

**NEWPORT MIDDLE SCHOOL**  
**COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

**SCHOOL ASSURANCE REVIEW**  
**SCHOOL YEAR 2009-2010**  
**NEWPORT MIDDLE SCHOOL**

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**SCHOOL YEAR 2009-2010**

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

David Upchurch 11/10/09  
Chairperson, School Council Date

David Upchurch 11/10/09  
Chairperson, School Planning Committee Date

**Plan Approved by the School Council:**  
**Date**  
**School Council Members:**

<b>David Upchurch</b>	<b>Denise Jacobs-Sims</b>
<b>Kim Barry</b>	<b>Terrie Thiel</b>
<b>Gena Combs</b>	<b>Tommy Thompson</b>
<b>Latasha Luke</b>	<b>Joy Tucker</b>

**Mission Statement:**

Newport Middle School will provide opportunities for all students to attain the knowledge and skills necessary to succeed in high school.

Core Values:

- We as a school community will:
- Stress academic excellence
- Provide a safe learning environment
- Model mutual respect and tolerance
- Instill an individual work ethic

**EXECUTIVE SUMMARY:**

**PROCESS USED TO DEVELOP THE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**

How were planning and needs assessment committees organized?

1. The district instructional team along with the school administrators established the needs assessment and priorities.
2. The school planning committees were established by the school administration.

**Who were members/representative groups who served on planning and needs assessment committees?**

Pam Rye, Assistant Superintendent

David Upchurch, Principal

Diane Hatfield, Curriculum Specialist

Marvin Metz, Counselor

Terrie Thiel, Curriculum Committee Chairperson

Denise Jacobs-Sims, Discipline Committee Chairperson

Tommy Thompson, Assessment Committee Chairperson

Joy Tucker, Professional Development Chairperson

**How were the needs of the school determined?**

1. An analysis of the parent literacy survey, family engagement survey, SISI Staff survey, NCLB self-study, KCCT 2009 results, 2008-2009 MAP results

**How were goals and strategies decided upon?**

1. Goals were determined from the needs assessment listed above, the Kentucky Performance Report, MAP and EXPLORE scores.
2. Objectives were developed based upon the causes and contributing factors to deficiencies.

**What is the plan expected to achieve?**

1. A curriculum will be developed that is rigorous, intentional, and aligned to state and local standards.
2. The curriculum will be aligned so as to reflect vertical and horizontal articulation.
3. An instructional program that will actively engage all students by using effective, varied, and researched based practices to improve student academic performance.
4. Assessments are rigorous and used to drive instruction.

5. Reduce achievement gaps.
6. Increase in parental engagement.

**How was public comment secured and what was the response from the school?**

1. Parents serving on SBDMC and School Improvement Planning Committees reviewed the document.

**How will school improvement planning be ensured in the future?**

1. The plan will be monitored regularly and reviewed annually
2. Team planning meeting minutes will be reviewed.
3. Department meetings will focus on school improvement planning.
4. Professional development that parallels the curriculum goals will be provided.

**How will the school improvement plan and other important information be shared with stakeholders?**

1. Team and Grade Level Meetings
2. Professional Development Opportunities
3. Parent Meetings/Open House/ Parent Teacher Conferences
4. Youth Service Center
5. School website
6. All faculty will receive a copy

**How will input continually be gathered from stakeholders?**

1. SBDM meetings
2. Input from students and student surveys.
3. Input from parents/guardians via surveys.
4. Parent Meetings/Open House/ Parent Teacher Conferences

**When and how did the school develop its mission statement? When and how did the school community last review it?**

The mission statement was approved by SBDM in the spring of 2006 It is scheduled for review in May 2009.

**Did the council use a Needs Assessment process aligned with Kentucky's Standards and Indicators for School Improvement?**

Council used the NCLB self-study process based upon the SISI document to determine the causes and contributing factors of the MAP scores, CATS Assessment and EXPLORE scores.

**When did council complete each step of its Needs Assessment Work?**

The NCLB self-study process was conducted from October through December 2008

**When did the council decide on Priority Needs, Causes, Goals, and Objectives?**

December 2009

**When did the council identify substantive achievement gaps, set gap targets, and adopt its time schedule for closing he gaps?**

The gaps were identified and targets were set in February 2009 after the needs and the causes were identified.

