



# **KDE Comprehensive School Improvement Plan**

Wayne County Middle School  
Wayne County

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Wayne County Middle School is located in rural, Southeast Kentucky on the east side of Lake Cumberland. Within the past three years, our school has grown substantially due to the closing of Turner Intermediate in 2012 and the consolidation of Monticello Independent district with the Wayne County district in June 2013. We currently serve approximately 750 students in grades six through eight. At Wayne County Middle School, our primary focus is continued improvement in the area of academics. We also offer a wide variety of athletic and extra-curricular activities. Our student population is more diverse than previously in the needs of learners including a more substantial population of ESL students.

## **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.**

With the changes WCMS has seen in the past three years, we feel as though we have been given an opportunity to reflect, review and revise our vision for our current school. Given this opportunity, we have derived a more intentional focus on our school climate, academics, and all components that are necessary to ensure the well-being of each student. The school has adopted a new mission statement: "At Wayne County Middle School, our mission is to inspire our students to excel both academically and socially while empowering them with the skills necessary to become our LEADERS of tomorrow." Wayne County Middle School has implemented school -wide expectations, both academically and behaviorally, for which each student is held accountable to reach intended success. We offer core content classes as well as school-wide RTI in Math and Reading, Gifted and Talented, Exploratory classes, and Special Education services to impact the success of each student based on their individual needs. We also offer services with our 21st Century program which continues to assist our students beyond their regular school day.

## **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.**

We are proud that our entire building, including students, staff, parents, and community stakeholders, have all embraced the challenge of coming together as one and are continuing to experience success with cohesion. As mentioned last year, our merger and increase in size has posed obstacles, but the flexibility and commitment of all involved have allowed us to maintain our progressing classification for accountability. We still take pride in working to ensure the well-being of each student while helping them to find their purpose and succeeding academically. As with all highly effective schools, a positive school culture is a necessity.

Academically, we have moved to a whole-school RTI approach to target our areas of improvement in Reading and Math. Approximately 70% of our students are currently performing below benchmark in these areas. This has required each staff member to embrace their role in helping students to improve in Reading and Math despite their content area certification. Another area of improvement for our school is to become more technology driven to improve teacher instruction and use data more effectively for assessment analysis. We would also like to become more proficient in all content areas, developing a sustainable curriculum plan for each grade level to drive instruction in our classrooms.

## **Additional Information**

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

WCMS is a Title I identified school with a Free/Reduced lunch rate of approximately 70%.

# **WCMS 2014-2015 CSIP**

## **Overview**

### **Plan Name**

WCMS 2014-2015 CSIP

### **Plan Description**

WCMS Comprehensive School Improvement Plan thru 2015

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Wayne County Middle School will establish a culture for learning to determine awareness, implementation, impact and ideas for improvement.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$6840
2	Wayne County Middle School will establish effective instruction.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$19800
3	Wayne County Middle School will increase the average combined reading and math K-PREP scores from 42.2% to 68.1% by 2017	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$2000
4	Wayne County Middle School will maintain the rank of proficient on Program Review by June 2016.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$2000
5	WCMS will increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 35.1% in 2014 to 65.9% by 2017	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$6000
6	Wayne County Middle School staff and students will have access to and become more proficient with the uses of various technological devices.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$63000

## Goal 1: Wayne County Middle School will establish a culture for learning to determine awareness, implementation, impact and ideas for improvement.

### Measurable Objective 1:

collaborate to improve school climate by 06/30/2016 as measured by Student Voice Survey, TELL survey, VAL Ed survey, and progress monitoring of classroom procedures/expectations and physical space..

### Strategy 1:

Stakeholder Voice - The TELL Survey and VAL Ed survey will be administered on alternating years. The Student Voice Survey will be administered twice a year. Results will be reviewed and effective classroom strategies will be implemented to address these results.

Category: Stakeholder Engagement

Research Cited: The Danielson Framework for Effective Teaching and Standards-Based Instruction,

KDE

Activity - Stakeholder Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TELL Survey administered by KDE VAL Ed Survey administered by KDE Student Voice Survey implemented by WCMS	Professional Learning	08/06/2014	06/30/2016	\$0	District Funding	District Curriculum Specialist, WCMS Administration and Teachers

### Strategy 2:

Home/School Communication - Newsletters will be sent home each six weeks to keep parents informed of student/school activities. We will schedule more activities throughout the school year to involve parents/guardians on a more regular basis. We will also build relationships with community partners through activities that benefit student learning in and outside the classroom environment.

