Closing the Achievement Gap

Gray Middle School

Boone County

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Introduction

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

KDE Closing the Achievement Gap

Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- African American
- Hispanic
- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency
- Asian

Achievement Gap Summary

Describe the school's climate and culture.

Gray Middle School has incessantly focused its attention on high academic and behavioral standards. Performing at or above the top 40 middle schools in the state. Gray Middle School is proud of its development and retention of teachers. All stakeholders have a vested interest in this school and continually look to find ways to improve upon its service to kids.

Describe the strategies that were implemented that helped to close the achievement gap.

Reading and Math intervention programs will be used to address deficiencies in learning that are identified by KPREP or STAR. Programs we are currently using as part of intervention include ALEKS, IXL, Reading Assistant, and/or Fast Forward. We must utilize data in order to appropriately place students in the intervention programs.

Describe the barriers that prevented the school from closing the achievement gap.

Resources limited to work one on one with our Special Needs population and/or English Language Learners. External factors outside of the control of the school, including but not limited to home environment.

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

District and School Improvement plans aligned as well as professional development plans in place with district initiatives to address the needs of gap students; e.g. parent engagement, formative assessment, blended learning, project based learning, etc. In addition, a heavy emphasis on individualized intervention programs to address the needs of students needing remediation in Reading and/or Math.

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

The school's Curriculum, Instruction, and Assessment Committee is charged with the review and revision of the Consolidated School Improvement Plan. Made up of teachers from varying subject/grade levels, parents, and an administrators, the group develops the CSIP and proposes it to the full faculty and then on to the SBDM for final approval.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

Goal 1:

Increase the average combined Reading and Math proficiency delivery goals from 69.7% to 76.1% by the end of the academic year 2017.

Measurable Objective 1:

demonstrate a proficiency of 72.7% in combined Reading and Math by 06/01/2016 as measured by K-PREP data .

Strategy1:

Targeted Interventions For Reading and Math - Targeted Interventions for Reading and Math

Category: Continuous Improvement

Research Cited:

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student growth/progress in Reading and Math to be assessed/ monitored through Renaissance Learning and interventions put in place for students not meeting established standards.	Academic Support Program	08/13/2015	06/30/2016	$0 - No Funding Required	Administration

Activity - Tier 2 Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gray Middle School has reconstructed the schedule to allow for a block of time during enrichment used for interventions that are needed on an individual basis in math and reading. Formative assessments that are given in the classroom are used to identify the types of intervention needed.	Academic Support Program	08/13/2015	06/30/2016	$0 - No Funding Required	Administration Counselors Instructional Coach Teachers

Strategy2:

Intensive Reading Program - Small groups of Reading Instruction

Category: Learning Systems

Research Cited: Multi-Sensory Approach to Reading

Activity - Reading Course	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A small select group of Special Education students, from 6th through 8th grade, with IEP goals in Reading will receive a course with direct reading instruction based on individualized needs.	Academic Support Program	08/13/2015	06/30/2016	$0 - District Funding	School Administration

Goal 2:

Increase achievement in Reading and Math for all students within the "Gap Groups" so that the percentage of these students meeting the P/D target increases from 46.2% in the 2014-2015 school year to 57.3% in 2016-2017, as measured by achievement data.

Measurable Objective 1:

demonstrate a proficiency in combined Reading and Math for "gap groups" by 06/30/2016 as measured by an increase on the K-PREP Assessment from 46.2% in 2014-2015 to 51.2% in 2015-2016. .

