With IEP (Total)	31	38.7	38.7	22.6	0.0	22.6	41.9		
			Gap	32.2				-47.8			
Grayson County Middle School	Writing	All Students	321	9.3	47.0	28.3	15.3	43.6	71.0	-41.6	
Grayson County Middle School	Writing	Disability-With IEP (Total)	31	48.4	41.9	9.7	0.0	9.7	30.6		
			Gap	39.1				-33.9			
Implications/Observations											
ECE teachers need to determine bubble students, particularly students who are high novice who could be moved to apprentice											
We need to have a very intentional "name and claim" from both ECE and Core teachers with some of these students (a "not on my watch" mentality)											
Novice numbers for writing and reading in IEP students are very high											
26% of Special Ed students are P/D in reading, while only 9.7% are P/D in writing											
How could we utilize this new-found time in FOCUS to help bubble students with basic reading and writing skills?											

GCMS KPREP Results with Gap Group Data 2018-2019

		Numb er of Stude nts		Reading					Mathematics					Reading and Mathe matics	Gap Rate								
				Total Test ed	Novi ce	Appr entic e	Profi cient	Disti ngui shed	Total Test ed	Novi ce	Appr entic e	Profi cient	Disti ngui shed										
Demographic	Group used in Ac co un tab ilit		Mini mu m N																				
Economically	Y	676	Y	674	136	174	259	105	674	72	285	259	58	1348	70.6	-19.7	No			31.31%	37%	36%	32%
Not Economic	Y	314	Y	314	23	53	143	95	314	12	76	167	59	628	90.3		Reference Grou			7.67%	24%	9%	23%
Disability	Y	104	Y	104	51	26	25	2	104	36	49	17	2	208	40.6	-40.5	Yes			74%	26%	82%	18.30%
Not Disability	Y	886	Y	884	108	201	377	198	884	48	312	409	115	1768	81.1		Reference Grou			35%	65%	41%	59%

GCMS KPREP Results with Gap Group Data 2018-2019

		Numb er of Stude nts		Reading					Mathematics					Readin g and Mathe matics	Gap Rate								
				Total I Test ed	Novi ce	Appr entic e	Profi cient	Disti ngui shed	Total I Test ed	Novi ce	Appr entic e	Profi cient	Disti guish ed										
Demographic	Group used in Ac co un tab ilit		Mini mu m N																				
Economically	Y	676	Y	674	136	174	259	105	674	72	285	259	58	1348	70.6	-19.7	No			31.31%	37%	36%	32%
Not Economic	Y	314	Y	314	23	53	143	95	314	12	76	167	59	628	90.3		Reference Grou			7.67%	24%	9%	23%
Disability	Y	104	Y	104	51	26	25	2	104	36	49	17	2	208	40.6	-40.5	Yes			74%	26%	82%	18.30%
Not Disability	Y	886	Y	884	108	201	377	198	884	48	312	409	115	1768	81.1		Reference Grou			35%	65%	41%	59%

GCMS Leadership Team - 9/25/19 - 9:00 a.m.

Hacking School Discipline

Pg. 20-27

- Connect our core values to the five R's in the book (pg 23) with possible posters around the building
- The posters could focus on one value & then show ways to highlight our focus value
- Finish reading Ch 1

Positives

- Greenhouse is coming! Dreaming BIG! Waiting on final answer for detention center to make calls, need Leonard to mark lines and assist with calling 811. Check to harbor freight will be at Board today or should be. Amazon orders have been arriving and our stored by the team 3 staircase until we are ready. Not sure where we want to put the aqua pool? It hasn't shipped yet.
- More gifts from Bel Cheese 2500-clarkson, 2500 grow green give, 3000 Deedee Stem night, \$5000 or more from an additional funding for green house
- Jessie shared that she wants to make sure we give back to those as much as we can since we've been blessed with all the monetary gifts. Greenhouse group must increase stakeholders and overall blending within the community. We don't want to own the greenhouse, we want GC to own the greenhouse so it outlives us in the here and now.
- Football Success
- High Attendance Day - didn't win but did well!
- Pep Rally a success!
 - Possibly having SEL lessons how to have a successful pep rally prior to the next pep rally. This shows pride in our school & possibly have spirit week.
 - Maybe have the high school coaches, cheerleaders, band director, etc come show/teach/why we show our spirit.
 - This be around the time for our basketball pep rally

FRC had a great meeting on Monday night with the grandparents. There were about 20 sets of grandparents - possibly 10 from GCMS. Rick said that they hadn't heard of this type of information before & would like to know about more opportunities. He said the next time will be about vaping issue.

