



Comprehensive School Improvement Plan

Johnson County Middle School
Johnson County

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TABLE OF CONTENTS

Introduction	1
--------------------	---

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	7
--------------------	---

Stakeholders	8
--------------------	---

Relationship Building	9
-----------------------------	---

Communications	10
----------------------	----

Decision Making	12
-----------------------	----

Advocacy	14
----------------	----

Learning Opportunities	15
------------------------------	----

Community Partnerships	16
------------------------------	----

Reflection	17
------------------	----

Report Summary	18
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	20
--------------------	----

Improvement Planning Process	21
------------------------------------	----

Phase I - Needs Assessment

Introduction 24
Data Analysis 25
Areas of Strengths 26
Opportunities for Improvement 27
Conclusion 28

2016-2017 Comprehensive School Improvement Plan

Overview 30
Goals Summary 31
 Goal 1: All students at Johnson County Middle School will increase K-PREP Combined Reading and Math (CRM) Proficiency to 75 by 2019. 32
 Goal 2: All students in sub populations at Johnson County Middle School will increase K-PREP proficiency as measured by Gap Proficiency CRM 72.2 by 2019. 33
 Goal 3: Johnson County Middle School will continue to prepare students to be College and Career Ready by increasing the % P/D in CRM to 64.9 by 2017. 35
 Goal 4: Ensure compliance with all district, state, and federal guidelines to ensure the academic success of all students. 36
 Goal 5: Johnson County Middle School will reduce the percent of students performing at the novice level in Reading to 8.6% and to 5.5% in Math by 2020. 38
Activity Summary by Funding Source 40

Phase II - KDE Assurances - Schools

Introduction 45
Assurances 46

Phase II - KDE Compliance and Accountability - Schools

Introduction 52

Planning and Accountability Requirements 53

Executive Summary

Introduction 60

Description of the School 61

School's Purpose 62

Notable Achievements and Areas of Improvement 63

Additional Information 64

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The data shows that there is a highly-qualified, experienced staff. 95% of the teachers have 5+ years of experience. Also, the teachers are also highly trained with nearly 45% of the staff having education beyond a Master's degree.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

No barriers were identified. Teacher turnover does not seem to be an issue and teacher experience averages out at 15.7 years.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders,

Comprehensive School Improvement Plan

Johnson County Middle School

particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Ensure compliance with all district, state, and federal guidelines to ensure the academic success of all students.

Measurable Objective 1:

collaborate to ensure compliance with all district, state, and federal program guidelines by 05/31/2017 as measured by documentation related to the various programs and activities.

Strategy1:

Utilization of Committies and Teacher Leaders - The staff will work together in committees and groups under the guidance of the Leadership Team to complete necessary planning and implementation tasks.

Category: Continuous Improvement

Research Cited:

Activity - Equitable Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will follow a review process when scheduling students to ensure equitable access for all students.	Policy and Process	06/01/2016	05/31/2017	\$0 - No Funding Required	School leadership, guidance counselor, teacher leaders

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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

Joey Estep-Principal

Shawn Hall-Assistant Principal

Sharon Davis-Counselor

Avery Fairchild-SBDM Teacher

Robyn Bingham-SBDM Parent

Anita Cantrell-YSC Director

Pam Salyer-JCBOE Instructional Supervisor

Shauna Patton-JCBOE Assessment Coordinator

Tim Adams-District Director of Operations

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	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
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	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
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	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
2.7	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

Overall Rating: 3.0

	Statement or Question	Response	Rating
3.1	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).	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, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	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 to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	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
3.6	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

Comprehensive School Improvement Plan

Johnson County Middle School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 3.0

	Statement or Question	Response	Rating
4.1	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
4.2	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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	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.	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.	Proficient

	Statement or Question	Response	Rating
4.4	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	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
4.6	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

Comprehensive School Improvement Plan

Johnson County Middle School

	Statement or Question	Response	Rating
4.7	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.	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 in committee work.	Proficient

Advocacy

Overall Rating: 3.17

	Statement or Question	Response	Rating
5.1	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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	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
5.4	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.	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.	Proficient

	Statement or Question	Response	Rating
5.5	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 ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • 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. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	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.	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.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	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.	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.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	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
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	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 make active use of school 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 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

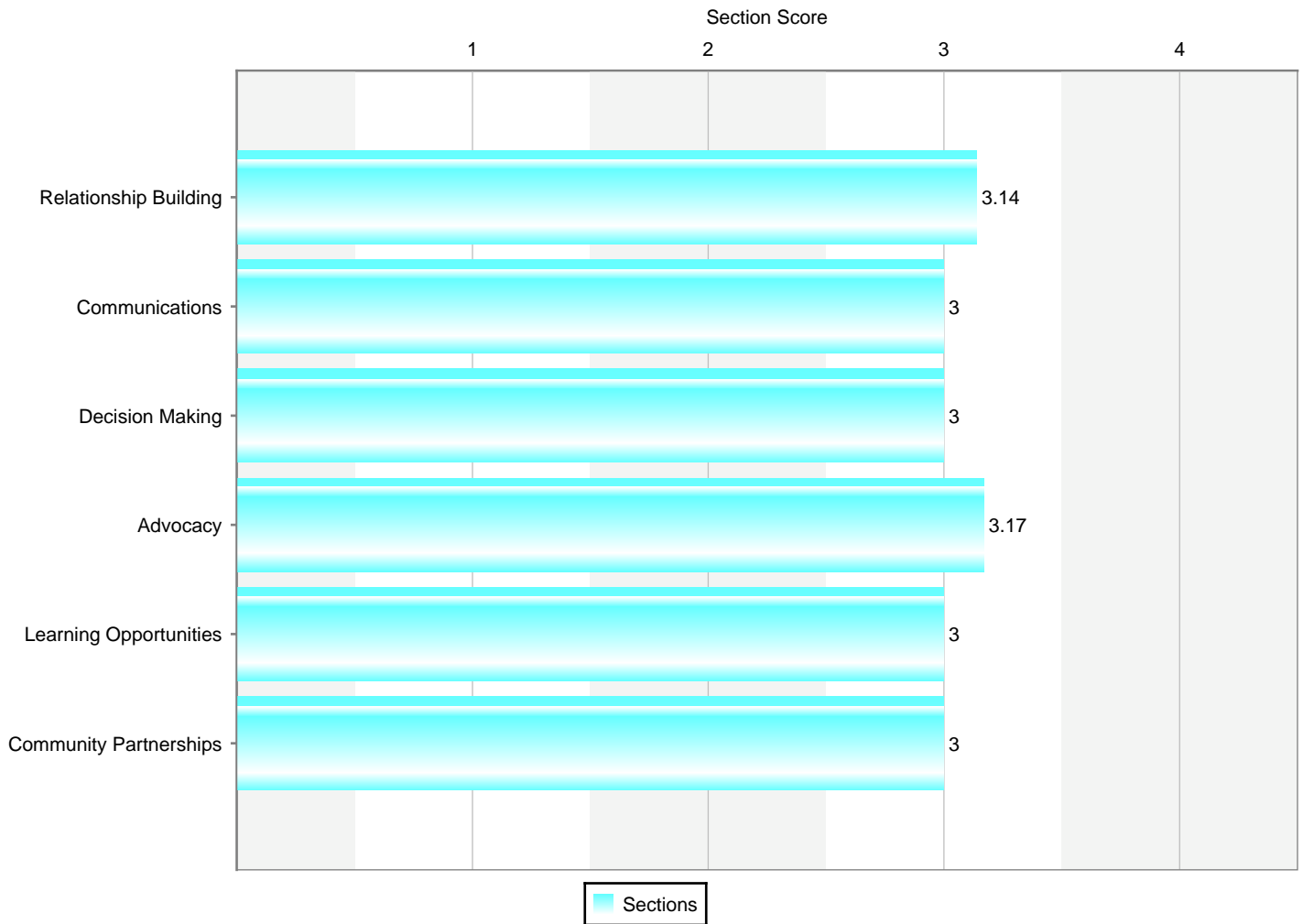
School staff needs to explore new ways to encourage parental involvement. While the school offers a several opportunities, parental involvement seems to get less and less each year.

