

SPENCER COUNTY MIDDLE SCHOOL



2017-2018 SCHOOL STATISTICS

Designated in 2018

Community Size - Rural

School Enrollment - 700

Grade Levels - 6, 7, 8

School Calendar -

Free and Reduced Lunch 41%

English Learners 1%

Students With Disabilities 16%

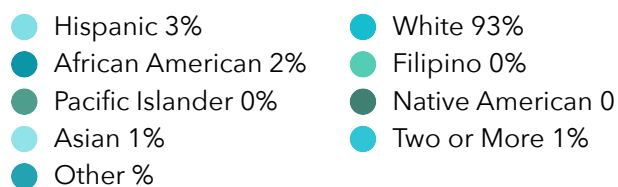
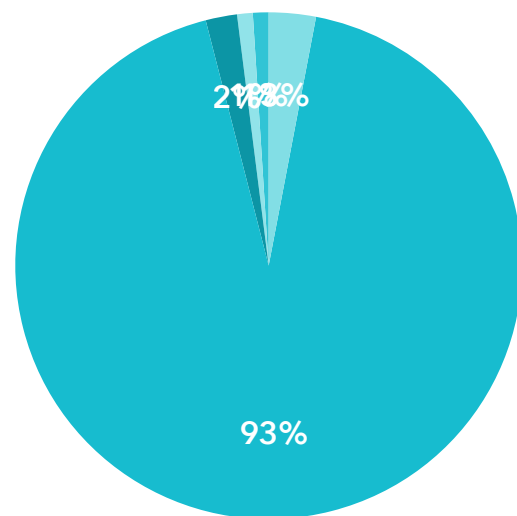
Spencer County Middle School School
 Spencer County Public Schools
 1263 Mt. Washington Rd. Taylorsville, KY 40071
 Tel (502) 477-3260
 Principal - Matt Mercer
<http://www.spencer.kyschools.us/2/Home>

School Characteristics and Replicable Practices

Academic Excellence

- The college degrees of teachers are on display for students to see emphasizing the importance of academic achievement.
- The master schedule provides time for meeting the academic needs of students. It is student-centered and teacher supported.
- The weekly PLC structure provides teachers with dedicated time for content pair planning at each grade level. Teachers collaborate with one another to plan content rich lessons and to analyze assessments and data. They meet with administration to get resources and make needed changes.

2017-2018 School Demographics



- Reading classes are grouped by ability and re-evaluated each 9 weeks for needed schedule changes.
- Numerous opportunities (e.g., after and before school tutoring, one-to-one help by teachers) are available for students needing academic or homework help. The Grizzlies Beyond the Bell program offers structured academic help for any student.
- Students needing additional academic assistance are assigned to RTI based on MAP scores. RTI students are tested weekly with AIMS Probe and moved as needed. Aleks (math) and Reading Plus are used to support students' learning needs.
- District staff work with the school administration to conduct 3 walkthroughs per year providing teachers with instructional feedback.
- Instruction is engaging, well-planned, and involves students in their learning. Technology (e.g., Chromebooks, Google classroom, CPS systems) is used to enhance instruction.
- Edgenuity provides students with academic achievement opportunities in a variety of areas including foreign language instruction.
- Literacy skills are promoted through a school-wide writing initiative and the "One Book, One School" initiative. Through this effort all students read the same book and have the opportunity to meet the author.

Developmental Responsiveness

- The Grizzlies Beyond the Bell after school program provides students with homework assistance and an opportunity to be involved in clubs and activities to develop and explore interests and talents. This time meets students' academic and social needs balancing homework help with opportunities for socializing with other students.
- Students feel they have voice through the Lighthouse Team and Sources of Strength. The Sources of Strength provides students with a peer or group of peers to whom they can talk. Lighthouse Team is a student group that provides leadership opportunities. Students from all grade levels are members and new members are added each year.
- Teachers are relationship driven and understand the importance of having caring, nurturing relationships with each student.
- A wide variety of age appropriate extra- and co-curricular activities (e.g., BETA, drama, archery, clubs, athletics, chorus, band, Grizzly News, academic team, greenhouse) are provided for students in an effort to find a niche for each student.
- High school and college students are used in the after school program. They serve as role models, mentors, and provide the former students with a meaningful experience.
- Students are comfortable talking with teachers and other adults in the building and believe that they are truly heard. They feel that they have direct access to the principal.
- Programs are in place to help students with the transitions to the middle school and high school. Transitions into and out of middle school are smooth. Eighth graders go to the high school in the spring for a day and there is a Parent Involvement Night. Boost camps at the middle school during the summer bring together the sixth graders from both elementary schools mixing the students together so they can make new friends.