Category: Stakeholder Engagement

Research Cited: Danielson Framework for Effective Teaching and Standards-Based Instruction Domain 4

Activity - Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Newsletters mailed each six weeks to parent/guardian stakeholders.	Parent Involvement	08/06/2014	06/30/2016	\$1840	School Council Funds	WCMS Administration and Staff

Activity - Collaboration with YSC and 21st Century Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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WCMS will collaborate with YSC, the 21st Century Program, and Gear Up to improve the quality of parent/guardian and community involvement in order to further the development of the whole child.	Community Engagement	07/01/2014	06/30/2016	\$5000	Other	YSC Coordinator, 21st Century Director, Gear Up Academic Specialist, Building Administration and WCMS Staff
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## Goal 2: Wayne County Middle School will establish effective instruction.

### Measurable Objective 1:

collaborate to design, implement, and monitor coherent instruction by 06/30/2016 as measured by teacher evaluations, formative/summative assessments, KPREP, ACT/Explore, and Program Review data..

### Strategy 1:

Create and Implement Curriculum Framework - A curriculum framework with common assessment, resources, and established procedures for use of data and reflection will create more consistent and aligned instruction that is progress monitored and data driven.

Category: Teacher PGES

Research Cited: Danielson Framework for Teaching, Domain 1: Planning and Preparation

Activity - Create Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development to learn how to create common assessments and implement the assessments with their content partners.	Direct Instruction	08/06/2014	08/01/2015	\$0	No Funding Required	Administration and Teachers

Activity - Establish DataLink and Reflection Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish procedures for submitting and use of data (Data Link) and required teacher reflection from data analysis.	Direct Instruction	01/05/2015	09/01/2015	\$0	No Funding Required	WCMS Administration and Staff

Activity - Establish and Publish Content Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate through PLCs and Professional Development to create and publish a framework for each content to prepare students for common assessment and assist in college and career readiness. This will include curriculum maps, resources, pacing guides, common assessments, assessment calendars, Enduring skills assessments, lesson plans, learning targets, and essential questions for each content area.	Direct Instruction	08/01/2014	09/01/2015	\$0	No Funding Required	WCMS Staff and Administration

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Activity - Finalize Separation of Reading and Writing Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and Writing teachers will collaborate to finalize separation of Reading and Writing curriculum and vertically align the content and resources by grade level.	Direct Instruction	08/01/2014	09/01/2015	\$4800	General Fund	Administration and Staff

### Strategy 2:

Progress Monitoring and RTI - All students will be progress monitored in all content and within the RTI framework to provide tiered, intense, interventions for Reading, Math, and behavior. Interventions will occur for students who are significantly above or below benchmark academically and/or behaviorally to increase student achievement and growth by analyzing assessment data and using evidence based interventions with fidelity.

Category: Integrated Methods for Learning

Research Cited: RTI, Danielson Framework

Activity - Progress Monitoring and RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be progress monitored with support provided to students not reaching academic results. PD and resources will be provided for teachers to support high quality instruction. This will include the continued use of our data coordinator position.	Academic Support Program	08/01/2014	06/30/2016	\$15000	General Fund	District Instructional Support, Building Administration, WCMS Staff, Data Coordinator

## Goal 3: Wayne County Middle School will increase the average combined reading and math K-PREP scores from 42.2% to 68.1% by 2017

### Measurable Objective 1:

A 55% increase of All Students will demonstrate a proficiency in the areas of reading and mathematics in Mathematics by 12/21/2016 as measured by KPREP.

### Strategy 1:

Progress Monitoring - All students will be progressed monitored during school-wide RTI and support for all students will be provided at their point of need.

