

# Drakes Creek Middle School Comprehensive School Improvement Plan Executive Summary

## **Mission Statement**

The faculty and staff at Drakes Creek Middle School will provide a total school program that is designed to educate all students. Keeping in mind their intellectual, emotional, social and physical development, we expect all students to achieve at high academic levels. We accept the responsibility for designing and developing curriculum that takes into account the diverse economic, racial and cultural backgrounds, as well as recognizing the importance of establishing a school climate that promotes the well being of all students.

## **Process of Developing the Comprehensive School Improvement Plan**

Faculty, staff members, students, and parents reviewed and gave input toward the development of the DCMS School Improvement Plan. The 2009-2010 Comprehensive School Improvement Plan (CSIP) was also reviewed to determine which goals and activities to continue by examining the implementation and impact of each activity or strategy. The School PLC (Professional Learning Community), Content PLCs, and Teams completed disaggregation of the 2010 Kentucky Core Content Test (KCCT) and the No Child Left Behind (NCLB) assessment and utilized the results to revise goals and activities of the school improvement plan. The plan is being submitted to the school council, for approval on November 22, 2010.

## **Communication Plan**

The following process will be used to communicate the DCMS Comprehensive School Improvement Plan:

1. A copy will provided to the faculty and reviewed during team meetings and Content PLCs.
2. A copy will be placed in the library.
3. SBDM members are given a copy.
4. Copies will be made available to the PTO.
5. Parents will be notified via e-newsletter how the plan may be accessed online.
6. A copy will be placed in the school office.
7. A copy will be submitted to the assistant superintendent.
8. The document will be placed on the school and district website.

\*See Appendix for Acronyms used throughout the plan.

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>Instructional and remedial strategies that address needs of students who demonstrate learning and achievement gaps.</p> <p>Addressing students with disabilities not performing at the proficient level in math and reading.</p> <p>Disability students and LEP students should receive modifications and accommodations to instruction and assessment for access to Core Content 4.1.</p> <p>Free and Reduced (F/R) students performing at the proficient level in math.</p> <p>In addition to school targets, district targets of African American, LEP and F/R Lunch in reading and African American in math should be met.</p>	<p>A. By May 2011, the following achievement gaps will be reduced to meet AMO and 2014 proficiency index requirements: Disability from 37.04% to 79.6% vs. Non-Disability in Reading; and African American, LEP, and F/R Lunch to 79.6% in Reading.</p> <p>B. By May 2011, the following achievement gaps will be reduced to meet AMO and 2014 proficiency index requirements: Disability from 25.93% to 68.68% vs. Non-Disability in Math; F/R Lunch from 47.04% to 68.68% vs. Non-F/R Lunch in Math; and African American to 68.68% in Math.</p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>Low performing students respond with totally incorrect or irrelevant answers to KCCT questions. These students lack the skills, content knowledge, and academic language on grade level to be able to respond proficiently.</p> <p>GRADE, GMADE, SRI, NCLB, EXPLORE, and classroom assessment data indicate that all students do not perform at grade level in math and reading.</p> <p>Not all students have taken advantage of the instructional and remediation systems provided by the school.</p> <p>The Response to Intervention middle school policy is not fully implemented in reading for 8<sup>th</sup> grade students due to the teacher-student ratio funded by the board of education only allowing for 4 teachers on each 8<sup>th</sup> grade team, so these students do not get a separate reading class. They have a joint reading and language arts class.</p>	<p>A1. At least 80% of students with disabilities will perform at the proficient level in reading on the 2011 KCCT</p> <p>A2. At least 80% of African American, LEP, and F/R Lunch students will perform at the proficient level in reading on the 2011 KCCT.</p> <p>B1. At least 69% of students with disabilities will perform at the proficient level in math on the 2011 KCCT.</p> <p>B2. At least 69% of F/R Lunch students and African American students will perform at the proficient level in math.</p>