Need to improve processes to train parent members on the school council.

School makes several attempts to communicate and to be transparent to parents and to the community. Methods of communication include: newsletters, parent notes, One Call, digital sign board, team facebook pages, email, Parent Portal, etc.

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.

The process to engage a variety of stakeholders in the school improvement plan begins with data from numerous resources. Information gained from these resources guides the membership of the teams that review the data to ensure the overall goal of providing a successful learning environment for students. All teachers are a part of a team that guides much of how we go about reviewing data to impact learning outcomes. The Youth Service Center and Advisory Council serves as a team of stakeholders composed of parents, teachers, administrators, and community liaisons. This group reviews non-cognitive data that helps guide decisions beyond achievement scores and support families. Numerous community partnerships are utilized to impact the total instructional program, especially in the areas of arts and health education (UNITE, 4-H, Conservation, Choir, Drama, etc.). Parent Conference nights, assemblies inviting parents, monthly newsletters, monthly calendars, current webpage....are all ways to communicate with parents to encourage input.

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

Numerous stakeholder groups are utilized to develop strategies and activities to improve the learning environment. Groups play different roles in their advisory, assistance, and resources to the total school program. Groups utilized are:

Teachers

Team Leaders

Parents

Administrators

Youth Service Center Director

YSC Advisory Council

SBDM Council

Instructional Leaders

Community Partnerships

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 Comprehensive School Improvement Plan is communicated to all stakeholders through a tiered method as a way to ensure that all interested persons receive the information. The CSIP is reviewed for approval once all stakeholders have had the opportunity to provide input based on a variety of data resources (KPREP Scores, TELL Survey, Val-Ed Survey, Student Voice Survey, Youth Service Center data, etc.). The CSIP is then approved by SBDM. Parents are encouraged to attend the meeting via the school's monthly newsletter. The YSC and the Advisory Council visit the CSIP throughout the year during their regularly scheduled meetings to add input, as needed. The CSIP is placed on the school and district webpage for all stakeholders SBDM receives information about the CSIP on a regular basis during monthly meetings. Leadership teams and administration at the school level review the CSIP on a regular basis ensuring progress notes are made

toward the goals.

Phase I - 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?**

The staff of Johnson County Middle School used multiple sources of assessment data to identify areas of academic achievement, growth, and need. Analysis of the 2015-2016 K-PREP data (math, reading, science, social studies, and writing) and student growth goal data allowed JCMS staff the opportunity to identify areas for continued achievement and growth. Strategies and activities related to this analysis were then addressed within the JCMS school improvement plan. Our data analysis was conducted using the KDE Data Analysis Documents (SWAT, Key Core Work Processes, etc.) as guidelines. Each team of teachers created goals and strategies and expressed those on the 30-60-90 plan. The work was completed in whole staff meetings, PLC times, and team setting then combined for our final analysis. We identified what we believed to be strengths and areas that we needed to improve. The data informed us that we must work hard to reduce our number of students performing at the novice level in Reading and Math.

While analyzing the state data, we also take a look at the past three years and look for trends in our results. With JCMS only having two years worth of data, it makes it difficult to notice any trends. However, this year we were very pleased to report a noticeable trend in 7th grade Math scores at the novice level. The percent of 7th grade students scoring novice in Math has decreased over the last three years. The percentage has trended downward from 13.4% to 12.8% to 10.2%.

School leadership, teacher leaders, and other staff also review and discuss other data to determine student performance and progress. These items of data include information provided from Gifted and Talented assessments, classroom formative and summative assessments, Pearson math assessments, LTF writing tasks, IXL skills progress, Algebra placement tests, CIITS assessments, surveys, etc. We believe that monitoring student progress and achievement by using multiple forms of data provides a better overall "picture" of how our students are performing. Teachers meet daily within their teams to monitor student progress and to discuss enrichment and intervention strategies and grouping of students. Teachers also meet throughout the year in content PLC's to discuss student performance and to determine best practices for moving student learning forward.

Student growth goal data is monitored and assessed by individual teachers then later approved by building administrators. This is an important part of the process. It allows teachers the opportunity to review other teacher's goals. It also ensures that student growth goals are rigorous enough to meet our high expectations. The goals will be revisited with each staff member as part of the mid-year review process.

The data provided by the state accountability model does not factor in chronic absences, illness or home environment which are key components to academic success.

Once a complete analysis has been completed in preparation of the school improvement plan, information is then presented to the board of education. Next steps to improvement is presented as well. The improvement plan is approved locally by the SBDM council, shared with all other stakeholders via our school's page on the district website.