He shared that vaping issues were not going to be helped by having healthy adults - per Josie Sims & Emma Johnson (8th graders on the advisory board) but to have someone who is struggling with issues from vaping. He's looked for finding a teenager to come speak - Sahale said she is looking too.

Sahale wants to meet with the "vaping group" as one of the small groups to take place during 7th period. .

Rigor

- Pacing Guide - Need another week of work
- CSI - looking at assessments (determine rigor levels) Week of 30th (postponed) Remind teachers to have all of their assessments so we can look at them with them regarding

rigor. Specifically make sure they are using the same language on their assessments. Look at assessments with the standards to see if they are aligned to the standard. Have those conversations with groups instead of just checking a box for compliance.

- Faculty Meeting - we were pretty sleepy, but did get some learning accomplished on the Rigor Divide Chart
- Need to continue to SHOW teachers how to improve instruction

Relationships

- With all the focus on Rigor, we can't forget the importance of relationships
- Doing something for the custodians (idea from Crystal Bratcher)

FOCUS Class

- Report from Team Leader Meeting
- What's in the realm of adjustment/compromise?
- No decision today...let's think and discuss
- Survey or not survey? Maybe open-ended...ways we could help?

Geavonda - Sept. 24 - Data Teams Work

- Debriefing

Red Ribbon Week-Oct 23-31

Nancy, Rick, Jessica working on plans. Dress up days every day, Nancy and Sahale will get on calendar and announcements. Rick has an idea to share for a team competition.

Halloween Costumes-last day of RRWeek- guidelines?

?

<http://redribbon.org/>-----photo contest, certificates, etc...just good resource.

Not sure what you guys want me to do just let me know. Jk

Halloween Costumes?

ECE Dept.

- Aide Reservations - better this week!
- RTI - Improvements?
- ECE Roles - Still need meeting

SEL & Study Skills

We need some really quick walk-throughs - admin have neglected this

Also, admin may need to include intervention and special ed.

-New SEL subjects are on drive

Manufacturing Week for 8th Grade - Information Only

Sept 23-24 - Speakers for 8th during 7th period

Sept. 25 - Plant Tours for 8th 1:00-2:30

Sept. 26 - Joel Bernard Speaking to whole school - Speaker Schedule

2nd 9 wks Schedules:

Hand out first day back after Fall Break in gym? Will need teachers who don't have a 1st period class to help. Students need to be reminded to copy schedules!

-New schedules will be printed on a different colored paper so we will know students have the correct one.

Walkathon Week

Tue-Thu - Beg. of day activities - will use speaker schedule.

Testing Data

<i>Percent Proficient/Distinguished - 2018-19 K-PREP</i>						
	Reading	Math	Writing	Social Studies	Science	STARS
Grayson Co. Middle	60.9	55	43.6	70.4	25	3
Ohio Co Middle	63.7	50.2	35.3	67.1	24.8	3
Breck Co Middle	65.4	62.2	40.9	55.1	26.7	3
Bluegrass Middle	44.9	35	19.4	50	15.6	2
East Hardin Middle	69.6	56.2	43.8	67.6	35.3	3
James T Alton Middle	59.5	48.6	28.3	51.3	17.4	3
North Middle	47.8	31	28.2	50.3	18.7	2
West Hardin Middle	60	39.5	14.1	59.9	35.1	3
TK Stone Middle	67	55.4	44.3	58.6	31.3	3
Edmonson Co. Middle (7/8)	65.3	63.9	35.8	67.5	25.2	4
Butler Co. Middle	54.4	41.6	27.8	54.3	16.7	3
STATE AVERAGE	59.6	46.4	31.9	58.8	26	

Statewide Star Ratings School Level	Total Number of Schools	1-Star	2-Star	3-Star	4-Star	5-Star
Elementary	725	46	132	364	146	37
Middle	319	23	65	159	60	12
High	228	20	54	120	27	7
Total	1272	89	251	643	233	56

Growth	
55	
56.9	
52.4	
49	
53.5	
56.3	
49.7	
48.3	
55.2	
58.8	
59.9	
52.5	

PBIS Minutes 11/29/18

Our November meeting will be in the morning @ 7:15 in the conference room.
Here is the agenda:

Analyze October data – *average number of referrals*

Discuss behavior rewards/ interventions – *Handout info on vaping sent to parents*
The idea of having a parent night on topics such as vapor/nicotine products, social media, meth chemicals that are toxic, and offer battleball for the kids and an iPad giveaway.