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
A1.	Students with disabilities and 504s in reading will be scheduled in appropriate reading intervention programs, such as Corrective Reading, READ 180, and ESS	Students with disabilities will receive supplemental programs to develop reading skills that increase reading performance levels.	Guidance Counselor, Assistant Principal, Special Ed. Teachers	Aug. 2010	May 2011	Program materials	Special Ed. Funds & General Fund, ESS
A2.	LEP students receiving Structured English Immersion services will be scheduled in appropriate reading intervention programs. Such as READ 180, ESS, reading collaboration class, and content tutoring lab.	Students will be provided with interventions and accommodations for access to core content and receive instruction to obtain proficiency in academic language.	ESL teacher, ESL Assistant, Faculty, and Administrators	Aug. 2010	Oct. 2011	None	None
A2.a	All students testing at 50% or below on the GRADE will be identified and enrolled in reading collaboration class, READ 180, Plugged-In to Reading, reading extension class, ESS, or be targeted for Title I assistance.	Students in the subpopulation of African American and F/R Lunch will be identified for reading intervention and receive services to increase reading performance levels.	Guidance Counselor, Assistant Principal, Regular Ed Reading Teachers	Nov. 2010	May 2011	Program materials	General Fund, ESS, or Title I
B1	Students with disabilities in math will be scheduled in appropriate math intervention programs, such as math collaboration class, FASTT Math, Study Island, ESS, & math extension.	Students with disabilities will receive supplemental programs to develop math skills that increase math performance levels.	Guidance Counselor, Assistant Principal, Special Ed. Teachers, Reg. Ed Math Teachers	Aug. 2010	Oct. 2011	Program materials	Special Ed. Funds & General Fund, ESS

B2	All students testing at 50% or below on the GMADE will be identified and enrolled in a math collaboration class; math extension class; an additional math skills class during related arts utilizing FASTT Math, Fraction Nation, or Study Island; receive a math tutor; or be targeted for Title I assistance.	Students in the subpopulations of African American and F/R Lunch will receive supplemental programs to develop math skills that increase math performance levels.	Guidance Counselor, Reg. Ed Math Teacher, Special Ed. Teachers, Title I Teacher, and/or Title I Assistant.	Nov. 2010	May 2011	Program materials	General Fund, ESS, or Title I.
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## Drakes Creek Middle School Comprehensive School Improvement Plan

**Curriculum and Instruction**  
**Warren County Drakes Creek Middle School**

**Revised October 2010**  
**Component Manager:**

**Public**  
**LoriAnn Martin**

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
<p>The use of formative and summative assessments to guide instruction.</p> <p>Research-based instructional strategies that meet the needs of diverse learners.</p> <p>To review available accommodations and modifications for identified students.</p>	<p>A. By May 2011, all teachers will continue to utilize formative and summative assessments to guide instruction and determine the need for enrichment or remediation.</p> <p>B. By May 2011, all teachers will continue to use on a regular basis a number of research-based instructional strategies that meet the needs of diverse learners and help them to overcome their barriers to learning.</p> <p>C. By January 2011, teachers will continue to use allowable accommodations and modifications as a regular part of instruction and assessment.</p>

<b>Causes and Contributing Factors</b>	<b>Objectives with Measures of Success</b>
<p>PLC groups report that all units are not complete with enough formative and summative assessments.</p> <p>Once formative results are analyzed, teachers need grouping and re-teaching strategies to help students reach proficiency.</p> <p>Teachers report a limited amount of time to provide feedback and to conference individually with students.</p> <p>Students have a variety of learning styles, so the incorporation of research-based instructional strategies and differentiation of instruction is necessary in all units.</p> <p>Students with disabilities did not meet AYP in reading and math. Accommodations and modifications that are allowed for IEP, 504, and LEP students need to be reviewed and updated.</p>	<p>A1. By May 2011, all teachers will continue to utilize formative and summative assessments to inform and differentiate instruction.</p> <p>B1. By May 2011, unit/lesson plans and observations will reflect implementation of a number of research-based strategies that meet the needs of diverse learners.</p> <p>C1. By January 2011, all teachers will review and update research-based strategies and allowable accommodations and modifications to meet individual needs.</p>

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
A1.	Grade level content teachers will collaborate to develop common formative assessments that meet the requirements of KCC 4.1 DOK.	Common formative assessments that equitably measure student mastery of grade level standards.	Principal, Assistant Principal, Teachers	Nov. 2006	On-going	Release time Substitutes, PLC	PD, Title II
A1.a	Teachers will incorporate descriptive feedback to students when sharing results from the analysis of the formative assessments.	Students will have a better understanding of what is needed to perform at a proficient and distinguished level.	Principal, Assistant Principal, Teachers	Nov. 2009	On-going	None	None
B1	Teachers will receive training on establishing and managing flexible groups and implement grouping with identified students from the formative assessments.	Students will receive differentiated instruction based on individual needs.	Assistant Principal, Teachers	Jan. 2011	June 2012	Trainer	PD
B1.a	Teachers will begin all lessons with a clearly stated learning target, objective, or expectation aligned with district curriculum.	Students will understand the learner outcomes and demonstrate mastery of content.	Assistant Principal, PLC Leaders, Teachers	Oct. 2008	On-going	PLCs	None
B1.b	Teachers will collaborate on lessons and units which implement Thoughtful Classroom strategies, differentiation strategies, and other research-based instructional strategies. Teachers will share evidence of student work from the use of those strategies.	Needs of diverse learners will be met and student achievement will improve.	Assistant Principal, Teachers	Nov. 2006	On-going	PLCs, Content Leaders	PD, Title II