**When did council review drafts of the components?**

SBDM Council will consider revisions the plan at its regular meeting in November 2009.

**When was the public meeting held to present the Plan to the community?**

November 10, 2009

**When did the council officially adopt the revised plan?**

November 10, 2009

**When did the council officially adopt any Section 7 requests?**

**When and why has the Plan been revised since that date?**

N/A

**How will you evaluate your plan and when?**

Implementation and Impact data will be collected and presented at each SBDMC Meeting.

**What other stakeholders were involved and how?**

Input was sought from parents, students, teachers, health center staff, and the family resource staff.

**Newport Middle School, Newport Independent Schools**

**Spring 2009**

**Academic**

**Performance**

<p><b>Priority Need:</b></p> <ul style="list-style-type: none"> <li>• According to the 2009 NCLB report, NMS made 10 out of 10 goals.</li> <li>• 44% of students scored below proficient in reading on KCCT</li> <li>• 45% of students scored below proficient in math on KCCT</li> <li>• 48 % of students are performing below mean in reading on MAP assessment</li> <li>• 52% of students are performing below mean in math on the MAP assessment.</li> </ul>	<p><b>Goal:</b></p> <p>As shown by the 2010 SAP and MAP results:</p> <ul style="list-style-type: none"> <li>• The number of students scoring at or above proficiency in reading will increase as evidenced by and increase in the AMO from 56 % to 63%.</li> <li>• The number of students scoring at or above proficiency in math will increase as evidenced by and increase in the AMO from 55% to 58%.</li> <li>• The number of students scoring at or above mean in reading on MAP will increase from 48% to 53%</li> <li>• The number of students scoring at or above the mean in mathematics on MAP will increase from 52% to 57%</li> </ul>
<p><b>Causes and Contributing Factors:</b></p> <ul style="list-style-type: none"> <li>• Instructional gaps exist in meeting students’ needs.</li> <li>• Student performance levels are not gauged through out the year and used to alter instruction to meet the needs of each student.</li> </ul>	<p><b>Objectives with Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• Curriculum will be implemented and monitored that is rigorous, intentional, and aligned with state and local standards as measured by curriculum maps, lesson plans and assessment data from MAP, EXPLORE, State Assessment Program (SAP)</li> <li>• Intentional Constructed Response Question and Multiple Choice strategies as measured by lesson plans and classroom observations</li> <li>• Formative assessments as measured by analysis and Teacher Evidence Files</li> </ul>

*Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)*

<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Student Performance &amp; Classroom Practice</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Resources Needed</b>	<b>Fund Source</b>
A.1.A GAP STRAT	Connected Mathematics strategies will continue to be refined. Math department will participate in professional development provided by NKU River City Math Initiative and the Kentucky Center of Mathematics IEQ grant. (3.1.d)	Student’s achievement in Math will increase to 58% proficient. Meaningful professional development will lead to increased student achievement and more effective teaching.	Administration Math teachers	5/08	ongoing		Title I River City Initiative IEQ Grant
A.1.B GAP STRAT	Formal assessments (MAP) will be given to determine the reading, math, science and language needs of all students (2.1.d). School staff members will use on-going data analysis to modify instructional practices to meet the needs of all students. (2.1.d, 5.1b)	The percentage of students moving to the proficient level will increase as measured by SAP.	Administration Teachers	9/07	ongoing		Title II ESS Title I
A.1 C	Implement tiered reading	Student achievement in Reading	Teachers	8/08	On-going		Title I

