

# **Gallatin County Middle School 2013- 2014**

Gallatin County Middle School  
Gallatin County

Curt Bieger, Principal  
88 Paw Print Path  
Warsaw, KY 41095

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# Overview

**Plan Name**

Gallatin County Middle School 2013-2014

**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	By 2017, 65% of all students at Gallatin County Middle School will be proficient in Reading as measured by the K-Prep state assessment.	Objectives: 3 Strategies: 4 Activities: 9	Academic	\$8000
2	By 2017, 64% of all students at Gallatin County Middle School will be proficient in Math as measured by the K-Prep state assessment.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
3	Gallatin County Middle School will create a culture that establishes and maintains an environment that will encourage collaboration from all stakeholders as well as addressing transition of students and intense behavioral concerns.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0

## Goal 1: By 2017, 65% of all students at Gallatin County Middle School will be proficient in Reading as measured by the K-Prep state assessment.

### Measurable Objective 1:

49% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in Reading and in English Language Arts by 08/04/2014 as measured by the results of 2014 K-Prep reading scores.

### Strategy 1:

Springboard - Springboard was purchased for our Language Arts Curriculum. This curriculum requires students to spend much of their time analyzing and interacting with text and using their critical thinking skills to interpret the text they are reading.

Research Cited: Springboard Curriculum is designed based upon the Common Core and College Readiness Standards.

Activity - Springboard Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Springboard with fidelity and adjustments will be made based upon conversations on a weekly basis in the ELA PLC lead by curriculum coaches.	Academic Support Program	12/02/2013	08/03/2015	\$8000	Title I SIG	ELA teachers, curriculum coach and administration

### Strategy 2:

Regular Assessment - Regular formative assessment will allow the teachers to have a more focused understanding of the skills their students have and where there are gaps in their knowledge. Teachers and instructional coaches will discuss these results to make decisions on instruction in the classroom based upon student need.

Research Cited: Assessment is the key to adjusting instructional practices to meet student need.

Activity - Odyssey/ Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are using Odyssey/ Compass Learning and monitoring regularly for usage and student improvement. Compass Learning will also design lessons that focus on student gaps in standards	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	ELA teachers, curriculum coaches and administration

Activity - Weekly RTI Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing interventions will be assessed weekly with results being sent to curriculum coaches to be discussed in weekly PLCs. Curriculum coaches will work with intervention teachers using the weekly data to adjust instruction.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	ELA teachers, curriculum coaches and administration

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Activity - Learning Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will give regular learning checks in November, January and March. Results from learning checks will be used to differentiate instruction and guide lesson planning.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	ELA teachers, curriculum coaches and administration

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be regularly assessed (September, December and March) using MAP (measured academic progress) and will be placed in interventions as determined by national norms and skill deficiencies.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	ELA teachers, curriculum coaches and administration

Activity - All summative assessments will be K-Prep like	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will either use K-Prep released items or will design questions for assessment that model the types of questions on K-Prep assessment.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	ELA teachers, curriculum coaches and administration

Activity - Bell Ringer Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design daily bell ringers focused on gap areas from formative assessments and will have a weekly assessment based upon those bell ringers. Results will be sent to curriculum coaches for review during weekly PLC.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	ELA teacher, curriculum coaches and administration

**Measurable Objective 2:**

30% of Hispanic or Latino students will demonstrate a proficiency in Reading in English Language Arts by 08/04/2014 as measured by Reading Results of the 2013-2014 school year.

**Strategy 1:**

Interventions - Students will be targeted based on MAP and 2013 State Assessment for additional support in reading. Current resources in the building will be used to help these students.

Research Cited: REACH, Compass Learning, Reading Plus and Great Leaps Reading.

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions will be provided in small groups or with individuals.	Academic Support Program	12/02/2013	08/03/2015	\$0	No Funding Required	Administrator s and ELL coordinator.

**Measurable Objective 3:**

29% of Students with Disabilities students will demonstrate a proficiency in reading fluency, vocabulary and decoding skills in Reading by 08/04/2014 as measured by weekly assessments from Literacy 1st and Odyssey/Compass Learning.