B1.c	New Teachers to the school will be trained in professional development initiatives of the school.	New teachers will benefit from the expertise of other teachers trained and will utilize professional development to increase student achievement.	Assistant Principal, New Teachers	Jan. 2008	On-going	Thoughtful Ed Materials, other PD Handouts	PD, Title I
B1.d	Students who experience social and economic barriers to learning will be referred by teachers and staff to the YSC Director & community agencies for support and assistance with basic needs.	Students will experience easier transitions between grades. Student anxiety will be reduced, permitting greater engagement in learning.	YSC director	Mar 2007	On-going	Identified students, speakers, schedule	YSC GRANT
B1.e	Content and School Professional Learning Communities will meet on a regular basis to review, revise, and develop unit lessons, strategies, and assessments that align with the PLC Group objectives.	Student performance will increase through the refinement of instruction and assessment practices.	Principal, Assistant Principal, Teachers	Aug. 2007	On-going	Training Materials	PD, Title II
B1.f	Language Arts, Arts & Humanities, and Practical Living & Career Studies will begin work on the Program Review to determine next steps for the school's 2011-12 Program Review.	Implementation of Program Review will assist teachers and the school in providing students with distinguished programs.	Language Arts Teachers, A& H, PL/CS teachers, and Administrators	Oct. 2010	May 2011	Subs	Title II, PD
C1	Teachers will implement and continually seek research-based strategies that are aligned with the modifications and accommodations outlined in the student's IEP, 504 Plan, or PSP.	Students will be better able to meet criteria for proficiency by utilizing strategies aligned to their individual needs.	Special Ed. Teachers, Reg. Ed. Teachers, ESL Teacher	Oct. 2009	On-going	None	None

<b>Priority Need</b>	<b>Goal (Addresses the Priority Need)</b>
Proficient and efficient use of all available technology for teaching and learning.	A. By May 2011, all teachers will become aware of all available technology for teaching and learning at DCMS and will determine the appropriate technology to improve instruction in their content area.
<b>Causes and Contributing Factors</b> As new technology is introduced, all teachers are not aware of all of the available technology and the application of it to their content area.	<b>Objectives with Measures of Success</b> A1. Classroom observations, unit plans and student work will show evidence of all teachers' use of available technology for teaching and learning.

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Student Performance &amp; Classroom Practice</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Resources Needed</b>	<b>Fund Source</b>
A1.	Teachers will continue to receive training on emerging technologies and keep abreast of innovative technologies that improve instruction and assessment.	Increased use of technology in the classrooms will lead to higher levels of student engagement and achievement.	Technology Coordinator, Library Media Specialist	Oct. 2009	On-going	Presenters, technology	PD
A1.a	Each teacher will receive iWeb training and maintain a webpage to enhance communication and provide an extension of learning between school and home.	Increase communication between school & home and provide instructional support for students.	Technology Coordinator, Library Media Specialist, Teachers, Administrators	Nov. 2008	On-going	Training, Support	PD

\*Appendix—Acronyms

A & H—Arts and Humanities

AMO—Annual Measurable Objective

AYP—Adequate Yearly Progress

CSIP—Comprehensive School Improvement Plan

DOK—Depth of Knowledge

ESL—English Second Language

ESS—Extended School Service

EXPLORE—High School Readiness test administered through ACT (College Readiness Exam)

F/R—Free and Reduced Lunch

GMADE—Group Mathematics Assessment and Diagnostic Evaluation

GRADE—Group Reading Assessment and Diagnostic Evaluation

IEP—Individual Education Plan

KCC—Kentucky Core Content

KCCT—Kentucky Core Content Test

LEP—Limited English Proficiency

NCLB—No Child Left Behind

PD—Professional Development

PL/CS—Practical Living and Career Studies

PLC—Professional Learning Community

SRI—Scholastic Reading Inventory

YSC—Youth Service Center

504 Plan—provides modifications and accommodations for students with physical or mental impairment which substantially limits one or more major life activities as defined in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.