GAP STRAT	interventions based upon student performance on SAP, MAP, SRI, SPI and teacher assessments. Students identified with a gap in reading will participate in a scientifically based reading intervention program (READ 180 or SYSTEM 44) (2.1.d, 5.1b)	will increase to 63 % proficient Reduce achievement gaps					
A.1.D	Technology will be regularly integrated into teaching and student work. (3.1.c) Current technology resources will be provided for instructional needs (3.1f)	Students and staff will achieve proficiency in the use of technology	Administration Technology Resource teacher	5/08	5/09		KETS, Local Funds, E-Rate
A.1.E	Individual Learning Plans will be fully implemented and will include documentation of interventions for those students not meeting benchmark on the EXPLORE.	ILP's will assist students in planning for high school and post-secondary.	Administration, Teachers	5/09	On going		
A.1.F GAP STRAT	Curriculum maps and standard based units of study will be revised as needed. Formative assessments will be revised and administered by content to monitor student performance throughout the year. (2.1.a; 2.1e)	Curriculum maps and formative assessments will guide instructional practices and lead to a decrease in achievement gaps.	Administration, Teachers Staff Developer	9/06	On-going		
A.1.G GAP STRAT	School wide literacy plan which includes research based instructional strategies in reading and writing will address the needs of all students. (2.1.d, 5.1b)	Reduce achievement gaps (See Newport Middle School Literacy Plan)	Administration, Teachers	4/09	12/09		

**Newport Middle School, Newport Independent Schools**

**Spring 2009**

**Learning Environment**

<p><b>Priority Need:</b> According to the Standards and Indicators for School Improvement, successful schools recognize and accept the teacher's professional role in student success and failure.</p>	<p><b>Goal:</b> Establish an academic goal oriented culture where instructional changes are made through the ongoing analysis of data and communicated to parents/guardians.</p>
<p><b>Causes and Contributing Factors:</b> There is a need to acknowledge and strengthen the impact of instructional effectiveness on the success of students by regularly reflecting on and changing instructional practices. There is a need to increase and strengthen parent engagement.</p>	<p><b>Objectives with Measures of Success:</b> Teachers will participate in research based, high quality professional development as measured by school professional development plans , PGP's and teacher evaluations Achievement gaps will decrease as measured by continuous gains in State Assessment Program (SAP) and MAP scores Teachers and staff will continue to work with families to remove barriers to learning and engage in authentic parent engagement as measured by positive parent/guardian contacts</p>

Strategies/Activities (Activity or Strategic Sequence of Activities to Achieve Objectives)

Objective Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Resources Needed	Fund Source
B.1.A GAP STRAT	Continue professional development and support for collaborative model as needed. Increase awareness of student performance and instructional strategies.(6.1e)	Gaps between students with special needs and regular education students will decrease.	Teachers Administration	5/09	5/10		PD
B.1.B GAP STRAT.	ESS will be provided in literacy and math. Literacy services will be provided during the school day with Day Waiver services.(5.1.b)	ESS services will be provided to ensure student learning and decrease learning gaps.	ESS Building Coordinator/ District ESS Coordinator Day Time Waiver Administration	5/09	5/10		ESS Funds
B.1.C GAP STRAT.	Professional development will be intentionally planned considering both the identified needs of individual staff members and the school-wide focus for improvement of literacy, math, differentiation, and parent engagement and instructional technology. (Authentic Parent Engagement, Literacy, River Cities Math Initiative, Individual Learning Plans, Content Area, Technology, RTI ) (6.1b, 6.1.c)	Emphasis on high quality professional development will improve instruction and increase student achievement	Professional Development Committee, Administration, District Professional Development Coordinator	8/08	ongoing		PD Funds Title I Funds
B.1.D	7 <sup>th</sup> and 8 <sup>th</sup> grade students s will participate in college awareness activities (5.1.c & 5.1d)	Student college awareness will increase	7 <sup>th</sup> and 8 <sup>th</sup> grade teachers, Administration	5/09	On going		
B.1.E	Future technology expenditures will include interactive technology hardware and software for classroom use (3.1f)	Students and staff will achieve proficiency in the use of technology	SBDM Administration	5/09	On going		KETS, Local Funds, E- Rate
B.1.F	Will plan and implement changes to the front foyer to be more family friendly including relocating the electronic marquee to the front foyer (show student work and events) (5.1a)	Parents and families will feel more welcome when they enter the school	Administration School Personnel	1/09	On- going		
B.1.G	Will designate 3 parking spots as “Parent Parking” (5.1c)	Parents and families will have easier access to the school	Administration District Personnel	8/09	On- going		