**Strategy 1:**

Focused Special Education Reading Plan - Special Education students will work one on one with a special education teacher to develop the necessary skills for being proficient readers.

Research Cited: Literacy 1st, Odyssey/Compass Learning and one on one instruction based upon student need.

Activity - 30 Minute Weekly Pull Out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education students will be pulled out of science and/or social studies class for a minimum of 30 minutes/ week to work on the development of reading skills. Instruction will take place in small groups or one-on-one 2-3 days per week based upon teacher caseload. Focus of the program will be to utilize strategies, techniques and programs that will improve fluency, vocabulary and decoding skills. Students will use programs like Literacy 1st, Compass Learning and high interest stories at the appropriate reading level.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	Special Education teachers and administration

## **Goal 2: By 2017, 64% of all students at Gallatin County Middle School will be proficient in Math as measured by the K-Prep state assessment.**

**Measurable Objective 1:**

48% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in 6th-8th in Mathematics by 08/04/2014 as measured by 2014 K-Prep Math scores.

**Strategy 1:**

MDC - Math teachers are currently being trained in the use of the formative assessment lessons (FAL). All math teachers will use 1 FAL technique per unit.

Research Cited: Gates Foundation

Activity - Math Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use FAL techniques to monitor student growth.	Direct Instruction	12/02/2013	08/03/2015	\$0	No Funding Required	Math Instructional coach

**Strategy 2:**

Regular Assessment - Regular formative assessment will allow the teachers to have a more focused understanding of the skills their students have and where there are gaps in their knowledge. Teachers and instructional coaches will discuss these results to make decisions on instruction in the classroom based upon student need.

Research Cited: Assessment is the key to adjusting instructional practices to meet student need.

Activity - Odyssey/ Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers are using Odyssey/ Compass Learning and monitoring regularly for usage and student improvement. Compass Learning will also design lessons that focus on student gaps in standards	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	Math teachers, Instructional Coaches, Administration
<b>Activity - Weekly RTI Review</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students needing interventions will be assessed weekly with results being sent to curriculum coaches to be discussed in weekly PLCs. Curriculum coaches will work with intervention teachers using the weekly data to adjust instruction.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	Intervention teachers, curriculum coaches and administration
<b>Activity - Learning Checks</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teacher will give regular learning checks through CIITS in November, January and March. Results from learning checks will be used to differentiate instruction and guide lesson planning.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	Content teacher, curriculum coach and administration
<b>Activity - MAP Assessment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All students will be regularly assessed (September, December and March) using MAP (measured academic progress) and will be placed in interventions as determined by national norms and skill deficiencies.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	content area teachers, curriculum coaches and administration
<b>Activity - All summative assessments will be K-Prep like</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will either use K-Prep released items or will design questions for assessments that model the types of questions on the K-Prep assessment.	Academic Support Program	12/02/2013	08/03/2015	\$0	General Fund	Content area teachers, curriculum coaches and administration

**Goal 3: Gallatin County Middle School will create a culture that establishes and maintains an environment that will encourage collaboration from all stakeholders as well as addressing transition of students and intense behavioral concerns.**

**Measurable Objective 1:**

demonstrate a behavior : 90% of all students will act appropriately for rigorous instruction and enhance the learning environment in every classroom by 08/03/2015 as measured by by showing a decrease in discipline referrals and an improvement in student achievement..

**Strategy 1:**

School Culture - New students coming into our school many times do not have the knowledge of the school, community or expectations when they arrive. This unfamiliarity can cause students to not be able to perform their best in the classroom because of the anxiety of making mistakes. Implementation of a new student program will ease the transition anxiety and allow students to focus on academics thus enhancing their school success. We have also found that we have some students with intense behaviors that are not allowing rigorous instruction to take place and is impeding the learning of many students in the school.

Research Cited: Conversations with various school with similar populations of students have had success using this program.

