

GEORGETOWN MIDDLE SCHOOL

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2006-2008

The Georgetown Middle school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2006) prior to approval of our plan.

Tommy Hurt 2006 Chairperson, School Council

Plan Approved by the School Council:

November 2006

School Council Members:

Tommy Hurt	

Link to current District Assurances on KDE web page:

<http://www.education.ky.gov/NR/rdoonlyres/efgp7cbgltnjfyqhqr77s47t7oiptwzcgzaizunhciwzniuokowm6hgtseudogpsr72afy4khwpgn2gisw76bh7b/DistrictAssurancesEmailInstructions.pdf>

SCHOOLWIDE PROGRAM REPORT
Comprehensive School Improvement Planning
 NCLB, Title I, Part A, Section 1114

School: Georgetown Middle School School Year: 05-06

In the spaces below, briefly describe how the schoolwide program (SWP) assures that the ten required components are being covered. While all ten may not be written into the Comprehensive School Improvement Plan's Action Components, they must be part of the schoolwide program. Title I does not have to fund all of the 10 components (other sources may fund some of the components) because federal, state and local resources are integrated in a schoolwide program. Federal funds must be supplemental to State and local funds, however services do not have to be supplemental to the regular education programs.

- 1. Needs assessment covers whole school.** What data sources did the school use to plan the schoolwide program? What needs did the data identify? What specific grade levels and/or content areas were identified as a priority? What achievement gaps were identified?

Writing scores from the 04-05 KCCT test and unofficial 05-06 portfolio scores. Over 50% of students submitting a 7th grade portfolio scored Novice. 7th Grade Language Arts is a priority which will also include on-demand writing that will be assessed in the 8th grade beginning 06-07. 75% of Title 1 students scored Novice on their portfolio which includes a high percentage of special education students scoring in the Novice range.

- 2. School wide reform strategies.** What strategies, based on scientific research, will **all** teachers and Para educators' use? What is the program design and how is it correlated with the Program of Study and the core content? How does the program increase the amount and quality of learning time? How will the achievement gap be eliminated between various groups of students, including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not eligible? How will the special needs of low-achieving students be met?

All teachers will be using differentiated instruction as supplied by Marzano, Silver and Strong, APL, and "Working on the Work." The strategies will be supplied by Mr. Masters through permission of the authors. One language arts resource teacher will be hired to work specifically with 7th and 8th grade writing. This extra resource falls in line with the needs presented by the CATS assessment and writing requirements by KDE. Through the added resource teacher and use of differentiated instruction students will be given more time and quality in the learning process. In addition, daytime and after school ESS will continue to as a method of closing the gap among those students that most need assistance.

- 3. Instruction by highly qualified teachers.** Are all teachers certified in fields in which they are teaching? If not, what steps are being taken to ensure that all teachers will be highly qualified by the end of the 2005-06 school year? What is the educational background of paraeducators? What steps are being taken to ensure that all paraeducators will meet the educational requirements by January of 2006?

Next year any teacher who does not qualify will either be in a graduate study program or be given at least 24 hours of PD in their content area. All of our Para educators work in the special education department and their training will be managed by the director of special education.

- 4. Professional development.** What professional development (PD) is planned? How was the school's PD needs determined? How is the PD tied to the school's Comprehensive School Improvement Plan? How will the planned PD improve instruction? What makes the PD offerings high quality and ongoing? How are principals, teachers, paraeducators and other appropriate personnel such as: health services coordinators; special education coordinators; and directors of Family Resource and Youth Service Centers included in the PD? How will the impact of the PD on student achievement be measured?

Teacher academy sponsored by Scott County Schools and various PD that will focus on differentiated instruction and writing skills. PD is planned through administration and central office which is determined by results of CATS scores and portfolio results. All areas that are involved with the education of students will be involved in professional development activities that focus on the two areas mentioned.

- 5. Strategies to attract highly qualified teachers.** What strategies are used to recruit highly qualified teachers? What strategies are used to retain highly qualified teachers in the school?

