**Spencer County Middle School**

**30/60/90 Day Novice Reduction Plan**

**2015-2016**

*Spencer County Middle School will have a 10% novice reduction in Math (11.5% to 10%) and Reading (17.2% to 15.5%) for all GAP students and increase the percentage of gap students who are proficient or distinguished from 10.6% to 20% by 2017 in all areas.*

**30 Day Plan:**

* P.R.E.S.S. - Program Reinforcement so Every Student Succeeds – Provides another level of interventions for students not showing progress in RTI. This program will target students that perform poorly on multiple MAP Assessments and scored at the Novice Performance level on the previous state assessment (KPREP). Specialized certified staff will tutor these students three days per week after school in deficient skills in Math, Reading, and Writing. Pre/Post Assessments will be utilized to determine program effectiveness and student growth.
* ESS – Extended School Services – Struggling students in Social Studies and Science are provided with an Edgenuity opportunity to learn basic skills. This is RTI-like, but targets students that may not receive services through Title 1 or ECE.
* Failure Prevention Plans establishes high expectations through student led meetings with the SCMS Admin and parents. This occurs at the end of each grading period in attempt to deter detainment in the current grade. Parental involvement is key to eliminating novice. When goals are accomplished, students are rewarded with blizzards, lunch from McDonalds, Ice Cream Socials, etc.
* Grizzlies Beyond the Bell provides after school homework help with an emphasis on literacy. After HH, various high interest clubs and organizations are attended to foster positive peer interaction.

**60 Day Plan:**

* Schoolwide Writing – SCMS Instructional Coach leads daily Professional Learning Communities with a purpose. Day 1 – Collaborative Planning Extended Response Questions (ERQ’s), Day 2 – Live Scoring, Day 3 – Collaborative Scoring, Day 4 – Job Embedded Professional Development (Thinking Strategies – Teacher Modeled on SCMS website), Day 5 – Team Planning. All students at SCMS are given an ERQ weekly. We teach the RAP process for writing. Student ERQ’s are collaboratively scored for consistency. Trend data is recorded to show areas where more time is required to develop skills. The Instructional coach has a “Live Scoring” schedule where she scores responses in all classrooms while students complete the ERQ. We have expanded this to “Peer Scorer’s” which allows our best writer’s to assist in writing and scoring, giving tips on how they are distinguished.
* Response to Intervention - Students will receive specific intervention match their academic needs in Reading, Math and other identified areas of need (i.e. writing). Reading RTI, Math RTI, Progress Monitoring, MAP Testing, MAP Analysis (Data Boards move children performance levels), Collaborative Planning, Collaborative Teaching Strategies, ECE Department Chair Meetings, Content Reinforcement, Tier III Identification

**90 Day Plan**:

* Summer School will provide a learning experience for students each day for four weeks. Students that underperformed on the MAP Spring Assessment are targeted primarily, before opening the opportunity to all students. Certified staff and HS Peer tutors will lead the S.T.E.M. (Science, Technology, Engineering, & Math) related activities. Summer School’s purpose is to eliminate the dip we see instructionally over the summer and promote student success.
* Chromebooks for Kids Initiative - We will continue to establish the "Chromebooks for Kids" program at SCMS - all proceeds going towards adding seven class sets of 30 Chromebooks (one per team, total of 210 units). Studies show that most struggling students are visual learners. The premise behind this initiative is to teach students how they learn best. Tech. Thursdays are job-embedded professional development days that support teachers in technology integration.
* Continue to build a positive environment where students feel safe and want to learn. R.E.A.L. Culture – Relationships, Expectations, Achievement, & Literacy – Relationship building is at the center of our school’s plan for success for every student. By building relationships through P.A.W.S. (Name and claim) groups we ask all teachers to select a small group of students to mentor. PAWS groups meet monthly and perform team building activities.