Strategy1:

Best Practice Instructional Strategies - Best Practice Instructional Strategies

Category: Continuous Improvement

Research Cited:

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explore and implement research-based strategies for language acquisition and numeracy and ensure the use of Marzano strategies by all staff. School will continue to support refinement of instruction and curriculum in all content areas.	Academic Support Program	08/13/2015	06/30/2016	$0 - District Funding	Administrative staff, instructional coach

Strategy2:

Professional Development - Professional Development

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Community Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support teachers in their work together within their professional learning communities, including grade level content teams, departments and families. Provide professional development opportunities and specific feedback to help teams become more effective in how they address the four big questions: What do we want students to learn? How will we know when they have learned it? What will we do if they haven't learned it? What will we do if they already know it?	Professional Learning	08/13/2014	06/30/2016	$0 - No Funding Required	Administration, Instructional Coach

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student data (K-PREP and STAR); Use data analysis to determine effectiveness of programs used within the school and inform our decision around continuing use or terminating use of each program.	Academic Support Program	08/13/2015	06/30/2016	$0 - No Funding Required	District Assessment Coordinator, School Administration, Instructional Coach, Teacher Leaders

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide professional learning opportunities, resources and support to address barriers to learning through flexible professional development, staff meetings, and out of district/in district trainings/conferences.	Professional Learning	08/13/2015	06/30/2016	$2000 - School Council Funds	Instructional Coach, Administration, Team Leaders

Strategy3:

Progress Monitoring - Progress Monitoring

Category: Continuous Improvement

Research Cited:

Activity - Non-Duplicated Gap Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify Non-Duplicated Gap Group students, evaluate their progress in meeting Proficiency Standards through Renaissance Learning, and KPREP and create Action Plan based on individual student need.	Academic Support Program	08/13/2015	06/30/2016	$0 - School Council Funds	Instructional Coach, Guidance Counselors, Administrative Staff

Goal 3:

Reduce the percentage of Novice in Reading from 11.7% to 5.85% and in Math from 6.4% to 3.2% over a 5 year period, by 2020.

Measurable Objective 1:

A 1% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency score Apprentice or higher on KPREP in Mathematics by 05/27/2016 as measured by KPREP data.

Strategy1:

Math Intervention - Students will be identified by STAR results that are not performing at grade level. These students will be placed in a Math Intervention program to build skills so they can improve their performance level from Novice to Apprentice, Proficient, or Distinguished.

Category: Continuous Improvement

Research Cited:

Activity - ALEKS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on ALEKS, a program designed to allow the student to build their own differentiated instruction plan to meet their academic needs.	Academic Support Program Direct Instruction	08/14/2015	05/27/2016	$1750 - KETS	Administration, Counselors, Instructional Coach, Teachers

Measurable Objective 2:

A 1% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency score Apprentice or higher on KPREP in Reading by 05/27/2016 as measured by KPREP data.

Strategy1:

Reading Intervention Class - Students scoring below grade level will be identified through STAR testing and placed into a Reading intervention class that will focus on reading comprehension and fluency in order for students to continuously improve their reading skills so that they can improve their performance level from Novice to Apprentice, Proficient, or Distinguished.

Category: Continuous Improvement

Research Cited:

Activity - Fast ForWard & Reading Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on programs such as Fast ForWard & Reading Assistant to improve their reading comprehension and fluency.	Academic Support Program	08/17/2015	05/27/2016	$0 - No Funding Required	Administration, Counselors, Instructional Coach, Teachers

Activity - Reading Intervention Class with Special Education Population	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected special education students will be placed in a direct instruction reading class that utilizes the strategies of the Orton Gillingham reading program.	Direct Instruction	08/14/2015	05/27/2016	$0 - No Funding Required	Counselors, Instructional Coach, Teacher

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

Each administrator has been assigned different content areas and grade levels to monitor. Included within this monitoring is the expectation that Gap Populations are included in their review and oversight with regular reporting out to the principal required.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

Goal 1:

Increase the percentage of effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 12/31/2015 as measured by the teacher and principal evaluation system.

Strategy1:

PGES - Full implementation of the PGES

Category: Teacher PGES

Research Cited: MET Project

Activity - Teacher and Principal PGES-full implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GMS will fully implement the TPGES and the PPGES during academic 2014-2015 in addition, GMS will pilot OPGES with the media specialist and one counselor	Policy and Process	12/31/2014	09/01/2015	$0 - Title II Part A	principal and assistant principal

Strategy2:

Kentucky Teacher Effectiveness Framework - Administrators will use the Kentucky Teacher Effectiveness Framework to provide feedback to teachers.