Category: Continuous Improvement

Research Cited: RTI Network, RTI Success

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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WCMS staff will monitor academic performance which shall include common assessments, student self-progress monitoring and DataLink monitoring.	Academic Support Program	01/01/2015	06/30/2016	\$2000	Other	WCMS staff, Building Administration
<b>Activity - RTI Support</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide building wide RTI protected time to work with students at the current tiered level with the intentions of moving them from current levels to higher levels of RTI in areas of mathematics and reading. Teachers will continually monitor students' progress.	Academic Support Program	01/01/2015	06/30/2016	\$0	No Funding Required	Building Administration, WCMS Staff
<b>Activity - Gear-Up Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Gear-Up Coordinator will provide tutoring and mentoring through which students' progress in mathematics and reading can be monitored and tracked with the Data Coordinator.	Academic Support Program	01/01/2015	06/30/2016	\$0	No Funding Required	Gear-Up Coordinator, Data Coordinator

## Goal 4: Wayne County Middle School will maintain the rank of proficient on Program Review by June 2016.

### Measurable Objective 1:

collaborate to improve each Program Review component score to proficient by 06/01/2016 as measured by the KDE Program Review rubric .

### Strategy 1:

Establish Structure - WCMS administration and Program Review Coordinator will establish a defined structure for approaching and completing all parts of the Program Review process by developing a program review around a central theme.

Category: Continuous Improvement

Research Cited: KPREP

<b>Activity - Program Review Coordinator</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Maintain a Program Review coordinator	Policy and Process	01/01/2015	06/01/2016	\$2000	District Funding	Administration / SBDM
<b>Activity - Communication</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Maintain a communication and collaboration system for all stakeholders including community collaboration, staff communication and integration of instruction, and regular SBDM reporting.	Policy and Process	01/01/2015	06/01/2016	\$0	No Funding Required	Administration / Program Coordinator

## KDE Comprehensive School Improvement Plan

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Activity - Tasks and Deadlines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tasks and deadlines will be assigned to each content area to help meet all components of a proficient program review.	Academic Support Program	01/01/2015	06/30/2016	\$0	No Funding Required	Building Administration, WCMS Staff, Program Review Coordinator

### Strategy 2:

Determine Gaps - Use 'Next Steps Diagnostic' from the previous reporting cycle to determine and address gaps in the programs.

Category: Continuous Improvement

Research Cited: KPREP

Activity - Review needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program committee leaders and administration will review data with Program Review Coordinator to plan necessary allocation of time, facilities, and resources to implement programs and act upon those recommendations and then presented to SBDM.	Direct Instruction	01/01/2015	06/01/2016	\$0	No Funding Required	Administration, Program Review leaders, SBDM

### Strategy 3:

Monitor Implementation - Monitor implementation of programs to address needs and determine the impact on student learning.

Category: Continuous Improvement

Research Cited: KPREP/ Danielson Framework

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review committees will score each component of Program Review. Intentionally integrated curriculum and culminating activities aimed at meeting Program Review standards will determine the impact on student learning.	Policy and Process	01/01/2015	06/01/2016	\$0	No Funding Required	WCMS staff and Program Review coordinator

## Goal 5: WCMS will increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 35.1% in 2014 to 65.9% by 2017

### Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in mathematics and reading in Mathematics by 06/30/2015 as measured by gap group scores.

**Strategy 1:**

Implementation of School-Wide RTI Program - Professional development in tiered interventions and identification of the needs of tiered students for intervention through data and the use of the intervention plan form.

Category: Other - Research Cited: RTI Network, RTI Success

Research Cited: RTI network, RTI Success

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will have a focus on RTI tiered interventions	Professional Learning	01/01/2015	06/30/2016	\$500	Other	Building Administration , WCMS Staff, RTI Coordinator

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training to develop highly effective strategies to help bridge the gap.	Professional Learning	01/01/2015	06/30/2016	\$500	Other	Building Administration , WCMS Staff, RTI Coordinator

**Strategy 2:**

Progress Monitoring - All students will be progressed monitored in all content and framework to provide tiered, intense, interventions for reading, math, and behavior. Monitoring will occur for students who are significantly above or below benchmark academically and/or behaviorally to increase achievement and growth by analyzing assessment data and using evidence based interventions.