B.1.H	Teachers/administrators will increase the number of positive school to home contacts (phone calls, emails, letters) as documented in evidence file (5.1a)	To increase the quality and quantity of positive parent/guardian communications	Teachers Administrators	1/09	On-going		
B.1.I	The school will provide recognition of each student's birthday through Wildcat Watch morning announcements and displayed monthly on bulletin board outside cafeteria (5.1a)	Improved student-teacher relations	Teachers	5/09	On-going		
B.1.J	Each student will receive a "Good News from Newport Middle School" postcard at least once per year (5.1a)	Improved parent/guardian/student relations	Teachers	1/09	On-going	\$400	Title I Parent Involve.
B.1.K	NMS will collaborate with Parent Liaison to promote parent involvement (5.1a)	Improved parent/guardian/student relations	Administrators	1/09	On-going		
B.1.L	Student wellness opportunities will be provided during and after – school through the use of the Fitness Center and by promoting students to participate in the Fit Club and Girls on the Run Club (5.1c)	Improved student wellness	Teachers Youth Service Center Staff	1/09	On-going		FIT Grant
B.1.M	NMS staff will increase the use of the Honeywell System to notify and inform parents of grade specific school events in a timely manner (5.1a)	Improved parent/guardian/student relations	Administrators Teachers Staff	8/09	On-going		
B.1.N	NMS will work collaboratively with the elementary schools and high school to develop a transition plan to for each level of transition.(Wildcat Camp, 5 <sup>th</sup> Grade visit to MS, 8 <sup>th</sup> Grade visit to HS, parent communication) (5.1c)	Improved parent/guardian/student relations The percentage of students moving to the proficient level will increase as measured by SAP.	Administrators Teachers Staff	8/09	On-going		

**Newport Middle School, Newport Independent Schools**

**Spring 2009**

**Efficiency**

<p><b>Priority Need:</b> According the Standards and Indicators for School Improvement, school leadership a systematic process to ensure that all decisions are regularly reviewed and considered for modification to sustain alignment with the focus strands.</p>	<p><b>Goal:</b> School instructional decisions will be data driven and regularly monitored to focus on student academic performance.</p>
<p><b>Causes and Contributing Factor(s):</b> There is a need to for school leadership to develop and monitor implementation and impact checks as they relate to the decision making and evaluation of instructional practice.</p>	<p><b>Objectives with Measures of Success</b> Instructional decisions will continue to focus on student achievement, high expectations, and creating a positive learning environment as measured by revised CSIP, SBDM minutes, State Assessment Program (SAP)/MAP data analysis, classroom observations SBDM minutes reflect instruction focus</p>

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<b>Objective Label</b>	<b>Strategy/Activity</b>	<b>Expected Impact in Terms of Student Performance &amp; Classroom Practice</b>	<b>Responsible Person</b>	<b>Start Date</b>	<b>End Date</b>	<b>Resources Needed</b>	<b>Fund Source</b>
C.1.A	Master schedule will be modified to provide opportunities to remediate and enrich literacy and math skills (8.1f)	Student achievement in reading will increase to 63 % proficient. Student’s achievement in Math will increase to 58% proficient.	Teachers Administration	5/09	Ongoing		
C.1.B.	Title II resources will be used to enhance faculty capacity in all content areas.(8.2a)	Increase the percent proficient in all content areas	Council, Administration	5/09	6/10		Title II&V Funds
C.1.C	Technology needs will be assessed and planned for by the SBDM Technology Committee (8.2.a)	Staff and students will have an equitable use of technology resources.	Administration, Technology Committee, SBDM Council	8/09	6/10		KETS, Local Funds, E- Rate
C.1.D	SWP Title I and Title II will provide curriculum support, reading interventions and reduce class sizes(8.1.d)	Increase the percent proficient in all content areas and reduce achievement gaps	Principal	8/09	6/10		Title I Title II
C.1.E	Title IV will support violence prevention and anti bullying strategies(8.2.d)	School Guidance counselor will work with individuals, small groups to address bullying	FRC Director School Counselor Teachers Administration Bullying Coordinator	8/09	6/10		Title IV
C.1.F	School leadership monitors and reviews the CSIP on a regular basis. (9.5c)	Evaluate the effectiveness of the CSIP and make revision when necessary	Leadership team	8/09	On going		