Activity - New Student Transition Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new students will meet with the counselor twice within the 1st week of enrollment in the school. These meetings will be used to discuss the expectations of Gallatin County Middle School as well as providing an adult that the new student can go to if needed.	Other	12/02/2013	08/03/2015	\$0	General Fund	Administration and Counselor

Activity - Behavior Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a school will review CHAMPS/PBIS procedures school wide and re-visited to make sure they are being implemented with fidelity by each staff member. North Key will also provide more on-site counseling for our students to assure they are getting the support they need. Our students with intense behaviors will also be assigned a teacher for check-in and check-out daily as well as being isolated from the general population allowing students and teachers to focus more on instruction and learning and less time correcting intense behaviors.	Behavioral Support Program	12/02/2013	08/03/2015	\$0	General Fund	Administration and CO staff

**Strategy 2:**

Collaboration - School improvement requires all staff working together as well involvement of other stakeholders, such as parents. This school collaboration plan will address how to involve these stakeholders working together with a focus on academic improvement.

Research Cited: The Kentucky Department of Education has made this an integral part of the success of any school and is the focus of many schools throughout the state and nation.

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The faculty meeting each week will have a focus that will guide teacher learning and discussion. These meeting themes will range from academic departments sharing student and formative assessment data, Program Review information, CHAMPS/PBIS, and committee meetings. Team leaders and content teachers will also share student data and formative assessment results with like content teachers at the Upper Elementary for vertical alignment and Program Review collaboration.	Professional Learning	12/02/2013	08/03/2015	\$0	No Funding Required	MS and UE Administration , Instructional Coaches and Team Leaders
Activity - Parent Teacher Student Organization-PTSO	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation and improvement of the PTSO at Gallatin County Middle School. The PTSO will work to be more involved with the staff and students at GCMS as well as working with teachers to help reduce barriers that may be impacting classroom instruction.	Parent Involvement	12/02/2013	08/03/2015	\$0	No Funding Required	PTSO President, Parent Lead coordinator and Administration .
Activity - Parent Involvement Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The current SBDM council will develop and approve a SBDM policy that addresses parental involvement at Gallatin County Middle School.	Policy and Process	12/02/2013	08/03/2015	\$0	No Funding Required	Administration and SBDM

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly RTI Review	Students needing interventions will be assessed weekly with results being sent to curriculum coaches to be discussed in weekly PLCs. Curriculum coaches will work with intervention teachers using the weekly data to adjust instruction.	Academic Support Program	12/02/2013	08/03/2015	\$0	Intervention teachers, curriculum coaches and administration
Learning Checks	Teacher will give regular learning checks in November, January and March. Results from learning checks will be used to differentiate instruction and guide lesson planning.	Academic Support Program	12/02/2013	08/03/2015	\$0	ELA teachers, curriculum coaches and administration
Behavior Program	As a school will review CHAMPS/PBIS procedures school wide and re-visited to make sure they are being implemented with fidelity by each staff member. North Key will also provide more on-site counseling for our students to assure they are getting the support they need. Our students with intense behaviors will also be assigned a teacher for check-in and check-out daily as well as being isolated from the general population allowing students and teachers to focus more on instruction and learning and less time correcting intense behaviors.	Behavioral Support Program	12/02/2013	08/03/2015	\$0	Administration and CO staff
New Student Transition Program	All new students will meet with the counselor twice within the 1st week of enrollment in the school. These meetings will be used to discuss the expectations of Gallatin County Middle School as well as providing an adult that the new student can go to if needed.	Other	12/02/2013	08/03/2015	\$0	Administration and Counselor
Odyssey/ Compass Learning	Teachers are using Odyssey/ Compass Learning and monitoring regularly for usage and student improvement. Compass Learning will also design lessons that focus on student gaps in standards	Academic Support Program	12/02/2013	08/03/2015	\$0	Math teachers, Instructional Coaches, Administration
Odyssey/ Compass Learning	Teachers are using Odyssey/ Compass Learning and monitoring regularly for usage and student improvement. Compass Learning will also design lessons that focus on student gaps in standards	Academic Support Program	12/02/2013	08/03/2015	\$0	ELA teachers, curriculum coaches and administration
All summative assessments will be K-Prep like	Teachers will either use K-Prep released items or will design questions for assessment that model the types of questions on K-Prep assessment.	Academic Support Program	12/02/2013	08/03/2015	\$0	ELA teachers, curriculum coaches and administration