Also, admin will be glad to discuss behavior with any student before it becomes an office referral.

Joe Odihambo assembly – *Great show!!*

Scotty Sharp - social media 12/4 *Great job by Trooper Sharp!*

Vape Literature - to be mailed *Done!*

More lunch blue boxes *One more so far!*

BIT report *Interventions are ongoing!*

Ice cream rewards for attendance, food drive *Yes and Yes!*

PBIS Agenda/Minutes for 12/13/18

We will meet at 7:15 on Thursday Dec 13

Members present were: David Whitmore (helping supervise gym), Tracie Johnston, Ashley Johnson, Melanie Gallagher, Lea Ann Frank & Paige Shiarella.
Students present were: Alex Hazelwood, Colin Farris & Landon Shiarella

We noted that November referrals were done from last year & remained about the same as the previous month although the rate per day was greater due to fewer days present. We discussed rewards/ positive supports/ incentives – several students will attend our meeting. They have been asked to share ideas on what type of rewards or activities are relevant and valued by the students at GCMS. **Colin Farris, Alex Hazelwood, Landon Shiarella, and Dioni McHenry were all invited to attend to give valuable feedback.**

- Cougar Bucks - Team 3 - no teachers hand them out so it is impossible to earn a Battle Ball ticket. Ms. Spurgeon hands them out & Team 6 does a good job of handing them out. Hat passes are big in every grade. How about teachers handing out hat passes directly? Different teams/teachers could have different colors maybe? Or, bring hat pass tomorrow & see teacher 1st period? This may overwhelm teachers in an already hectic period. They are still worth 10 Cougar Bucks.

- Get 2 battle ball passes & 1 chill zone pass for the three kiddos that joined our meeting this morning as a reward!
- Reward Assemblies - most people are not interested & sit there on their phones. They would like a Chill Zone, Battle Ball or movie instead of a reward assembly. On a certain day - you could have a Battle Ball game per grade. Hotter months of the year, go outside & do things like we do on field day. A free period to go to different classes to hang out with their friends, like a social hour - kind of like we used to do R & R days. Movie or game rental through Family Video? Grab bag full of McDonald's or DQ or Family Video rentals.
- Cougar Excellence - they like it, keep it!
- Sock It To Me - they like it, keep it!
- More often open seating in the lunchroom so kids can sit by their friends more often! They like this more than Phone Zone! Half the kids aren't even on their phone during phone zone. They feel like the new cafeteria tables have been a punishment to them. They have assigned seats in the classroom & now they do in the cafe too. They wish we would have kept the tables we had because they got to sit with their friends.
- Can we try having open seating every day & then take away open seating to that team if they were not well-behaved (throwing food, leaving a mess or being too loud.) When we get back from Christmas break would be the perfect time to try it! That's when we are all going over expectations again. Also, the cafe floors are terrible because kids dump their trays on the floor & they do not like that. They want those kids held accountable for cleaning the floors or at least picking up their mess.

January 17, 2019 PBIS Meeting agenda and minutes

Present: Lea Ann Frank, Ashley Johnson, Melanie Gallagher, Paige Shiarella, Tracie Johnston, David Whitmore

Analyze December data - December (and November) referrals are trending downward. Let's do all we can to keep the momentum!)

Discuss behavior rewards/interventions -

The student suggestions from the previous meeting were discussed. More socialization time seemed to be a common thread, whether it be more freedom to visit with students in other teams at lunch or other planned activities.

How do we use rewards as an opportunity to incorporate more social interaction, with the social interactions being the main focus or as a by-product of another reward?

From this came several brainstorm ideas. How can students socialize with other teams? They feel there is less time for this at lunch and some prefer sitting with friends over phone zone. Maybe use the big round wooden tables as a reward/preferential seating area? Or use some of the new tables to free up some booths that can be reserved with Cougar Bucks or earned some other way. The value of practicing social skills were agreed upon by the committee as needed more than ever as many of our students lack these skills due to the digital age and home environments.

It was thought the Principal Advisory Committee could be asked for more ideas for rewards. Mr. Whitmore will ask Mr. Parker to seek their ideas at the next PAC meeting

Any other business - Mr. Whitmore will try to book some reward assemblies for next year as they become very scarce if you wait much longer.