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?

It was determined that our school culture is an area of strength. We want to continue to make JCMS an enjoyable place to learn and to work. It is our belief that students will work harder and be more responsive when they genuinely enjoy coming to school. During one of our PETLL visit from an outside team of educational leaders, they also noted that our school had the strongest, positive culture of any school that they had visited.

Also, the same can be said about faculty and staff. 94% of our staff stated on the last TELLKY survey that JCMS is an enjoyable place to work. We will continue to monitor this through student surveys, TELL survey, and classroom observations.

Another strength is found in our academic programs tied to the program reviews. Our district is committed to continuing to have a strong academic program in the arts and practical living. Our strong programs will be monitored annually and evidenced within our program review's assurances and processes. The successes will be celebrated in fairs, exhibits, work samples, performances, etc.

Our 8th grade students continue to achieve well in Social Studies. We had the largest percent of distinguished students in this content area with 19.3% performing at this level and nearly 60% of the eighth grade students being proficient/distinguished. We also had a larger percentage of our students perform at the proficient and distinguished levels when compared to the rest of the state. In Reading, 59.3% of our students were proficient/distinguished and the state average was 55.2%. In Math, 47.3% of our students were proficient/distinguished compared to 47.0 at the state level.

We want to maintain these strengths and continue our growth by our commitment to success and having high expectations for our students. We wish to continue to analyze our data and assess our students to monitor their progress and targets the needs for improvement. Teachers and students will keep utilizing our protected, scheduled daily intervention time to maintain our strengths and push students further along the path to improvement. Our exploratory schedule affords us the opportunity to provide key components to our program review needs. The addition of our 1:1 initiative removes the barrier of students not having a device to utilize many available resources.

Opportunities for Improvement

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

As always, Johnson County Middle School will strive to improve. Teachers will continue to collaborate to determine new strategies that will give students a better opportunity to learn and achieve their goals.

For the third consecutive year we participated in the PETLL (Perpetuating Excellence in Teaching, Learning, Leadership) process. With assistance from our local education cooperative, our whole staff met to determine some instructional priorities for our school. Below is the list of what the teachers selected as the three most important strategies that would bring about schoolwide improvement by increasing student engagement.

- Improve higher order questioning.
- Visible and clear learning targets that are clear and referenced throughout the lessons.
- Technology and student choice used regularly to promote personalized learning.

Collectively, we feel like that if we improve these areas it will decrease the number of students performing at the novice level. We have created a novice reduction core team. These individuals, in conjunction with all staff, will be tasked with monitoring the students that performed at the novice level. They will research strategies for improvement and pass along information to all faculty members. Also, they will try to determine any barriers that may exist.

Adding to our list of interventions this year, we will get to utilize a Reading Specialist. This teacher will be providing interventions to students that are not performing at the appropriate level. Language Arts teachers will identify students and make recommendations to school administrators. Those students will then be scheduled and receive extra support during their exploratory or RTI time.

Every student has enrichment/Intervention time built in to their schedule. We feel this is an important opportunity to improve due to the ability to personalize learning for the individual student. Teams of teachers continuously monitor student progress and achievement level for grouping and instructional purposes.

Conclusion

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

Next steps to address areas of concern include:

- Continue to review classroom formative assessments to monitor student progress
- Schedule more departmental PLC planning times
- Monitor 30-60-90 day plans
- Classroom observations to collect data associated with improvement goals
- Continued flexible grouping during daily intervention time
- Implement strategies to improve Math achievement
- Implement strategies to improve Reading achievement
- Identify barriers to learning within our sub-populations

2016-2017 Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Comprehensive School Improvement Plan

Plan Description

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	All students at Johnson County Middle School will increase K-PREP Combined Reading and Math (CRM) Proficiency to 75 by 2019.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$316000
2	All students in sub populations at Johnson County Middle School will increase K-PREP proficiency as measured by Gap Proficiency CRM 72.2 by 2019.	Objectives: 2 Strategies: 3 Activities: 6	Organizational	\$5000
3	Johnson County Middle School will continue to prepare students to be College and Career Ready by increasing the % P/D in CRM to 64.9 by 2017.	Objectives: 2 Strategies: 3 Activities: 5	Organizational	\$5200
4	Ensure compliance with all district, state, and federal guidelines to ensure the academic success of all students.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$0
5	Johnson County Middle School will reduce the percent of students performing at the novice level in Reading to 8.6% and to 5.5% in Math by 2020.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0

Goal 1: All students at Johnson County Middle School will increase K-PREP Combined Reading and Math (CRM) Proficiency to 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in student achievement by 05/31/2017 as measured by K-PREP Proficiency CRM of 64.9 (Reading 69.4 and Math 60.5)..

Strategy 1:

Instructional Strategies - Teachers will use common core curriculum to guide instructional planning.

Category: Integrated Methods for Learning

Activity - Lesson Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify strategies and develop performance/inquiry lessons to promote student problem solving skills.	Academic Support Program	08/02/2016	01/31/2018	\$0	No Funding Required	All Teachers

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL is an online resource available to teachers and students. Students have an opportunity to work most concepts/skills associated with math and language arts.	Academic Support Program	09/30/2015	10/13/2017	\$5000	District Funding	Math and LA teachers

Strategy 2:

Progress Monitoring - Teachers will continually monitor student progress and adjust instruction and planning as necessary. Teachers will develop grade level, content specific assessments to measure student learning. Teachers will use multiple resources to collect data (classroom assessments, CIITS, LTF rubrics,

Category: Continuous Improvement

Activity - Mastery Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers adapt instructional and assessment strategies to improve student outcomes with mastery learning that carefully considers the most important purposes of grading, explores how to communicate accurate and complete information, learns to use grading as an incentive for improved student learning, examines the relationship between grading and assessment, considers carefully the most important purposes of grading, explores how to communicate accurate and complete information, and learns to use grading as an incentive for improved student learning.	Academic Support Program	08/02/2016	12/29/2017	\$1000	District Funding	District staff, school administration, teacher leaders, all teachers

Strategy 3:

Intervention/Enrichment - Teachers will have extended time each day beyond the regular classroom to provide enrichment/intervention strategies to the students. All

Comprehensive School Improvement Plan

Johnson County Middle School

staff will be used to help meet the needs of the students. Identified students will receive Math and Reading intervention strategies while others will work on Reading in the content area or integrate technology in to their learning during this time to enhance or enrich instruction.