Category: Teacher PGES

Research Cited: Danielson Framework

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the required domains of the Kentucky Teacher Effectiveness Framework.	Professional Learning	07/01/2014	06/30/2015	$0 - Title II Part A	Principal, assistant principal, instructional coach, teacher leaders, pilot teachers from the previous year.

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

Student mentoring groups have been developed through use of attendance, behavior, and teacher observation evidence in order to build meaningful relationships to help determine and remove specifics barriers. All administrators and counselors will have a group of students that they will meet with to address student needs.

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- •Home Visits
- •Parent information resources (PTA/PTO/SBDM, other)
- •Partnership with community groups and businesses
- •Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- •Parent engagement with students in the classroom or during school activities

Plan for Closing the Achievement Gap

Overview

Plan Name

Plan for Closing the Achievement Gap

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	Increase the average combined Reading and Math proficiency delivery goals from 69.7% to 76.1% by the end of the academic year 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
2	Increase achievement in Reading and Math for all students within the "Gap Groups" so that the percentage of these students meeting the P/D target increases from 46.2% in the 2014-2015 school year to 57.3% in 2016-2017, as measured by achievement data.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$2000
3	Increase the percentage of effective teachers and leaders	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
4	Reduce the percentage of Novice in Reading from 11.7% to 5.85% and in Math from 6.4% to 3.2% over a 5 year period, by 2020.	Objectives: 2 Strategies: 2 Activities: 3	Academic	$1750

Goal 1: Increase the average combined Reading and Math proficiency delivery goals from 69.7% to 76.1% by the end of the academic year 2017.

Measurable Objective 1:
demonstrate a proficiency of 72.7% in combined Reading and Math by 06/01/2016 as measured by K-PREP data .

Strategy 1:
Targeted Interventions For Reading and Math - Targeted Interventions for Reading and Math
Category: Continuous Improvement

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student growth/progress in Reading and Math to be assessed/ monitored through Renaissance Learning and interventions put in place for students not meeting established standards.	Academic Support Program	08/13/2015	06/30/2016	$0	No Funding Required	Administration

Activity - Tier 2 Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gray Middle School has reconstructed the schedule to allow for a block of time during enrichment used for interventions that are needed on an individual basis in math and reading. Formative assessments that are given in the classroom are used to identify the types of intervention needed.	Academic Support Program	08/13/2015	06/30/2016	$0	No Funding Required	Administration Counselors Instructional Coach Teachers

Strategy 2:
Intensive Reading Program - Small groups of Reading Instruction
Category: Learning Systems
Research Cited: Multi-Sensory Approach to Reading

Activity - Reading Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A small select group of Special Education students, from 6th through 8th grade, with IEP goals in Reading will receive a course with direct reading instruction based on individualized needs.	Academic Support Program	08/13/2015	06/30/2016	$0	District Funding	School Administration

Goal 2: Increase achievement in Reading and Math for all students within the "Gap Groups" so that the percentage of these students meeting the P/D target increases from 46.2% in the 2014-

2015 school year to 57.3% in 2016-2017, as measured by achievement data.

Measurable Objective 1:

demonstrate a proficiency in combined Reading and Math for "gap groups" by 06/30/2016 as measured by an increase on the K-PREP Assessment from 46.2% in 2014-2015 to 51.2% in 2015-2016. .