Next meeting: Thursday February 21, @ 7:15

February 21, 2019 PBIS Meeting Agenda:

Present: Ashley Johnson, Melanie Gallagher, Nancy Sims, Paige Shiarella, Lea Ann Frank, Tracie Johnston, David Whitmore.

Analyze January data - yearly data trends indicate a rise in fighting and vaping. Accordingly, Scotty Sharp has been contacted to speak to each grade on March 7 concerning the dangers of vapor products. While he is at GCMS, he will be asked to speak to students who have fought at school and the consequences associated with violence.

Discuss behavior rewards/interventions - The idea of having hat passes distributed in 1st period was discussed. The committee thought selling hat passes in 1st period would eliminate a lot of the cheating associated with them. The teacher will know who has Cougar Bucks, who bought one and who didn't, and eliminate students buying a pass for others. as soon as the labels arrive we will stop selling hat passes in the bookstore and let each 1st period teacher sell them. It was thought there would be a small amount of passes sold in any given class and it would be a minimal inconvenience to teachers.

Social interaction - reward lunch seats - several ideas were discussed to make the idea of the reward lunch booths more appealing to students. Mr. Whitmore is consulting with several staff members on ways to add decor and other amenities to the reward lunch seats. It was thought that a student be allowed to invite a friend to lunch with them. We also want teachers to have the leeway to use this reward as it fits each team for student motivation.

Reward assembly March 5 - Chinese Acrobats - for students with no discipline referrals from December 10 to March 5

March 21, 2019 PBIS Meeting Agenda:

Present: Nancy Sims, Melanie Gallagher, Tracie Johnston, Ashley Johnson, Lea Ann Frank, David Whitmore

Analyze February Data - Scotty Sharp has spoken to our students about vaping and fighting. After March is over Mr. Whitmore will compare the data to see if there has been a reduction in these behaviors.

Several students have been snorting Smarties candy lately and Mr. Morgan has dealt with them.

Discuss behavior rewards/interventions - First period hat passes seem to be working well. It was reported that one team may be withholding hat passes until work is complete. It was agreed that this is not the intention of the reward so the admin will speak to the teacher or teachers involved.

Cougar Buck rewards on May 10. Field Days on May 20, 22, 23. The Acrobats were a big hit again and the bookstore has new items. Ms. Johnston has begun a survey for the students pertaining to desirable rewards. The committee gave her several questions to add to seek their input.

The annual TFI will be compiled at the May meeting to make necessary improvement to our PBIS program.

Social interaction - reward lunch seats - Under construction! Some items have arrived and Ms. Kiper and Mr. Whitmore will create a Shangri-La area for dining when all items arrive.

Next meeting: Thursday April 18 @ 7:15

April 18, 2019 PBIS Meeting Agenda:

Present: Paige Shiarella, Lea Ann Frank, Ashley Johnson, Nancy Sims, Melanie Gallagher, David Whitmore

Analyze March data: A little better!

Discuss behavior rewards/interventions/end of year activities:

Options for reward assemblies from the Bureau of Lectures was shared. Possibly the RAP band or the BMX bike shows. Also the Street Heat band or Elvie Shane was mentioned as possibilities. We will also use ideas from the survey Ms. Johnston gave to the students.

Field Days and testing reward days are set.

Social interaction - reward lunch seats: supply orders arrived last week and construction will begin ASAP. What criteria, if any, do we want to have for the VIP lunch seats

Work in progress

Next meeting: May 9

May 9, 2019 PBIS Meeting Agenda:

Present: Ashley Johnson, Tracie Johnston, Melanie Gallagher, Lea Ann Frank, David Whitmore.

Analyze April data: Referrals were down from last April and down overall from last year.

Discuss behavior rewards/interventions/end of year activities:

Tracie had the student interest surveys pushed out this morning and we can use their responses to adjust rewards.

What suggestions are there for changes in acceptable/unacceptable behaviors, consequences, phone policy, dress code, Cougar Bucks, etc.?