Category: Continuous Improvement

Activity - Gifted and Talented	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who qualify will receive highly engaging instruction from G/T instructor that will be challenging and engaging to this level of learner.	Academic Support Program	08/01/2016	08/01/2017	\$50000	District Funding	G/T instructor, all teachers
Activity - Educational Resources and other Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple resources available through software and on-line tools to create lessons and activities that will be engaging and have a positive effect on student learning. Students will be able to utilize their Chromebooks for easy access to resources such as IXL and Google Tools to receive various intervention strategies.	Technology	10/24/2016	10/23/2017	\$260000	District Funding	District technology coordinator, instructional technology coordinator, intervention teachers

Goal 2: All students in sub populations at Johnson County Middle School will increase K-PREP proficiency as measured by Gap Proficiency CRM 72.2 by 2019.

Measurable Objective 1:

demonstrate a proficiency in achievement of Gap sub-groups by 05/31/2017 as measured by K-PREP Gap CRM of 61.

Strategy 1:

Intervention/Enrichment - All students (especially those identified as needing improvement in an area) will be given opportunity daily to work in a small group setting with a teacher in the area of need to improve achievement scores.

Category: Integrated Methods for Learning

Activity - Daily Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Johnson County Middle School

Students will be given time at least twice per week, during the school day to receive extra instruction in the area of Reading and Mathematics.	Academic Support Program	02/01/2013	04/13/2018	\$0	General Fund	Language Arts and Mathematics Teachers, Special Needs Teachers, School Administration, ESS Instructor
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Strategy 2:

Employ best practices for improvement - Teachers will employ multiple best practice strategies to help students develop and strong base of fundamental skills as well as improve their overall performance.

Category: Continuous Improvement

Activity - Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will facilitate various and effective strategies to help students move their learning forward. Teachers will use engaging methods in Math such as FAL activities, available Pearson Reaize activities, IXL skill development items, project-based learning activities, etc. Reading (ELA) teachers will implement instructional practices to include; journal writing, student-based questioning activities, Cornell note-taking, IXL activities, small group instruction, etc.	Direct Instruction	08/02/2016	12/29/2017	\$0	No Funding Required	Math teachers, ELA teachers, all staff

Activity - Professional learning opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete professional development and other learning opportunities that explores various best practices for effective instructional strategies. Teachers will bring back strategies and share within their PLC's as well with the rest of the staff. Possible learning opportunities include: WINMath, Google Classroom, effective questioning techniques, content-specific cadres and networks, etc.	Professional Learning	06/01/2016	08/01/2017	\$5000	District Funding	District PD coordinator, school administrators, all teachers

Measurable Objective 2:

demonstrate a proficiency in writing proficiency in sub-populations by 05/31/2017 as measured by K-PREP 60.7.

Strategy 1:

Instructional Design - Teachers will adjust instruction to meet the needs of all learners across curriculum. Writing plan will be developed for the school. Student schedules will be modified to contain a Writing class separate from Language Arts.

Category: Continuous Improvement

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Johnson County Middle School

Following the guidance of the program review requirements of SB1 and the school writing plan, teachers will collect and provide evidence that supports the characteristics of a quality writing program through student work and made available electronically via Google Classroom created specifically for Writing Program Review.	Academic Support Program	08/02/2016	05/31/2018	\$0	No Funding Required	All Teachers
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Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify and implement strategies to increase performance of students in sup populations on writing assessments.	Academic Support Program	08/02/2016	05/31/2018	\$0	No Funding Required	Language Arts Teachers.

Activity - Timed Writing Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Timed writing activities will be conducted school-wide on a regular basis to provide students the opportunity to improve proficiency in a timed setting. Teachers will provide direct feedback on student writings and student growth will be monitored.	Direct Instruction	08/02/2016	05/31/2018	\$0	General Fund	Language Arts Teachers

Goal 3: Johnson County Middle School will continue to prepare students to be College and Career Ready by increasing the % P/D in CRM to 64.9 by 2017.

Measurable Objective 1:

demonstrate a proficiency as indicated by student work samples in career studies as evidenced in program reviews and by receiving rigorous daily instruction by 06/02/2017 as measured by program reviews, student achievement, and teacher evaluations..

Strategy 1:

Career Exploration - Students will be given several opportunities to explore various careers.

Category: Other - Student engagement

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In conjunction with the high school, Johnson County Middle School will invite several individuals representing various industrial and service industries to a career fair type event. Students will be given opportunity to talk with these individuals which should help with realization of achievement needed to secure employment in each area.	Career Preparation/Orientation	08/04/2015	04/27/2018	\$0	Other	School Counselors, YSC, & Leadership Team

Activity - Reality Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Johnson County Middle School

Reality Store will be conducted in conjunction with local business leaders and community partners to provide students the opportunity to experience career options and simulated "real life" financial requirements. This should continue to be an annual activity each fall.	Career Preparation/Orientation	08/02/2016	11/30/2017	\$200	FRYSC	FRYSC, Counselors, 4-H and UK Coop., and Leadership Team
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Activity - PL/CS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evidence will be collected and presented electronically on a Google Classroom designed for PL/CS.	Academic Support Program	08/02/2016	05/31/2017	\$0	No Funding Required	PL/CS committee, All Teachers

Measurable Objective 2:

achieve college and career readiness by increasing CRM proficiency to 64.9 by 05/31/2017 as measured by K-PREP achievement results..

Strategy 1:

Teach concepts/skills within authentic context - All students will take an Applied Math class as part of their exploratory class rotation. This will provide them with the opportunity to be exposed to math skills needed in everyday life.

Category: Continuous Improvement

Activity - Applied Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take a 9 week exploratory class in which they will practice math skills associated with everyday, real-world math.	Direct Instruction	08/02/2016	12/22/2017	\$0	No Funding Required	Math teachers, scheduling staff

Strategy 2:

Homework and Practice - Teachers and students will have access to IXL to enhance learning in the subjects of Math and Language Arts.

Category: Integrated Methods for Learning

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL is an online resource that teachers and students use to improve skill mastery in math and language arts.	Academic Support Program	09/30/2015	09/29/2017	\$5000	District Funding	All teachers

Goal 4: Ensure compliance with all district, state, and federal guidelines to ensure the academic success of all students.