Strategy 1:

Best Practice Instructional Strategies - Best Practice Instructional Strategies

Category: Continuous Improvement

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore and implement research-based strategies for language acquisition and numeracy and ensure the use of Marzano strategies by all staff. School will continue to support refinement of instruction and curriculum in all content areas.	Academic Support Program	08/13/2015	06/30/2016	$0	District Funding	Administrative staff, instructional coach

Strategy 2:

Progress Monitoring - Progress Monitoring

Category: Continuous Improvement

Activity - Non-Duplicated Gap Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify Non-Duplicated Gap Group students, evaluate their progress in meeting Proficiency Standards through Renaissance Learning, and KPREP and create Action Plan based on individual student need.	Academic Support Program	08/13/2015	06/30/2016	$0	School Council Funds	Instructional Coach, Guidance Counselors, Administrative Staff

Strategy 3:

Professional Development - Professional Development

Category: Continuous Improvement

Activity - Professional Learning Community Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Support teachers in their work together within their professional learning communities, including grade level content teams, departments and families. Provide professional development opportunities and specific feedback to help teams become more effective in how they address the four big questions: What do we want students to learn? How will we know when they have learned it? What will we do if they haven't learned it? What will we do if they already know it? | Professional Learning | 08/13/2014 | 06/30/2016 | $0 | No Funding Required | Administration, Instructional Coach |

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student data (K-PREP and STAR); Use data analysis to determine effectiveness of programs used within the school and inform our decision around continuing use or terminating use of each program.	Academic Support Program	08/13/2015	06/30/2016	$0	No Funding Required	District Assessment Coordinator, School Administration, Instructional Coach, Teacher Leaders

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide professional learning opportunities, resources and support to address barriers to learning through flexible professional development, staff meetings, and out of district/in district trainings/conferences.	Professional Learning	08/13/2015	06/30/2016	$2000	School Council Funds	Instructional Coach, Administration, Team Leaders

Goal 3: Increase the percentage of effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 12/31/2015 as measured by the teacher and principal evaluation system.

Strategy 1:

PGES - Full implementation of the PGES

Category: Teacher PGES

Research Cited: MET Project

Activity - Teacher and Principal PGES-full implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMS will fully implement the TPGES and the PPGES during academic 2014-2015 in addition, GMS will pilot OPGES with the media specialist and one counselor	Policy and Process	12/31/2014	09/01/2015	$0	Title II Part A	principal and assistant principal

Strategy 2:

Kentucky Teacher Effectiveness Framework - Administrators will use the Kentucky Teacher Effectiveness Framework to provide feedback to teachers.

Category: Teacher PGES

Research Cited: Danielson Framework

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build teacher capacity in the required domains of the Kentucky Teacher Effectiveness Framework.	Professional Learning	07/01/2014	06/30/2015	$0	Title II Part A	Principal, assistant principal, instructional coach, teacher leaders, pilot teachers from the previous year.

Goal 4: Reduce the percentage of Novice in Reading from 11.7% to 5.85% and in Math from 6.4% to 3.2% over a 5 year period, by 2020.

Measurable Objective 1:

A 1% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency score Apprentice or higher on KPREP in Reading by 05/27/2016 as measured by KPREP data.

Strategy 1:

Reading Intervention Class - Students scoring below grade level will be identified through STAR testing and placed into a Reading intervention class that will focus on reading comprehension and fluency in order for students to continuously improve their reading skills so that they can improve their performance level from Novice to Apprentice, Proficient, or Distinguished.

Category: Continuous Improvement

Activity - Fast ForWard & Reading Assistant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on programs such as Fast ForWard & Reading Assistant to improve their reading comprehension and fluency.	Academic Support Program	08/17/2015	05/27/2016	$0	No Funding Required	Administration, Counselors, Instructional Coach, Teachers

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Activity - Reading Intervention Class with Special Education Population	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected special education students will be placed in a direct instruction reading class that utilizes the strategies of the Orton Gillingham reading program.	Direct Instruction	08/14/2015	05/27/2016	$0	No Funding Required	Counselors, Instructional Coach, Teacher

Measurable Objective 2:

A 1% increase of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency score Apprentice or higher on KPREP in Mathematics by 05/27/2016 as measured by KPREP data.

Strategy 1:

Math Intervention - Students will be identified by STAR results that are not performing at grade level. These students will be placed in a Math Intervention program to

build skills so they can improve their performance level from Novice to Apprentice, Proficient, or Distinguished.