- Writing prompts address socially significant issues and topics that are relevant to young adolescents.
- Students were polite and respectful to other students as well as the adults in the building. New students are welcomed with a tour provided by the student lighthouse team.
- Grade levels are placed in specific hallways making movement between classes easy and allowing teams to work together.
- Certified and classified staff meet with small groups of students, PAWS, to address academic, social, and emotional issues and as a means of providing students with an advocate and mentor.

Social Equity

- The community is invited into the school to serve as club sponsors, participate in Reality Store and Career Day, and for the Veteran's Day pancake breakfast and program.
- Communication with parents is exceptional and done in a variety of ways (e.g., Remind, Infinite Campus, teacher websites, One Call, student agendas, Twitter, principal newsletter, staff responses to parents).
- The full time nurse is an integral part of the school providing immunizations to students, puberty talks to seventh graders, and vision screening to seventh graders. She has started HOSA and members are active in teaching life skills to other students.
- School resource officers are based at the high school, and can immediately come to the middle school when called and makes a point to spend time at the school each day.
- Students' schedules are changed, as and when needed. At times, students are cross-teamed if it works best for them.
- The Youth Service Center plays a critical role in reducing the barriers to learning for students and provides students, when needed, with clothing, food and school supplies.
- A very inclusive environment has been created for all students. Special education teachers co-teach and are an equal teacher in the classrooms. Teachers work individually with students when and as help is needed. English language learners are fully immersed for all classes. Students help FMD students on Thursdays through the Grizzly Gang.
- Students are recognized for a variety of accomplishments in numerous ways (e.g., monthly newsletter, morning TV show, Grizzly Hero, bulletin boards, local paper, Grizzly-fest, K-PREP Rally, Distinguished Night at SCHS, magnets on lockers, Grizzly Bucks) for both academic and other achievements.
- A welcoming, warm atmosphere exists in the front office for those entering the school. Parents and community members feel welcomed upon entering the building.
- Situations causing problems are addressed efficiently and quickly by school staff.

Organizational Support

- The 21st Century Grant provides homework help for all students Monday-Thursday. Snacks are provided and students are transported to central locations making parent pickup easier and more convenient.

- Communication and transparency among all stakeholders is strong. A high level of trust exists among all stakeholders. New teachers feel accepted by all and feel that they can ask any teacher for assistance.
- Related arts teachers feel that the rest of the school values their content and respects their efforts on behalf of students, and that they are included in communications.
- Decision-making is very intentional. Decisions are made based on the needs of the students, not the adults in the building. PLC's meet weekly and the Principal leads monthly to share data, receive feedback, and discuss next steps for improvement.
- The master schedule is organized so that teachers have time for math and reading RTI as well as 2 planning periods, one personal time and one PLC time. Each grade level has their own schedule but they mesh together into a school 7-period day with no bells.
- Classified staff are an integral part of the school. They are aware of individual student needs and help address these needs. They are concerned about the students and other adults in the building.
- The building is relatively new and has been well-maintained. The design is supportive of and conducive to learning with the main hallway resembling a town main street making it more visually appealing and setting a fun tone.
- Leadership has articulated the importance of continuous academic progress to all stakeholders. Teachers feel supported by the administration and indicate that if there is a need, administration finds a way to take care of it. Everyone knows the plan and vision for growth.
- The principal and assistant principals are visible throughout the building and in classrooms. They are true instructional leaders who hold themselves and others accountable to high expectations.
- Middle schools from surrounding counties attend an annual spring summit hosted by SCMS for the purpose of sharing practices and learning from each other.