Comprehensive School Improvement Plan

Johnson County Middle School

Measurable Objective 1:

collaborate to ensure compliance with all district, state, and federal program guidelines by 04/20/2018 as measured by documentation related to the various programs and activities.

Strategy 1:

Utilization of Committees and Teacher Leaders - The staff will work together in committees and groups under the guidance of the Leadership Team to complete necessary planning and implementation tasks.

Category: Continuous Improvement

Activity - K-PREP Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will conduct an in depth analysis of K-PREP data to ensure academic standards are being met.	Academic Support Program	08/15/2016	10/27/2017	\$0	No Funding Required	Leadership Team and all Teachers, district leaders
Activity - Highly Qualified Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Leadership Team shall develop plans for training and recruitment (when appropriate) of highly qualified staff members. Ongoing professional development shall ensure that all staff maintain a highly qualified status.	Academic Support Program	07/01/2016	04/13/2018	\$0	No Funding Required	School Leadership Team
Activity - Transition Plans for Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Transition plans shall be developed and implemented to support our students entering the middle school and exiting to the high school. Individual transition meetings and/or plans will be developed as necessary.	Academic Support Program	07/07/2014	12/22/2017	\$0	No Funding Required	Counselors and Special Education Staff
Activity - Parental Involvement Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific activities will be designed to provide the community the opportunity to provide input into our school's operation. A parental communication will be enabled through Infinite Campus (Parent Portal), School Messenger, and various appropriate social media applications. Teams will be encouraged to utilize Remind 101 (or similar method) to improve correspondence between teacher and parents.	Community Engagement	08/05/2014	04/13/2018	\$0	No Funding Required	School Leadership Team & Identified Teachers
Activity - Leadership Team Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Johnson County Middle School

The School Leadership Team will meet weekly to monitor the progress of the various programs within the school. Individual school leaders will meet regularly with "teaching teams" and grade level departments to gather input from the teachers' point of view about the integration of the various school programs and initiatives.	Academic Support Program	08/01/2016	05/31/2017	\$0	No Funding Required	School Leadership Team
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Activity - Equitable Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will follow a review process when scheduling students to ensure equitable access for all students.	Policy and Process	06/01/2016	08/01/2017	\$0	No Funding Required	School leadership, guidance counselor, teacher leaders

Strategy 2:

PETLL - Collaborate with KVEC and Higher Education to perform a PETLL site visit to improve teaching, learning, and leadership.

Category: Continuous Improvement

Activity - Recurring Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
There will be recurring visits throughout the school year in which an external team will conduct observations. Results will be shared with the administration and passed on to the faculty. Each teacher will identify their own Artisan Teacher Talents and pick one that they would like to show improvements. There will be a total of three throughout the school year.	Direct Instruction	08/04/2015	05/31/2017	\$0	No Funding Required	Administration , All Teachers, KVEC, Representatives from other districts, Higher Ed representative

Goal 5: Johnson County Middle School will reduce the percent of students performing at the novice level in Reading to 8.6% and to 5.5% in Math by 2020.

Measurable Objective 1:

87% of All Students will demonstrate a proficiency by reducing the number of novices in Reading by 05/31/2017 as measured by K-PREP percent novice of 13.76%.

Strategy 1:

Flexible Scheduling - Teachers will identify students that demonstrate achievement at the novice level.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Johnson County Middle School

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be enrolled in a 9 week intervention course.	Direct Instruction	01/02/2017	03/10/2017	\$0	No Funding Required	All teachers ESS instructor

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily intervention will be provided to at-risk students. Class sizes will be reduced and students will receive supplemental instruction in LA and Math.	Direct Instruction	08/02/2016	05/31/2017	\$0	No Funding Required	All teachers

Strategy 2:

Conferencing - Term and mid-term open house conferences will be scheduled throughout the school year. Teachers will have an opportunity to discuss student progress and share information regarding K-PREP results.

Category: Stakeholder Engagement

Activity - Open House Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Term and mid-term open house conferences will be scheduled throughout the school year. Teachers will have an opportunity to discuss student progress and share information regarding K-PREP results.	Parent Involvement, Academic Support Program	08/01/2016	01/05/2018	\$0	No Funding Required	All faculty and staff

Activity - Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Members of the school's novice reduction core team have conferences with students performing at a novice level to attempt to identify barriers as well as student's strengths.	Academic Support Program	11/10/2016	03/30/2018	\$0	No Funding Required	Novice Reduction Core Team

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
K-PREP Data Analysis	The staff will conduct an in depth analysis of K-PREP data to ensure academic standards are being met.	Academic Support Program	08/15/2016	10/27/2017	\$0	Leadership Team and all Teachers, district leaders
Transition Plans for Students	Transition plans shall be developed and implemented to support our students entering the middle school and exiting to the high school. Individual transition meetings and/or plans will be developed as necessary.	Academic Support Program	07/07/2014	12/22/2017	\$0	Counselors and Special Education Staff
Intervention	Teachers will identify and implement strategies to increase performance of students in sup populations on writing assessments.	Academic Support Program	08/02/2016	05/31/2018	\$0	Language Arts Teachers.
Student Conferences	Members of the school's novice reduction core team have conferences with students performing at a novice level to attempt to identify barriers as well as student's strengths.	Academic Support Program	11/10/2016	03/30/2018	\$0	Novice Reduction Core Team
Applied Math	All students will take a 9 week exploratory class in which they will practice math skills associated with everyday, real-world math.	Direct Instruction	08/02/2016	12/22/2017	\$0	Math teachers, scheduling staff
PL/CS Program	Evidence will be collected and presented electronically on a Google Classroom designed for PL/CS.	Academic Support Program	08/02/2016	05/31/2017	\$0	PL/CS committee, All Teachers
Recurring Visits	There will be recurring visits throughout the school year in which an external team will conduct observations. Results will be shared with the administration and passed on to the faculty. Each teacher will identify their own Artisan Teacher Talents and pick one that they would like to show improvements. There will be a total of three throughout the school year.	Direct Instruction	08/04/2015	05/31/2017	\$0	Administration , All Teachers, KVEC, Representatives from other districts, Higher Ed representative
Highly Qualified Staff	The School Leadership Team shall develop plans for training and recruitment (when appropriate) of highly qualified staff members. Ongoing professional development shall ensure that all staff maintain a highly qualified status.	Academic Support Program	07/01/2016	04/13/2018	\$0	School Leadership Team