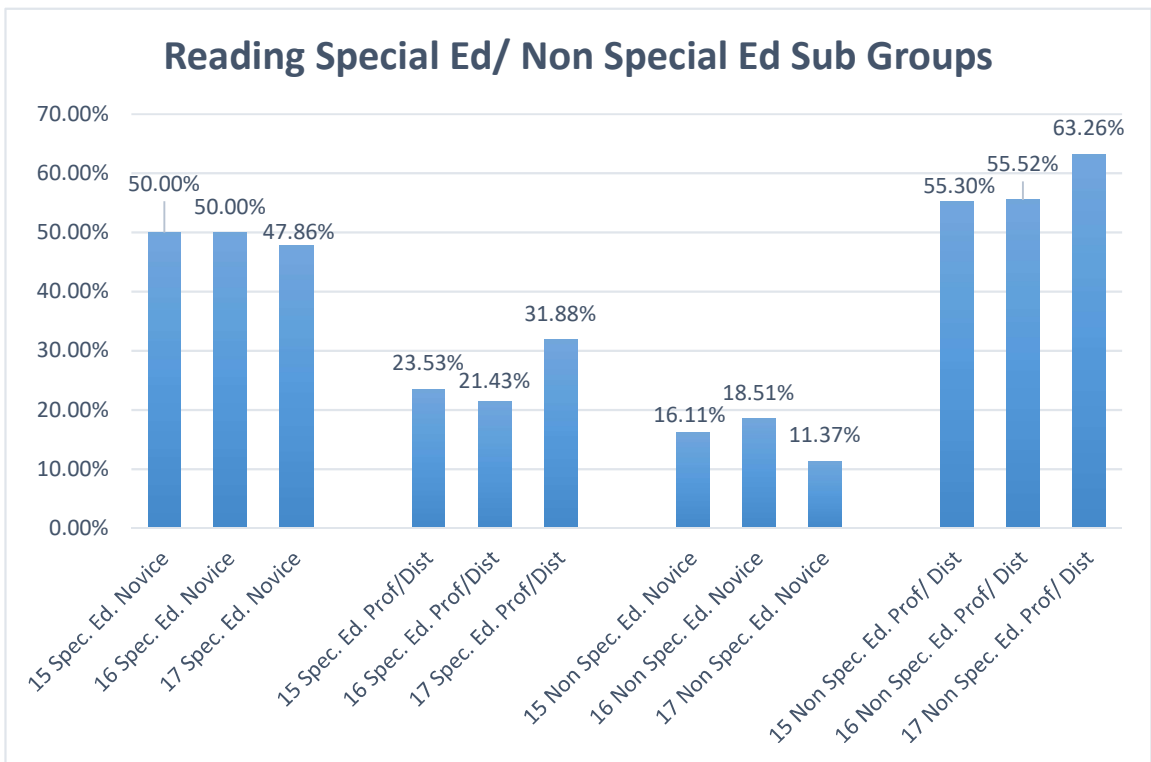
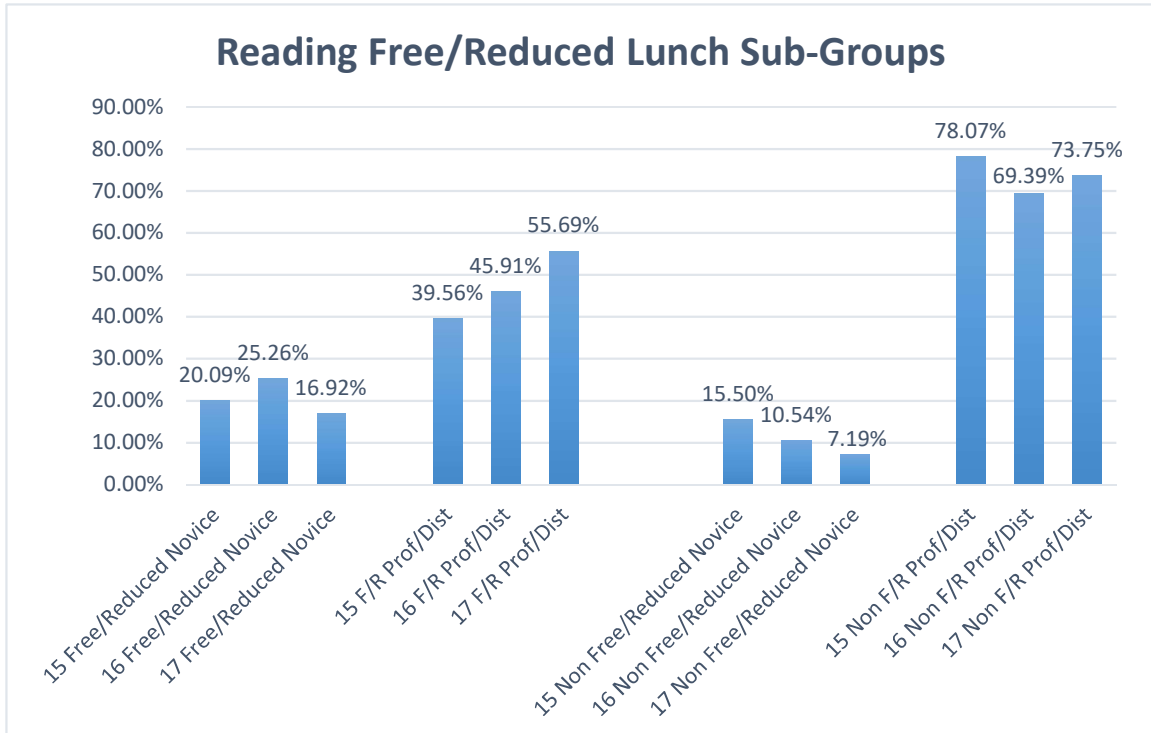
The committee discussed a few ideas for the next school year, mostly dress code issues. It was thought that there needed to be clarification on sleeveless tops; as long as there are no tank tops or spaghetti straps and everything was covered sleeveless tops are fine. It was thought that head bands like Nike, Adidas, etc. are fine unless they are bandanas, doo-rags, skull rags, or