We will encourage national board certification and offer a certified mentor in the building to help. Our teachers will serve as mentors to Georgetown College students that are aspiring to become teachers thus creating a bridge to our school. Starting 06-07 our school will sponsor FEA to serve as a model for the importance of the teaching position and will allow aspiring teachers to come in our building to work with the club thus establishing a relationship with students and staff. We will have a smaller population to offer teachers in 06-07 and renovations that will provide a welcoming and successful environment. We also have established a record of excellence through our own teacher of the year Billie Travis and we promote our teachers through media and website.

- 6. Parent involvement.** What will the school do to increase parental participation, such as offering family literacy services? How are parents included in their child's education? How are parents involved in the development of the school's parent involvement policy, evaluation of the parent involvement program and the learning compacts?

We will put on a data night where we discuss the success and weaknesses of our school, offer use of the homework hot line, and provide a parent newsletter full of tips on helping their child. Parents help develop policy by working on the site base council and volunteering as a PTO member. Parent's approval and concerns will be compiled through regular contact and surveys.

- 7. Assists transition.** What will the school do to emotionally and academically ease student transition from early childhood programs to elementary school programs?

We will offer ripple up day, camp GMS, and parent evening orientation. Teachers will visit elementary schools from which we draw students to help establish a welcoming relationship among incoming 6th graders.

- 8. Measures to include teachers in decisions.** How are all teachers included in the Selection of academic assessments? How do all teachers participate in the analysis of data and the development of the overall instructional program in order to improve student achievement?

Teachers will develop their own assessments so long as they are based on the core content prescribed by the state. Teachers will analyze data through department and faculty meetings and determine a course of action to correct gaps.

- 9. Activities to ensure that students meet state standards.** How does the school provide effective, timely, and additional intervention to students in danger of not meeting state standards? How are students and their needs identified for assistance? How do teachers and Para educators collaborate for planning and instruction?

We will provide daytime and after school ESS for students that have been identified through CATS assessment and teacher input as those most in need of assistance. We will also provide a Title 1 language arts resource teacher to work with students that have been identified. Teachers and Para educators will meet after school to determine their course of instruction.

- 10. Coordination and integration of programs.** What Federal, State and local funds are made available to the school? How does the school coordinate and integrate Federal, State and local programs and services to improve instruction and increase student achievement?

We utilize the Youth Service Center, DARE, Project Wisdom and violence prevention programs administered by the counselor.

Action Component Academic Performance (Authentic Assessment and Instruction)

District Name Scott County

Component Manager ARTIE JANOW

School Name Georgetown Middle School

Date November 7, 2005

Priority Need	Goal (Addresses the Priority Need)
<p>According to KPR, 2005 assessment <u>50.25</u> % of students in grade <u>7</u> and <u>72.55%</u> in grade <u>8</u> scored below the Proficient level in <u>7th grade Reading and 8th grade Math.</u></p> <hr/> <p>According to NCLB results, Georgetown Middle School did not meet Adequate Yearly Progress (AYP) in reading and mathematics with <u>students approved for Free and Reduced Lunch</u></p> <hr/>	<p>By <u>April</u>, 2006 there will be a <u>5</u> % increase in the number of students scoring at the Proficient level or above and <u>11.64%</u> decrease in the number of students scoring in the Novice Level on the CATS assessment in all core content for assessment areas.</p> <p>By April, 2006 GMS will meet AYP in all areas.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<ol style="list-style-type: none"> 1. According to Scholastic Review, Spring, 2005, there has been no curriculum alignment nor mapping resulting in teachers using textbooks rather than Core Content for Assessment to inform content delivered during instruction. 2. According to analysis of assessments, students are not given ongoing formative evaluations using CATS-like assessments. 3. According to the questionnaire data of the KPR, a high percentage of students report they do not read or use materials other than textbooks in content classes. 	<ol style="list-style-type: none"> 1. Throughout the school term, teachers will use core content for assessment to plan for instruction and identify the sequence by which textbook information and resources will be used to supplement instruction. (measured in walkthroughs, lesson plan review and student work analysis) 2. By November 30th, there will be data collected from CATS-like assessments leading to a demonstration of students' performance resulting in progress of one level by April. (1/2 for AH, PL and VS).