Comprehensive School Improvement Plan

Johnson County Middle School

Program Review	Following the guidance of the program review requirements of SB1 and the school writing plan, teachers will collect and provide evidence that supports the characteristics of a quality writing program through student work and made available electronically via Google Classroom created specifically for Writing Program Review.	Academic Support Program	08/02/2016	05/31/2018	\$0	All Teachers
Lesson Development	Teachers will identify strategies and develop performance/inquiry lessons to promote student problem solving skills.	Academic Support Program	08/02/2016	01/31/2018	\$0	All Teachers
Parental Involvement Programs	Specific activities will be designed to provide the community the opportunity to provide input into our school's operation. A parental communication will be enabled through Infinite Campus (Parent Portal), School Messenger, and various appropriate social media applications. Teams will be encouraged to utilize Remind 101 (or similar method) to improve correspondence between teacher and parents.	Community Engagement	08/05/2014	04/13/2018	\$0	School Leadership Team & Identified Teachers
Reading Intervention	Identified students will be enrolled in a 9 week intervention course.	Direct Instruction	01/02/2017	03/10/2017	\$0	All teachers ESS instructor
RTI	Daily intervention will be provided to at-risk students. Class sizes will be reduced and students will receive supplemental instruction in LA and Math.	Direct Instruction	08/02/2016	05/31/2017	\$0	All teachers
Equitable Access	Administration will follow a review process when scheduling students to ensure equitable access for all students.	Policy and Process	06/01/2016	08/01/2017	\$0	School leadership, guidance counselor, teacher leaders
Leadership Team Communication	The School Leadership Team will meet weekly to monitor the progress of the various programs within the school. Individual school leaders will meet regularly with "teaching teams" and grade level departments to gather input from the teachers' point of view about the integration of the various school programs and initiatives.	Academic Support Program	08/01/2016	05/31/2017	\$0	School Leadership Team
Open House Conferences	Term and mid-term open house conferences will be scheduled throughout the school year. Teachers will have an opportunity to discuss student progress and share information regarding K-PREP results.	Parent Involvement, Academic Support Program	08/01/2016	01/05/2018	\$0	All faculty and staff
Best Practices	Teachers will facilitate various and effective strategies to help students move their learning forward. Teachers will use engaging methods in Math such as FAL activities, available Pearson Reaize activities, IXL skill development items, project-based learning activities, etc. Reading (ELA) teachers will implement instructional practices to include; journal writing, student-based questioning activities, Cornell note-taking, IXL activities, small group instruction, etc.	Direct Instruction	08/02/2016	12/29/2017	\$0	Math teachers, ELA teachers, all staff
Total					\$0	

Comprehensive School Improvement Plan

Johnson County Middle School

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional learning opportunities	Teachers will complete professional development and other learning opportunities that explores various best practices for effective instructional strategies. Teachers will bring back strategies and share within their PLC's as well with the rest of the staff. Possible learning opportunities include: WINMath, Google Classroom, effective questioning techniques, content-specific cadres and networks, etc.	Professional Learning	06/01/2016	08/01/2017	\$5000	District PD coordinator, school administrators, all teachers
Mastery Learning	Teachers adapt instructional and assessment strategies to improve student outcomes with mastery learning that carefully considers the most important purposes of grading, explores how to communicate accurate and complete information, learns to use grading as an incentive for improved student learning, examines the relationship between grading and assessment, considers carefully the most important purposes of grading, explores how to communicate accurate and complete information, and learns to use grading as an incentive for improved student learning.	Academic Support Program	08/02/2016	12/29/2017	\$1000	District staff, school administration, teacher leaders, all teachers
Gifted and Talented	Students who qualify will receive highly engaging instruction from G/T instructor that will be challenging and engaging to this level of learner.	Academic Support Program	08/01/2016	08/01/2017	\$50000	G/T instructor, all teachers
IXL	IXL is an online resource available to teachers and students. Students have an opportunity to work most concepts/skills associated with math and language arts.	Academic Support Program	09/30/2015	10/13/2017	\$5000	Math and LA teachers
Educational Resources and other Technology	Teachers will use multiple resources available through software and on-line tools to create lessons and activities that will be engaging and have a positive effect on student learning. Students will be able to utilize their Chromebooks for easy access to resources such as IXL and Google Tools to receive various intervention strategies.	Technology	10/24/2016	10/23/2017	\$260000	District technology coordinator, instructional technology coordinator, intervention teachers
IXL	IXL is an online resource that teachers and students use to improve skill mastery in math and language arts.	Academic Support Program	09/30/2015	09/29/2017	\$5000	All teachers
Total					\$326000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Johnson County Middle School

Operation Preparation	In conjunction with the high school, Johnson County Middle School will invite several individuals representing various industrial and service industries to a career fair type event. Students will be given opportunity to talk with these individuals which should help with realization of achievement needed to secure employment in each area.	Career Preparation/Orientation	08/04/2015	04/27/2018	\$0	School Counselors, YSC, & Leadership Team
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reality Store	Reality Store will be conducted in conjunction with local business leaders and community partners to provide students the opportunity to experience career options and simulated "real life" financial requirements. This should continue to be an annual activity each fall.	Career Preparation/Orientation	08/02/2016	11/30/2017	\$200	FRYSC, Counselors, 4-H and UK Coop., and Leadership Team
Total					\$200	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Timed Writing Practice	Timed writing activities will be conducted school-wide on a regular basis to provide students the opportunity to improve proficiency in a timed setting. Teachers will provide direct feedback on student writings and student growth will be monitored.	Direct Instruction	08/02/2016	05/31/2018	\$0	Language Arts Teachers
Daily Intervention	Students will be given time at least twice per week, during the school day to receive extra instruction in the area of Reading and Mathematics.	Academic Support Program	02/01/2013	04/13/2018	\$0	Language Arts and Mathematics Teachers, Special Needs Teachers, School Administration, ESS Instructor
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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		

Comprehensive School Improvement Plan

Johnson County Middle School

Label	Assurance	Response	Comment	Attachment
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		

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

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

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	N/A		

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.	N/A		

Comprehensive School Improvement Plan

Johnson County Middle 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
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.	N/A		

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.	N/A		

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.	N/A		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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

Comprehensive School Improvement Plan

Johnson County Middle School

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.johnson.kyschools.us/documents/Improvement_Plans/JCMS_CSIP.pdf	

Label	Assurance	Response	Comment	Attachment
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.	N/A		

Label	Assurance	Response	Comment	Attachment
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		

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

Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
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.	N/A		

Comprehensive School Improvement Plan

Johnson County Middle School

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

Label	Assurance	Response	Comment	Attachment
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.	N/A		

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

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

Phase II - KDE Compliance and Accountability - Schools

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.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:
Johnson County Middle School will provide a positive learning environment that maximizes instructional opportunities and experiences for students.