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Weekly RTI Review	Students needing interventions will be assessed weekly with results being sent to curriculum coaches to be discussed in weekly PLCs. Curriculum coaches will work with intervention teachers using the weekly data to adjust instruction.	Academic Support Program	12/02/2013	08/03/2015	\$0	ELA teachers, curriculum coaches and administration
Learning Checks	Teacher will give regular learning checks through CIITS in November, January and March. Results from learning checks will be used to differentiate instruction and guide lesson planning.	Academic Support Program	12/02/2013	08/03/2015	\$0	Content teacher, curriculum coach and administration
Bell Ringer Assessment	Teachers will design daily bell ringers focused on gap areas from formative assessments and will have a weekly assessment based upon those bell ringers. Results will be sent to curriculum coaches for review during weekly PLC.	Academic Support Program	12/02/2013	08/03/2015	\$0	ELA teacher, curriculum coaches and administration
MAP Assessment	All students will be regularly assessed (September, December and March) using MAP (measured academic progress) and will be placed in interventions as determined by national norms and skill deficiencies.	Academic Support Program	12/02/2013	08/03/2015	\$0	content area teachers, curriculum coaches and administration
All summative assessments will be K-Prep like	Teachers will either use K-Prep released items or will design questions for assessments that model the types of questions on the K-Prep assessment.	Academic Support Program	12/02/2013	08/03/2015	\$0	Content area teachers, curriculum coaches and administration
MAP Assessment	All students will be regularly assessed (September, December and March) using MAP (measured academic progress) and will be placed in interventions as determined by national norms and skill deficiencies.	Academic Support Program	12/02/2013	08/03/2015	\$0	ELA teachers, curriculum coaches and administration
30 Minute Weekly Pull Out	Special Education students will be pulled out of science and/or social studies class for a minimum of 30 minutes/ week to work on the development of reading skills. Instruction will take place in small groups or one-on-one 2-3 days per week based upon teacher caseload. Focus of the program will be to utilize strategies, techniques and programs that will improve fluency, vocabulary and decoding skills. Students will use programs like Literacy 1st, Compass Learning and high interest stories at the appropriate reading level.	Academic Support Program	12/02/2013	08/03/2015	\$0	Special Education teachers and administration
<b>Total</b>					<b>\$0</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Formative Assessment	Teachers will use FAL techniques to monitor student growth.	Direct Instruction	12/02/2013	08/03/2015	\$0	Math Instructional coach

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Faculty Meetings	The faculty meeting each week will have a focus that will guide teacher learning and discussion. These meeting themes will range from academic departments sharing student and formative assessment data, Program Review information, CHAMPS/PBIS, and committee meetings. Team leaders and content teachers will also share student data and formative assessment results with like content teachers at the Upper Elementary for vertical alignment and Program Review collaboration.	Professional Learning	12/02/2013	08/03/2015	\$0	MS and UE Administration , Instructional Coaches and Team Leaders
Reading Interventions	Interventions will be provided in small groups or with individuals.	Academic Support Program	12/02/2013	08/03/2015	\$0	Administrators and ELL coordinator.
Parent Teacher Student Organization-PTSO	Implementation and improvement of the PTSO at Gallatin County Middle School. The PTSO will work to be more involved with the staff and students at GCMS as well as working with teachers to help reduce barriers that may be impacting classroom instruction.	Parent Involvement	12/02/2013	08/03/2015	\$0	PTSO President, Parent Lead coordinator and Administration .
Parent Involvement Policy	The current SBDM council will develop and approve a SBDM policy that addresses parental involvement at Gallatin County Middle School.	Policy and Process	12/02/2013	08/03/2015	\$0	Administration and SBDM
<b>Total</b>					\$0	

## Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Springboard Implementation	Teachers will implement Springboard with fidelity and adjustments will be made based upon conversations on a weekly basis in the ELA PLC lead by curriculum coaches.	Academic Support Program	12/02/2013	08/03/2015	\$8000	ELA teachers, curriculum coach and administration
<b>Total</b>					\$8000	