Action Component Academic Performance (Authentic Assessment and Instruction)District Name Scott CountyComponent Manager ARTIE JANOWSchool Name Georgetown Middle SchoolDate November 7, 2005**Strategies/Activities**

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
A.1	Core Content for assessment will be mapped and used to plan instruction.	All instructional staff will cover all core content for assessment.	All instructional staff reporting to Team Leaders	May 1, 2006	July 30, 2006	
A.2	Team and or Departmental Collaboration will address Student work Analysis. Protocols: Monitoring Progress, Tuning, SIP	Instruction will focus on concepts, content and skills identified on analysis of student work with monitoring progress calculator	All instructional staff reporting to CRT	Aug, 2005	On-going	
A.3	Learning styles and Multiple Intelligences will be incorporated as an integral part of instruction.	Teachers will vary instruction to address multiple learning styles and intelligences	Principal, Assistant principal, Guidance Counselor	Aug, 2005		
A.4	Collegial Walkthroughs and Peer Observations will be conducted celebrating and highlighting best practices.	Improvement of Instructional Practices- celebrating Best Practices	Instructional staff and CRT	May, 2006		
A.5	Teacher developed CATS-like assessments and rubrics will be used as an integral part of performance assessment.	Students will demonstrate knowledge of core content through CATS-like assessments Embedded with monitoring tool	Principal, Assistant Principal, CRT	Oct, 2005		
A.6	Leadership review of assessment task design and progress to proficiency.	Students will demonstrate knowledge of core content through CATS-like assessment	Principal, Assistant Principal, CRT	Oct, 2005		

Action Component Learning Environment (A Great Place to Learn)

District Name Scott County Component Manager _____

School Name Georgetown Middle School Date _____

Priority Need	Goal (Addresses the Priority Need)
<p>According to Spring 2005, KPR 30.14% of all students scored at the novice level across content areas. According to the 2005 NCLB report, GMS did not meet Annual Yearly Progress in reading or math for students with free-reduced lunch.</p> <p>According to Scholastic Report, 2005, school leadership and staff claim a commitment to high expectations for all students, but do not always practice that commitment.</p>	<ol style="list-style-type: none"> 1. By April 17, 2006 there will be no more than 18.5% of students scoring novice in all sub-populations. (Novice reduction percentage goal) 2. By November 15th, students will be identified regularly, with grouping and regrouping for intervention programs 3. By April 17th, there will be data collected from CATS-like assessments providing a demonstration of students' performance, resulting in progress on two questions out of six in each content area. (1/2 for AH, PL and VS).

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to the Scholastic Report and results from the KPR 2005, ESS is not ensuring student success.</p> <p>According to the Scholastic Report, Spring 2005, information regarding learning opportunities meant to provide early, skill specific interventions has not been communicated to all stakeholders.</p> <p>Individual Graduation Plan protocol and criteria has not been communicated to all stakeholders.</p>	<p>By Fall 2005, the daytime waiver for ESS will provide early intervention with a process of grouping and re-grouping students meeting their individual learning needs. Student progress will be monitored with the Excel spreadsheet, grades and ongoing analysis of student work.</p> <p>Throughout the school year 2005-2006, Entrance and Exit criteria for all programs will be communicated to students, teachers and parents as documented in SBDM council minutes, ESS and YSC logs, guidance conference logs and meeting minutes.</p> <p>By Fall 2008, GMS will become a certified invitational school.</p>