Measurable Objective 1:
collaborate to improve the maintenance and cleanliness of the school and all facilities. by 05/31/2017 as measured by TELL KY survey..

Strategy1:
Facility Improvement - More responsibility placed on the custodial staff. More supervision will be placed on administrators to implement this strategy.
Category: Other - maintenance
Research Cited:

Activity - Duties and Checksheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All custodians will receive new job descriptions. Custodians will be asked to complete daily check sheets. Teacher input will be utilized.	Other - job descriptions	08/04/2015	05/31/2017	\$0 - No Funding Required	All JCMS Staff

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:
All students at Johnson County Middle School will increase K-PREP Combined Reading and Math (CRM) Proficiency to 75 by 2019..

Measurable Objective 1:
demonstrate a proficiency in student achievement by 05/31/2017 as measured by K-PREP Proficiency CRM of 64.9 (Reading 69.4 and Math 60.5)..

Strategy1:
Instructional Strategies - Teachers will use common core curriculum to guide instructional planning.
Category: Integrated Methods for Learning
Research Cited:

Comprehensive School Improvement Plan

Johnson County Middle School

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL is an online resource available to teachers and students. Students have an opportunity to work most concepts/skills associated with math and language arts.	Academic Support Program	09/30/2015	09/29/2017	\$5000 - District Funding	Math and LA teachers

Activity - Lesson Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify strategies and develop performance/inquiry lessons to promote student problem solving skills.	Academic Support Program	08/02/2016	05/31/2017	\$0 - No Funding Required	All Teachers

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

All students in sub populations at Johnson County Middle School will increase K-PREP proficiency as measured by Gap Proficiency CRM 72.2 by 2019.

Measurable Objective 1:

demonstrate a proficiency in achievement of Gap sub-groups by 05/31/2017 as measured by K-PREP Gap CRM of 61..

Strategy1:

Intervention/Enrichment - All students (especially those identified as needing improvement in an area) will be given opportunity daily to work in a small group setting with a teacher in the area of need to improve achievement scores.

Category: Integrated Methods for Learning

Research Cited:

Comprehensive School Improvement Plan

Johnson County Middle School

Activity - Daily Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given time at least twice per week, during the school day to receive extra instruction in the area of Reading and Mathematics.	Academic Support Program	02/01/2013	05/30/2017	\$0 - General Fund	Language Arts and Mathematics Teachers, Special Needs Teachers, School Administration, ESS Instructor

Measurable Objective 2:

demonstrate a proficiency in writing proficiency in sub-populations by 05/31/2017 as measured by K-PREP 60.7..

Strategy1:

Instructional Design - Teachers will adjust instruction to meet the needs of all learners across curriculum. Writing plan will be developed for the school. Student schedules will be modified to contain a Writing class separate from Language Arts.

Category: Continuous Improvement

Research Cited:

Activity - Timed Writing Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Timed writing activities will be conducted school-wide on a regular basis to provide students the opportunity to improve proficiency in a timed setting. Teachers will provide direct feedback on student writings and student growth will be monitored.	Direct Instruction	08/02/2016	05/31/2017	\$0 - General Fund	Language Arts Teachers

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the guidance of the program review requirements of SB1 and the school writing plan, teachers will collect and provide evidence that supports the characteristics of a quality writing program through student work and made available electronically via Google Classroom created specifically for Writing Program Review.	Academic Support Program	08/02/2016	05/31/2017	\$0 - No Funding Required	All Teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify and implement strategies to increase performance of students in sup populations on writing assessments.	Academic Support Program	08/02/2016	05/31/2017	\$0 - No Funding Required	Language Arts Teachers.

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

Comprehensive School Improvement Plan

Johnson County Middle School

The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

Johnson County Middle School will continue to prepare students to be College and Career Ready.

Measurable Objective 1:

achieve college and career readiness by increasing CRM proficiency to 64.9 by 05/31/2017 as measured by K-PREP achievement results..

Strategy1:

Teach concepts/skills within authentic context - All students will take an Applied Math class as part of their exploratory class rotation. This will provide them with the opportunity to be exposed to math skills needed in everyday life.

Category: Continuous Improvement

Research Cited:

Activity - Applied Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will take a 9 week exploratory class in which they will practice math skills associated with everyday, real-world math.	Direct Instruction	08/02/2016	05/31/2017	\$0 - No Funding Required	Math teachers, scheduling staff

Strategy2:

Homework and Practice - Teachers and students will have access to IXL to enhance learning in the subjects of Math and Language Arts.

Category: Integrated Methods for Learning

Research Cited:

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL is an online resource that teachers and students use to improve skill mastery in math and language arts.	Academic Support Program	09/30/2015	09/29/2017	\$5000 - District Funding	All teachers

Measurable Objective 2:

demonstrate a proficiency as indicated by student work samples in career studies as evidenced in program reviews and by receiving rigorous daily instruction by 06/02/2017 as measured by program reviews, student achievement, and teacher evaluations..

Strategy1:

Career Exploration - Students will be given several opportunities to explore various careers.

Category: Other - Student engagement

Research Cited:

Comprehensive School Improvement Plan

Johnson County Middle School

Activity - PL/CS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence will be collected and presented electronically on a Google Classroom designed for PL/CS.	Academic Support Program	08/02/2016	05/31/2017	\$0 - No Funding Required	PL/CS committee, All Teachers

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with the high school, Johnson County Middle School will invite several individuals representing various industrial and service industries to a career fair type event. Students will be given opportunity to talk with these individuals which should help with realization of achievement needed to secure employment in each area.	Career Preparation/ Orientation	08/04/2015	05/31/2017	\$0 - Other	School Counselors, YSC, & Leadership Team

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reality Store will be conducted in conjunction with local business leaders and community partners to provide students the opportunity to experience career options and simulated "real life" financial requirements. This should continue to be an annual activity each fall.	Career Preparation/ Orientation	08/02/2016	05/31/2017	\$200 - FRYSC	FRYSC, Counselors, 4-H and UK Coop., and Leadership Team

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

All students in sub populations at Johnson County Middle School will increase K-PREP proficiency as measured by Gap Proficiency CRM 72.2 by 2019.