any type of gang affiliation. Also it was mentioned that some teachers made girls buy a hat pass for headbands and clarification was needed that they are accessories and are OK.

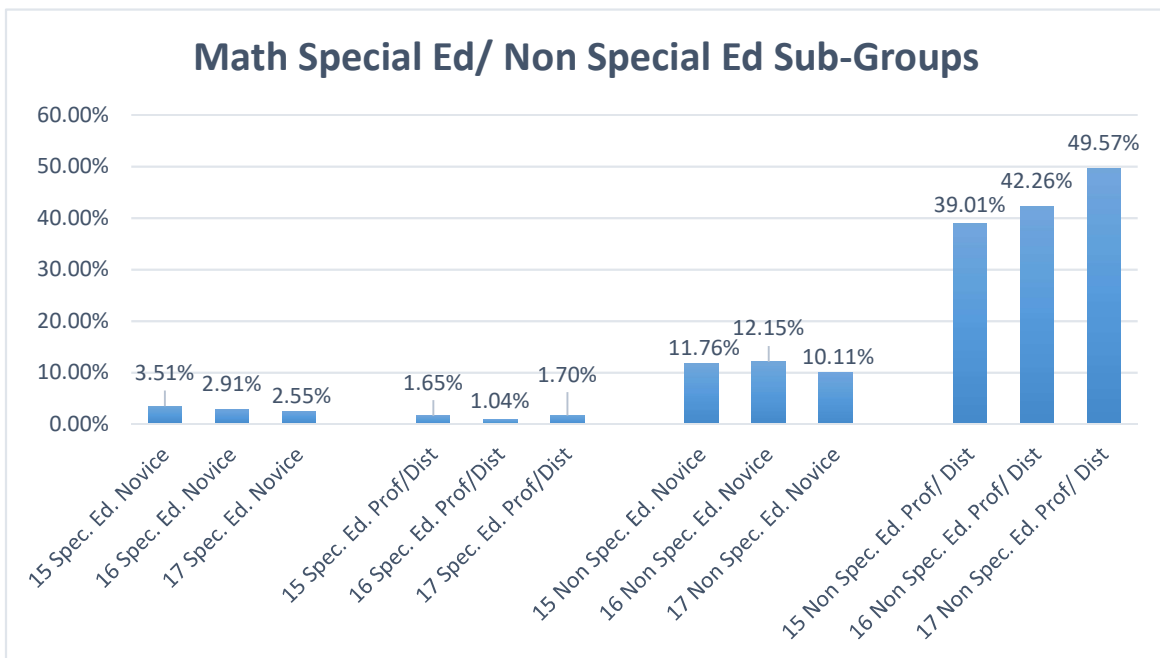
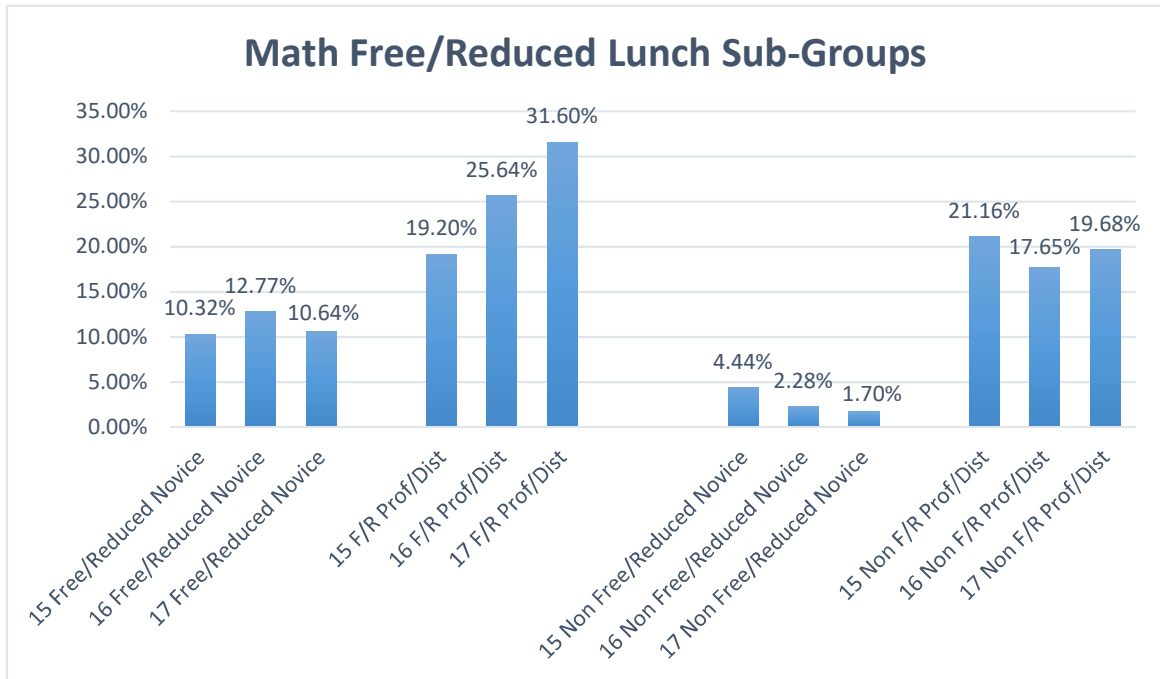
The phone policy was fine as is, turn them off from announcements until 2:40.