Category: Continuous Improvement

Research Cited: RTI, Danielson Framework

Activity - Progress Monitoring All Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be progress monitored will support provided to students and teachers in order to improve academic achievement.	Academic Support Program	01/01/2015	06/30/2016	\$5000	Title I Schoolwide	Building Administration , WCMS Staff, Data Coordinator

**Goal 6: Wayne County Middle School staff and students will have access to and become more proficient with the uses of various technological devices.**

# KDE Comprehensive School Improvement Plan

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## Measurable Objective 1:

demonstrate a proficiency in using available technology and the applications available to enhance instruction and learning, by 06/30/2016 as measured by the design of lesson to include meaningful use of technology..

## Strategy 1:

Availability of Technology - All teachers have been provided with an iPad to use for instruction. WCMS will continue to upgrade teacher desk tops, student computers in each classroom, and provide more access to a variety of technological devices for use in the classroom.

Category: Learning Systems

Research Cited: Danielson Framework

Activity - Professional Development of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the iPad provided by the school to enhance instruction and provide alternative methods of delivery for student instruction.	Academic Support Program	08/03/2015	06/30/2016	\$3000	Title I School Improvement (ISI)	Building Administration , WCMS Staff, District IT Department

Activity - Purchasing of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
WCMS will purchase teacher desk tops, update machines available for student use, purchase more devices for classroom use, and upgrade applications available to enhance instruction.	Technology	01/01/2015	06/01/2016	\$60000	Title I Schoolwide	Building Administration , District IT Department, Title 1 Coordinator

## Strategy 2:

Student Use of Technology for Enhancement of Learning - Students will use available technology to demonstrate understanding and monitor progress of learning outcomes and expectations.

Category: Other - Student Improvement

Research Cited: Danielson Framework

Activity - Student Use of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize available technology to monitor progress through MAPS testing, RTI programs, and content specific opportunities.	Technology	08/03/2015	06/30/2016	\$0	No Funding Required	Building Administration , WCMS Staff

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Activity - Evidence from Academic Support Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
21st Century provides the following opportunities for the use of technology; Lego Mindstorm Robotics, 3D printings, video editing, iPads, Kindle, Bluetooth keyboards	Academic Support Program	01/01/2015	06/30/2016	\$0	No Funding Required	21st Century Director and staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Create Common Assessments	Teachers will participate in professional development to learn how to create common assessments and implement the assessments with their content partners.	Direct Instruction	08/06/2014	08/01/2015	\$0	Administration and Teachers
RTI Support	Teachers will provide building wide RTI protected time to work with students at the current tiered level with the intentions of moving them from current levels to higher levels of RTI in areas of mathematics and reading. Teachers will continually monitor students' progress.	Academic Support Program	01/01/2015	06/30/2016	\$0	Building Administration , WCMS Staff
Student Use of Technology	Students will utilize available technology to monitor progress through MAPS testing, RTI programs, and content specific opportunities.	Technology	08/03/2015	06/30/2016	\$0	Building Administration , WCMS Staff
Communication	Maintain a communication and collaboration system for all stakeholders including community collaboration, staff communication and integration of instruction, and regular SBDM reporting.	Policy and Process	01/01/2015	06/01/2016	\$0	Administration / Program Coordinator
Tasks and Deadlines	Tasks and deadlines will be assigned to each content area to help meet all components of a proficient program review.	Academic Support Program	01/01/2015	06/30/2016	\$0	Building Administration , WCMS Staff, Program Review Coordinator
Review needs	Program committee leaders and administration will review data with Program Review Coordinator to plan necessary allocation of time, facilities, and resources to implement programs and act upon those recommendations and then presented to SBDM.	Direct Instruction	01/01/2015	06/01/2016	\$0	Administration , Program Review leaders, SBDM
Establish and Publish Content Framework	Teachers will collaborate through PLCs and Professional Development to create and publish a framework for each content to prepare students for common assessment and assist in college and career readiness. This will include curriculum maps, resources, pacing guides, common assessments, assessment calendars, Enduring skills assessments, lesson plans, learning targets, and essential questions for each content area.	Direct Instruction	08/01/2014	09/01/2015	\$0	WCMS Staff and Administration
Establish DataLink and Reflection Procedures	Establish procedures for submitting and use of data (Data Link) and required teacher reflection from data analysis.	Direct Instruction	01/05/2015	09/01/2015	\$0	WCMS Administration and Staff