Measurable Objective 1:

demonstrate a proficiency in writing proficiency in sub-populations by 05/31/2017 as measured by K-PREP 60.7..

Strategy1:

Instructional Design - Teachers will adjust instruction to meet the needs of all learners across curriculum. Writing plan will be developed for the school. Student schedules will be modified to contain a Writing class separate from Language Arts.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Johnson County Middle School

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following the guidance of the program review requirements of SB1 and the school writing plan, teachers will collect and provide evidence that supports the characteristics of a quality writing program through student work and made available electronically via Google Classroom created specifically for Writing Program Review.	Academic Support Program	08/02/2016	05/31/2017	\$0 - No Funding Required	All Teachers

Goal 2:

Johnson County Middle School will continue to prepare students to be College and Career Ready.

Measurable Objective 1:

demonstrate a proficiency as indicated by student work samples in career studies as evidenced in program reviews and by receiving rigorous daily instruction by 06/02/2017 as measured by program reviews, student achievement, and teacher evaluations..

Strategy1:

Career Exploration - Students will be given several opportunities to explore various careers.

Category: Other - Student engagement

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In conjunction with the high school, Johnson County Middle School will invite several individuals representing various industrial and service industries to a career fair type event. Students will be given opportunity to talk with these individuals which should help with realization of achievement needed to secure employment in each area.	Career Preparation/ Orientation	08/04/2015	05/31/2017	\$0 - Other	School Counselors, YSC, & Leadership Team

Activity - Reality Store	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reality Store will be conducted in conjunction with local business leaders and community partners to provide students the opportunity to experience career options and simulated "real life" financial requirements. This should continue to be an annual activity each fall.	Career Preparation/ Orientation	08/02/2016	05/31/2017	\$200 - FRYSC	FRYSC, Counselors, 4-H and UK Coop., and Leadership Team

Activity - PL/CS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Evidence will be collected and presented electronically on a Google Classroom designed for PL/CS.	Academic Support Program	08/02/2016	05/31/2017	\$0 - No Funding Required	PL/CS committee, All Teachers

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?

Johnson County Middle School is located on a beautiful shared campus with Johnson Central High School in the heart of Paintsville. This provides easy access for our students to the high school facilities and appropriate classes when our students qualify for high school level classes or extra curricular activities. Our goal is to maximize future opportunities for all of our students by providing a world-class education while recognizing the individuality of each student. We strive to provide a safe, caring learning environment for all students. We truly believe that we build the future one child at a time.

Johnson County is a rural county with a population of around 24,000. The county seat, Paintsville, has a population of approximately 6,000. In response to recent economic challenges in this rural coal mining based community, JCMS offers a free meal program to all of its students. Due to recent economic hardships, the school's enrollment has decreased minimally during the past three years and averages around 575 seventh and eighth grade students. Currently, there are 542 students enrolled (310 male/232 female). 67% of the school's enrollment qualifies for free/reduced lunch.

JCMS is organized using the teaming concept which provides our students a school within a school support system that provides critical transition opportunities for social, emotional and academic growth. Our teaching staff is 100% highly qualified with an average of 15.7 years of experience and 84% have completed a Master's degree or higher.

Despite challenging economic conditions and rural access limitations, Johnson County Middle School provides an exemplary educational experience geared toward educating the whole child. The staff and community take great pride in the academic accomplishments of our school and work to continuously to improve.

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.

The mission of Johnson County Middle School is to encourage all students to develop and display a reverence for learning, achievement and success. By exposing students to a challenging curriculum in a safe, supportive learning environment we provide all students with opportunities to succeed both in and out of the classroom. We will make a sincere effort to improve the physical well being and social skills of each child while increasing parent and community involvement through curricular programs, Youth Service Center Programs, and extra curricular activities.

District leadership worked with all stakeholders to develop a new mission and vision for our school system. Input was provided by all stakeholders through a survey. New core values were established and will be used to guide decision making processes in the future. The core values for each school include integrity, leadership, commitment, and service.

In summary, we believe the purpose of our school is to maximize future opportunities for every student. We strive to provide support for all students as they progress along their individual path toward becoming fully college and/or career ready in this 21st century global society.

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.

Johnson County Middle School is a persistently high achieving middle school that is home to the state record thirteen time state Governor's Cup Academic Team overall champions. Other notable academic achievements include five International Future Problem Solving (FPS) championships, several individual state Governor's Cup top ten written assessment placements, 4-time KY Middle School Football state championships (2012, 2013, 2014, 2015), 3-time KY Middle School Football State Championship cheer and spirit champions (2012, 2013, 2014). We are also extremely proud of our musical programs experiencing repeated success in All State Band and All State Chorus. In the fall of 2015, JCMS produced nine student members of the junior high all state chorus, as well as numerous district and regional accomplishments. JCMS leverages various resources (FRYSC, community) in order to meet the diverse needs of our student population, continuously evaluating and adjusting schedules and student placement to afford students the optimal educational experience. The staff, students, and community takes great pride in the accomplishments of our students and has extremely high expectations for our students in both academics and extra curricular activities.

Johnson County Middle School has consistently scored above the state averages in all content areas in according to K-PREP accountability results. After detailed analysis of the 2015-2016 data, we determine general areas for targeted improvement. We would like to improve our overall performance in reading and mathematics and meet our novice reduction goals for the current school year. While our performance exceeds state and national goals, we have very high expectations for success for all students in all content areas. We are currently working to better target these two content areas for improvement.

Additional Information

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

During the fall, Johnson County Schools and the Board of Education purchased Chrome Books for every student in grades 7-12. Johnson County Middle School has worked tirelessly at ensuring these devices are being utilized daily as part of the regular instructional day. Faculty completed extra professional learning opportunities preparing themselves for the implementation of the devices. Students are using their new mobile devices multiple times throughout the day.