Action Component _____

District Name _____

Component Manager _____

School Name _____

Date _____

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
	<p>Class profile developed from analysis of classroom sets of student performance will be used to identify students, interventions needed, and instructional practices that need to be modified.</p> <p>Meaningful two way communication between school and families, the community and students. (i.e. conferences, explanations of test scores) will be initiated. Data night will be held in the Fall after the embargo is lifted.</p> <p>Leadership will demonstrate high expectations for all students.</p> <p>Practices from Ruby Payne study will be implemented in instructional strategies.</p>	<p>Teachers track student performance as compared to school goals.</p> <p>Parents and students understand what students must know and be able to do on KCCT.</p> <p>Parent, Student and community surveys. High expectations posted. Expect "do overs." Celebrate Proficient and Distinguished.</p> <p>Observed in walkthroughs, during conferencing with parents and students and in communications.</p>	<p>All instructional staff and Team leaders with CRT</p> <p>Guidance Counselor, Principal and Assistant Principal</p>	<p>Oct, 2005</p>		

	<p>Scheduling for student learning needs –Grouping of students flexibly, based on data analysis.</p> <p>Daytime ESS</p> <p>Purchase of poster maker</p>	<p>Students will be moved in and out of intervention programs as needed.</p> <p>Improvement in reading, math</p> <p>PR of student achievements, recognition of students, teachers, staff, school performance</p>				
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Action Component Planning

District Name Scott County

Component Manager Tommy Hurt

School Name Georgetown Middle School

Date November 7, 2005

Priority Need	Goal (Addresses the Priority Need)
<p>According to the Scholastic Report, Spring, 2005, the SBDM council does not have policies and procedures providing structure for planning for instruction nor for school improvement.</p>	<p>By Spring, 2006 all policies will be reviewed and revised to focus SBDM council decisions on student academic performance and school improvement.</p> <p>Teachers will be given the structure and the support to plan instruction, based on Core Content for Assessment.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>Data is not always used at the classroom or the school level for planning.</p> <p>Analysis of student performance data is not reviewed to determine root causes and identify instructional practices, resources to supplement the text and strategies addressing learning styles, multiple intelligences and core content for assessment.</p>	<p>Quarterly review of lesson plans and units of study will demonstrate connectivity to Core Content for Assessment. Student performance on CATS-like assessment will be analyzed throughout the planning process to determine content delivery. Students will demonstrate progress towards proficiency in all content areas for Spring assessment on the Monitoring Progress tool.</p>

Action Component Planning

District Name Scott County

Component Manager Tommy Hurt

School Name Georgetown Middle School

Date November 7, 2005

Strategies/Activities

Objective Label	Strategy/Activity	Expected Impact in Terms of Progress and Success	Responsible Person	Start Date	End Date	Estimated Resources and Costs
C.1	Lesson Plans will identify core content for assessment ensuring	Lesson plans along with 3 ORQs, rubrics, MCQs and student work samples	Department Chairs	Nov, 2005	On-going	
C.2	standards based instruction.	All teachers will turn in quarterly 3ORQs, rubric, MCQs with student work samples (1 each Novice, Apprentice, Proficient, Distinguished)	Dept. Chairs			
C.3	Samples of teacher developed assessments will monitor student progress towards proficiency	Observed in Walk throughs, and reviews of lesson plans, rubrics, MCQs, ORQs, and student work samples	CRT, Principal, Assistant Principal	Jan., 2006		
C.4	Classroom practices will demonstrate intentional planning for student mastery of content	Teams will report to SBDM on a rotation basis once per semester	Principal and SBDM Council with Team Leaders	Jan, 2006		
C.5	Committees and grade level teams will report progress to the SBDM quarterly.	Curriculum mapping will be aligned to CCA 4.0 and aligned with instructional materials/resources	CRT	May, 2006	July 30, 2006	
C.6	Core Content for Assessment		SBDM			

<p>C.7</p>	<p>Curriculum aligned vertically and horizontally.</p> <p>SBDM review and revision of current policies ensuring compliance with all mandatory policies.</p> <p>Leadership monitoring protocol and schedule for assuring implementation.</p>	<p>Schedule developed by school leadership showing agenda, work due dates, minutes of meetings, work samples and reports to SBDM. Schedule communicated to all stakeholders.</p>	<p>Principal</p>			
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