## KDE Comprehensive School Improvement Plan

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Assessment	Program review committees will score each component of Program Review. Intentionally integrated curriculum and culminating activities aimed at meeting Program Review standards will determine the impact on student learning.	Policy and Process	01/01/2015	06/01/2016	\$0	WCMS staff and Program Review coordinator
Gear-Up Progress Monitoring	The Gear-Up Coordinator will provide tutoring and mentoring through which students' progress in mathematics and reading can be monitored and tracked with the Data Coordinator.	Academic Support Program	01/01/2015	06/30/2016	\$0	Gear-Up Coordinator, Data Coordinator
Evidence from Academic Support Programs	21st Century provides the following opportunities for the use of technology; Lego Mindstorm Robotics, 3D printings, video editing, iPads, Kindle, Bluetooth keyboards	Academic Support Program	01/01/2015	06/30/2016	\$0	21st Century Director and staff
<b>Total</b>					\$0	

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development of Instruction	Teachers will use the iPad provided by the school to enhance instruction and provide alternative methods of delivery for student instruction.	Academic Support Program	08/03/2015	06/30/2016	\$3000	Building Administration, WCMS Staff, District IT Department
<b>Total</b>					\$3000	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring All Students	All students will be progress monitored will support provided to students and teachers in order to improve academic achievement.	Academic Support Program	01/01/2015	06/30/2016	\$5000	Building Administration, WCMS Staff, Data Coordinator
Purchasing of Technology	WCMS will purchase teacher desk tops, update machines available for student use, purchase more devices for classroom use, and upgrade applications available to enhance instruction.	Technology	01/01/2015	06/01/2016	\$60000	Building Administration, District IT Department, Title 1 Coordinator
<b>Total</b>					\$65000	

### District Funding

## KDE Comprehensive School Improvement Plan

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stakeholder Survey	TELL Survey administered by KDE VAL Ed Survey administered by KDE Student Voice Survey implemented by WCMS	Professional Learning	08/06/2014	06/30/2016	\$0	District Curriculum Specialist, WCMS Administration and Teachers
Program Review Coordinator	Maintain a Program Review coordinator	Policy and Process	01/01/2015	06/01/2016	\$2000	Administration / SBDM
<b>Total</b>					\$2000	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Newsletters	Newsletters mailed each six weeks to parent/guardian stakeholders.	Parent Involvement	08/06/2014	06/30/2016	\$1840	WCMS Administration and Staff
<b>Total</b>					\$1840	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Finalize Separation of Reading and Writing Curriculum	Reading and Writing teachers will collaborate to finalize separation of Reading and Writing curriculum and vertically align the content and resources by grade level.	Direct Instruction	08/01/2014	09/01/2015	\$4800	Administration and Staff
Progress Monitoring and RTI	All students will be progress monitored with support provided to students not reaching academic results. PD and resources will be provided for teachers to support high quality instruction. This will include the continued use of our data coordinator position.	Academic Support Program	08/01/2014	06/30/2016	\$15000	District Instructional Support, Building Administration, WCMS Staff, Data Coordinator
<b>Total</b>					\$19800	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Collaboration with YSC and 21st Century Program	WCMS will collaborate with YSC, the 21st Century Program, and Gear Up to improve the quality of parent/guardian and community involvement in order to further the development of the whole child.	Community Engagement	07/01/2014	06/30/2016	\$5000	YSC Coordinator, 21st Century Director, Gear Up Academic Specialist, Building Administration and WCMS Staff
Progress Monitoring	WCMS staff will monitor academic performance which shall include common assessments, student self-progress monitoring and DataLink monitoring.	Academic Support Program	01/01/2015	06/30/2016	\$2000	WCMS staff, Building Administration
Professional Development	PLCs will have a focus on RTI tiered interventions	Professional Learning	01/01/2015	06/30/2016	\$500	Building Administration, WCMS Staff, RTI Coordinator
Professional Development	Training to develop highly effective strategies to help bridge the gap.	Professional Learning	01/01/2015	06/30/2016	\$500	Building Administration, WCMS Staff, RTI Coordinator
<b>Total</b>					<b>\$8000</b>	

# **KDE Needs Assessment**

## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

With the data provided, we were trying to answer the following questions: What are our areas of strength? What are our areas of needed growth? Based on the data, we were able to identify a need for school wide improvement in the areas of math and reading. From the Stakeholder results, we also feel it necessary to improve upon community and parent investment. The data does not yet reflect our implementation of a school wide RTI plan and the use of data driven instruction.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

The implementation of a school wide RTI program has been a success this year in the fact that students are being held accountable for their learning and have two staff members who have a vested interest in their success. We will continue with our RTI program which consists of mentoring and progress monitoring for all students and will, in the coming year, add behavioral RTI interventions.