Next Meeting: Thursday August 22, 2019

Reference Groups 3 Year Comparison



Math Sub-Group 3 Year Comparison



Grayson County Middle School 2017-2018 (11-14-1

DART: Data Analysis Reporting Tool

Step #1: Enter N/A/P/D Counts by Grade.

	Grade 6				Grade 7				Grade 8			
	N	A	P	D	N	A	P	D	N	A	P	D
ELA	19	67	124	85	15	78	138	58	13	69	139	81
Math	10	120	145	40	13	120	132	30	16	120	129	29
Science (7th)					44	188	78	3				
Social Studies (8th)									19	89	144	67

Step #2: Enter N and P/D Counts by Demographics.

	ELA		Math		Science		Social Studies	
	N	P/D	N	P/D	N	P/D	N	P/D
White	139	586	117	472	43	78	19	201
African American	2	1	1	1	0	0	0	1
Hispanic	2	10	0	7	1	0	0	3
Asian	0	1	0	1	0	0	0	0
2 or More Races	3	12	4	11	0	2	0	6
F/R Lunch	119	389	100	306	30	51	16	136
Non F/R Lunch	28	223	22	188	14	30	3	75
Sp Ed	50	15	47	9	11	0	11	5
Non Sp Ed	97	597	75	485	33	0	8	206
ELL	0	0	0	0	0	0	0	0
Non ELL	147	608	117	471	44	81	19	210

Step #3: Enter Counts of Students by Demographics.

	Grade 6	Grade 7	Grade 8	Total
White	316	297	302	915
African American	2	0	3	5
Hispanic	7	9	5	21
Asian	1	0	0	1
2 or More Races	4	6	9	19
F/R Lunch	231	216	224	671
Non F/R Lunch	101	97	95	293
Sp Ed	33	31	34	98
Non Sp Ed	299	282	285	866
ELL	0	1	0	1
Non ELL	332	312	319	963

8)

School Total			
N	A	P	D
47	214	401	224
39	360	406	99
44	188	78	3
19	89	144	67