



# KENTUCKY SCHOOLS TO WATCH SCHOOL PROFILE

## Rowan County Middle School



**Designated: 2017**

### Rowan County Middle School

- Rowan County Public Schools, Kentucky
- Principal: Jay Padula
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### School Statistics

**Community:** College town in eastern Kentucky

**Enrollment:** 675

**Grade Levels:** 6-8

**School Schedule:** 5 period

**Student Demographics**

3.3%	Latino/Hispanic
91.1%	White
1.6%	African American
4.0%	Other
65.8%	Free/Reduced Lunch
.01%	English Learners

YEAR	OVERALL SCORE	CLASSIFI-CATION	CATEGORY
2015-16	71.1	Distinguished	High Progress
2014-15	66.7	Proficient/ Progressing	Focus School
2013-14	65.3		Focus School

## School Characteristics and Replicable Practices

### Academic Excellence

- A wide variety of research-based instructional strategies (e.g., Kagan, project-based learning, Frayer method, singing math multiples, sign language for stems, Snickers snatchers) are used by teachers to engage students.

- The name and claim program provides some students with needed additional support for academic progress.
- Technology is used to enhance instruction and assessment (e.g., Clickers, webquests, SKYPE, Google classroom, Edmodo).
- Numerous opportunities (e.g., tutoring before school, after school tutoring, one-to-one help by teachers, RTI, Winter School, Redo and Retakes) are available for students needing academic help.
- Many teachers provide opportunities for students to have choice in assignments and instruction is planned to include student interactions.
- Instructional aides have received co-teaching strategies training.
- Teachers share examples of quality work and rubrics with students and provide feedback to students, oral and/or written.
- Learning targets were posted in many classrooms; however, sometimes the targets were hard to read and not always referenced during instruction.
- Many teachers include tutorials on their websites which enables parents and students to get help outside of school hours.
- Related arts teachers talk with content teachers to see if they can make connections to help reinforce student learning.
- Teachers use formative assessments to monitor student learning

## **Developmental Responsiveness**

- Students have a voice through both formal and informal avenues (e.g., student voice committee, suggestion boxes, Plus/Delta process) in the classroom and school.
- Each grade level has a lunch time which allows students to interact and see everyone. The lunchroom atmosphere truly reflects middle schoolers and addresses their social needs.
- Students have access to a wide variety of extra-curricular activities (e.g., Operation Preparation, Reality Store, Coed-Y Club, Math Counts, Academic Team, athletics, Speech Team, STLP) exploratory and service projects.
- The superintendent's advisory council which meets 3 or 4 times per year includes representatives from the middle school.
- Programs are in place to help students with the transitions to the middle school and high school. Open House for 6<sup>th</sup> graders is held at the beginning of the year. Eighth graders visit the high school and high school staff works with students on scheduling and helps them enter their schedules into their ILPs.
- Stakeholders believe in the importance of having a positive school climate and the climate has improved over time.
- Students have an afternoon break time that allows for informal socialization among all students. Teachers are in halls and in their rooms with doors open and available to talk with students, if students wish.
- Writing prompts address socially significant issues and topics that are relevant to young adolescents.

- A student voice team has been created as a formal structure for students to express ideas, bring forth concerns, and have a voice in school issues. This group is currently surveying students about clubs.
- Student artwork was posted throughout the building showcasing students' work and making the building more visually appealing.

## **Social Equity**

- A full time nurse attends to the health needs of students.
- A variety of ways (e.g., teacher websites, Infinite Campus, Remind 101, e-mails, Twitter, School Messenger) are used for communicating with parents and families.
- The Name and Claim program uses all staff with 2 students assigned to an adult for mentoring and extra TLC. The staff gets to know students on a personal level and provides support and guidance to them.
- The school resource officer is very visible and involved in the day-to-day functioning of the school.
- A service team consisting of school personnel and community agency representatives meet weekly to address the varying needs of identified students.
- The Youth Service Center plays a critical role in reducing the barriers to learning for students.
- School behavior expectations are communicated to parents and students. The expectations are consistently and equitably enforced with rules posted in classrooms and hallways.
- The creation of the employability rubric involved community stakeholders and each year community members are invited to a leadership retreat. Community members are also involved in working with students who are not achieving.
- A very inclusive environment has been created with no resource rooms. Special education teachers are part of the teams and are an equal teacher in the classroom. Teachers work individually with students when and as help is needed. An effort is made to get FMD students out of their classroom at least twice a week.
- Weekly service team meetings are working to reduce barriers to learning and helping to address special needs of specific students.
- Students are recognized in a variety of ways (e.g., monthly newsletter, morning TV show, bulletin boards, local paper) 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.

## **Organizational Support**

- Related arts teachers feel that the rest of the school values their content.
- 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 was designed for the middle school concept. The custodians evidently take pride in their work as the building is clean and well-maintained.
- Through the annual leadership retreat community members have a voice in setting and supporting the work of the school.

- A district liaison serves on the school leadership team and is in the school on a regular basis.
- School leadership has taken advantage of professional development opportunities provided by outside sources (e.g., Morehead University, KEDC, i3 grant, KDE) to enhance instruction.
- Staff are recognized and celebrated through the bulletin boards in the front hall and on the morning TV show.
- PLCs are a scheduled time for teachers to discuss student concerns and to identify students who need assistance in academic or other areas. This time is also used for curriculum and instructional conversations.
- Teacher mission statements are posted in each classroom.
- Routines and rituals have been effectively implemented, and are monitored.
- Leadership clearly articulates the importance of continuous academic progress to all stakeholders. Everyone knows the plan and vision for growth.