We have experienced success with our program reviews in the fact that we scored on overall Proficient rating with a score of 23 on the combined program reviews. We will continue with cross curricular committees who will monitor teacher participation in the submission of items for the program review. A theme will be implemented for program reviews and will be cross curricular so that all areas will have submissions for the program reviews in the areas of writing, arts and humanities, and practical living/career studies.

## **Opportunities for Improvement**

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

WCMS will increase the average combined reading and math K-PREP scores from 42.2% to 68.1% by 2017. Through the use of the RTI program and its intentional focus on reading and mathematics, we will see growth.

WCMS will increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 35.1% in 2014 to 65.9% by 2-17. Again, through intentional focus on reading and mathematics in the RTI program, we will see growth.

## **Conclusion**

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

Our next steps for maintaining areas of strength will focus on providing ongoing support for those areas and adding strategies to enhance the learning.

The next steps for improving growth areas will be to put our new strategies into practice and continue to focus on the needs of our students.

# The Missing Piece

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

**What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?**

Melissa Gossage-WCMS, Principal

Cynthia Woods-WCMS, Data Coordinator

Leah Turner-WCMS, Teacher, Program Review Coordinator

Katherine Kidd-WCMS. 21st Century Director

Tiffani Bertram-Gear-Up Director

Missy Jones-Parent, SBDM

Alicia Alexander-Parent, SBDM

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

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

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

## Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

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

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

# KDE Comprehensive School Improvement Plan

Wayne County Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

## Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.0

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

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

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

# KDE Comprehensive School Improvement Plan

Wayne County Middle School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.33

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 1.83

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> <li>• Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process.</li> <li>• Community resources to support learning.</li> </ul>	Apprentice

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

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>Some student work of various levels is exhibited in the classroom.</p>	Novice