Category: Continuous Improvement

Activity - ALEKS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on ALEKS, a program designed to allow the student to build their own differentiated instruction plan to meet their academic needs.	Direct Instruction, Academic Support Program	08/14/2015	05/27/2016	$1750	KETS	Administration, Counselors, Instructional Coach, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Targeted Interventions	Gray Middle School has reconstructed the schedule to allow for a block of time during enrichment used for interventions that are needed on an individual basis in math and reading. Formative assessments that are given in the classroom are used to identify the types of intervention needed.	Academic Support Program	08/13/2015	06/30/2016	$0	Administration Counselors Instructional Coach Teachers
Fast ForWard & Reading Assistant	Students will work on programs such as Fast ForWard & Reading Assistant to improve their reading comprehension and fluency.	Academic Support Program	08/17/2015	05/27/2016	$0	Administration, Counselors, Instructional Coach, Teachers
Data Analysis	Analyze student data (K-PREP and STAR); Use data analysis to determine effectiveness of programs used within the school and inform our decision around continuing use or terminating use of each program.	Academic Support Program	08/13/2015	06/30/2016	$0	District Assessment Coordinator, School Administration, Instructional Coach, Teacher Leaders
Professional Learning Community Practices	Support teachers in their work together within their professional learning communities, including grade level content teams, departments and families. Provide professional development opportunities and specific feedback to help teams become more effective in how they address the four big questions: What do we want students to learn? How will we know when they have learned it? What will we do if they haven't learned it? What will we do if they already know it?	Professional Learning	08/13/2014	06/30/2016	$0	Administration, Instructional Coach
Reading Intervention Class with Special Education Population	Selected special education students will be placed in a direct instruction reading class that utilizes the strategies of the Orton Gillingham reading program.	Direct Instruction	08/14/2015	05/27/2016	$0	Counselors, Instructional Coach, Teacher
Targeted Interventions	Student growth/progress in Reading and Math to be assessed/ monitored through Renaissance Learning and interventions put in place for students not meeting established standards.	Academic Support Program	08/13/2015	06/30/2016	$0	Administration

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	Total	$0

KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ALEKS	Students will work on ALEKS, a program designed to allow the student to build their own differentiated instruction plan to meet their academic needs.	Direct Instruction, Academic Support Program	08/14/2015	05/27/2016	$1750	Administration, Counselors, Instructional Coach, Teachers
				Total	$1750	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Practices	Explore and implement research-based strategies for language acquisition and numeracy and ensure the use of Marzano strategies by all staff. School will continue to support refinement of instruction and curriculum in all content areas.	Academic Support Program	08/13/2015	06/30/2016	$0	Administrative staff, instructional coach
Reading Course	A small select group of Special Education students, from 6th through 8th grade, with IEP goals in Reading will receive a course with direct reading instruction based on individualized needs.	Academic Support Program	08/13/2015	06/30/2016	$0	School Administration
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Effectiveness	Build teacher capacity in the required domains of the Kentucky Teacher Effectiveness Framework.	Professional Learning	07/01/2014	06/30/2015	$0	Principal, assistant principal, instructional coach, teacher leaders, pilot teachers from the previous year.
Teacher and Principal PGES-full implementation	GMS will fully implement the TPGES and the PPGES during academic 2014-2015 in addition, GMS will pilot OPGES with the media specialist and one counselor	Policy and Process	12/31/2014	09/01/2015	$0	principal and assistant principal
				Total	$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Non-Duplicated Gap Group	Identify Non-Duplicated Gap Group students, evaluate their progress in meeting Proficiency Standards through Renaissance Learning, and KPREP and create Action Plan based on individual student need.	Academic Support Program	08/13/2015	06/30/2016	$0	Instructional Coach, Guidance Counselors, Administrative Staff
Professional Development	Continue to provide professional learning opportunities, resources and support to address barriers to learning through flexible professional development, staff meetings, and out of district/in district trainings/conferences.	Professional Learning	08/13/2015	06/30/2016	$2000	Instructional Coach, Administration, Team Leaders
				Total	$2000	