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

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

# KDE Comprehensive School Improvement Plan

Wayne County Middle School

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

## Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 1.83

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

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

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

## **Reflection**

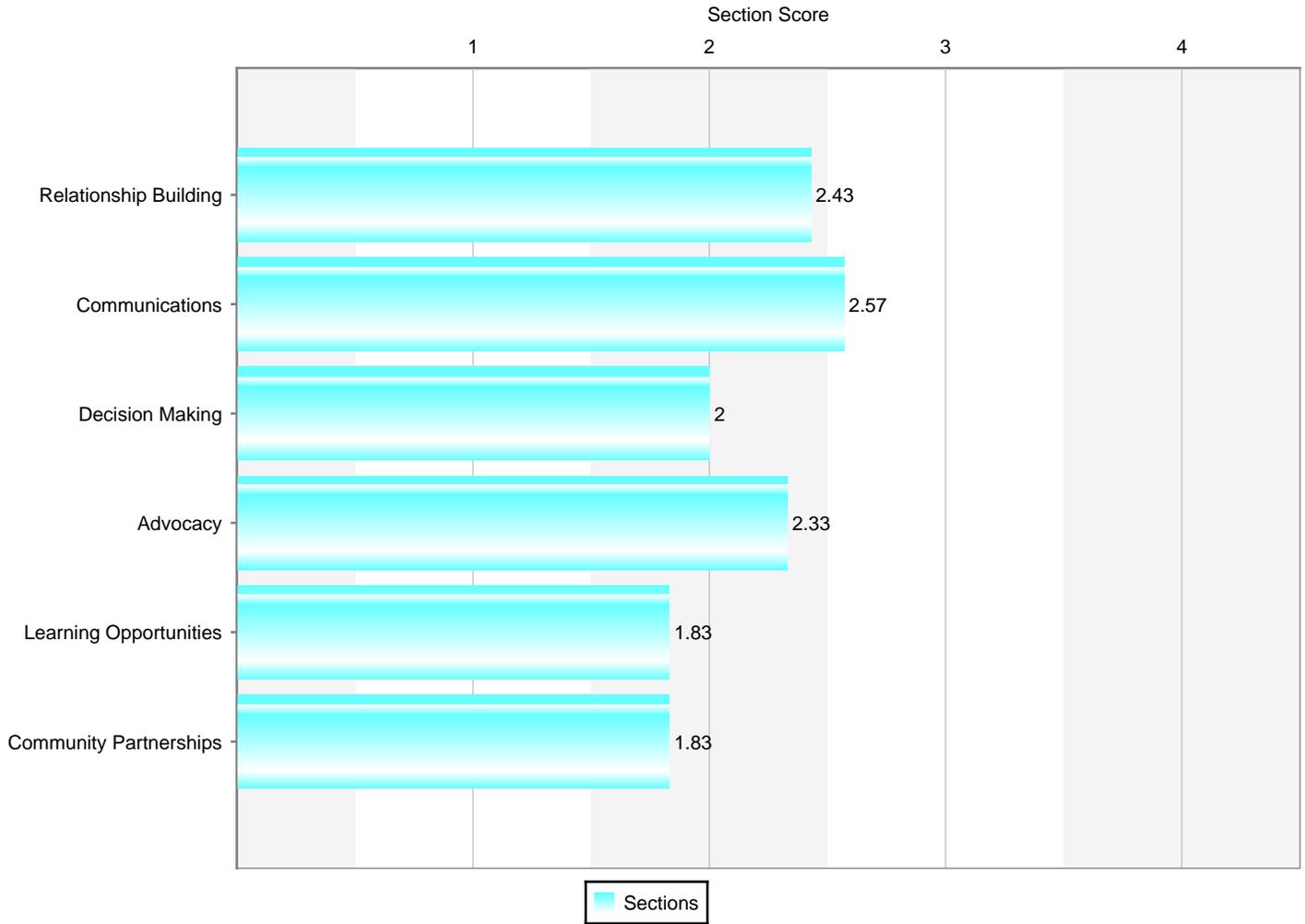
Reflect upon your responses to each of the Missing Piece objectives.

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

Wayne County Middle School shows area of strength in communication. We have areas that need improvement in all components of The Missing Piece. Through work with our Culture Committee and SBDM we will work to improve on the areas that have been identified as needing improvement and better sustain the areas of strength.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

All WCMS faculty were involved in analyzing K-PREP scores. From that analysis, faculty members were asked to electronically and physically verbalize what they felt were the areas of need for WCMS. That information was gathered by the principal then given to the CSIP committee to consider when developing the improvement plan. The principal along with directors and coordinators of the different programs at WCMS sat down to write the improvement plan. The completion process for the improvement plan lasted seven days, all of which were open to any faculty member and parent that wished to be a part of the process.

Committee members included:

Melissa Gossage-Principal, WCMS

Cynthia Woods-Data Coordinator, WCMS

Katherine Kidd-21st Century Site Coordinator, WCMS

Tiffani Bertram-Gear-Up Director, WCMS

Leah Turner-Teacher and Program Review Coordinator, WCMS

Missy Hutchinson-Parent

Alicia Alexander-Parent

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

Each teacher was responsible for the analysis of K-PREP data. From this analysis, they identified areas of growth and strength for our school. The principal, directors, and coordinators then took that information to begin formulating a plan.

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

The final improvement plan was shared with stakeholders through electronic sharing, sharing in PLCs, and through the review of SBDM.

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	N/A	

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

**KDE Comprehensive School Improvement Plan**

Wayne County Middle School

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

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

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

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

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not a targeted assistance school.	

# KDE Comprehensive School Improvement Plan

Wayne County Middle School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Not a targeted assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Not a targeted assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Not a targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Not a targeted assistance school.	

**KDE Comprehensive School Improvement Plan**

Wayne County Middle School

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://www.wayne.kyschools.us">www.wayne.kyschools.us</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

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

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

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

**KDE Comprehensive School Improvement Plan**

Wayne County Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not targeted assistance school.	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not targeted assistance school.	

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

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