

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

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| Goal 1 (<i>State your proficiency goal</i>): South Middle School will increase the percentage of students scoring proficient or above on state assessments (reading and math) by 2021 as follows: Increase overall reading % proficient/distinguished from 67.1% to 82.1% Increase overall math % proficient/distinguished from 72.4% to 87.4% | | |
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| Objective 1 SMS will increase the overall reading % proficient or above from 67.1% to 72.1% by 5/17/19. | KCWP 1: Design and Deploy Standards | Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Attend collaborative professional learning with teachers from NMS. | Planning and instruction will be aligned with KAS. Increase in use of strategies as evidenced in observations. | Monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal | No funding required |
| | | Begin study of <u>Formative Classroom Walkthroughs</u> and process with all certified staff—focusing on authentic learning targets. | Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations | Begin Nov. 2018; then bi-monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal | No funding required |
| | KCWP2: Design and | READ 180/System 44: Students in | Students participating in program will make progress | By teacher weekly | |

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| | Deliver Instruction | Tier 3 (determined by Universal Screener-MAP) will be placed in READ 180 for one class period per day. Fidelity of the program will be followed and progress monitored weekly. | as measured by their SRI and MAP scores. | By admin Monthly Feb 1 May 15 Persons Responsible: READ 180 teacher, Counselors, Asst. Principal, Instructional Coach | |
| | | Summer Reading Program: A schoolwide summer reading program will begin in May with reading assignment of selected novel. Students will take a comprehension test over the book and those who pass with 80% or higher receive a reward. Media center is open on select days in the summer for students to read and take AR tests. | 90% of students will complete the summer reading project with 80% passing the comprehension test with 82% accuracy. | May 15 August 30 Persons Responsible: Library/Media Specialist ELA teachers Principal/Asst. Principal Instructional Coach | Title 1 Schoolwide \$500 ESS for summer hours for media center |
| | | Accelerated Reading: Teachers, with student input, will set individual goals for students each marking period. Students will read a variety of texts based on individual reading levels and interest and will take comprehension quizzes that will count as an independent reading strategy. Students who meet their goals/proficiency rating will be rewarded throughout each nine-week marking period. | Increase in % of students meeting their goals/proficiency ratings each 9 weeks. | Each mid-term and nine week checkpoint Persons Responsible: Library/Media Specialist Content/RTI Teacher Principal/Asst. Principal Instructional Coach | \$4500 General Fund/Title 1 Schoolwide |
| | | Vocabulary Instruction: Vocabulary Instruction will be | Monitored through inclusion in unit | Monthly Persons Responsible | \$100 SBDM funds |

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| | | <p>included in all units of instruction with best practices in vocabulary instruction shared among teachers.</p> <p>Short Answer/Extended Response Practice: Teachers will model short answer and extended response questions using a common strategy</p> <p>Informational Reading: Scope, Big Universe, and on-line informational reading will be used by teachers and students to meet informational reading standards, science standards, and social studies standards.</p> <p>Literacy Night: Teachers and Staff will host a family literacy night for SMS families and community members to promote literacy.</p> <p>Teachers will utilize and model researched based literacy strategies (Step-Up to Writing, Smekens Literacy Strategies, and/or Text Annotation strategies) with all students.</p> <p>Higher order thinking skills: Teachers will integrate four or more higher order questions into their lesson plan and include those questions in instruction at appropriate points.</p> <p>Technology integration into weekly lessons/instruction: Teachers and students will use technology in every class everyday (if appropriate) to</p> | <p>plans/walkthroughs/classroom observations/meeting minutes</p> <p>Monitored through lesson plans/observations</p> <p>Monitored through lesson plans/observations</p> <p>30% of SMS families will be represented at Literacy Night</p> <p>Monitored through lesson plans/observations</p> <p>Increased use of higher order thinking questions. Monitored through lesson plans/observation</p> <p>Increased use of technology in the classroom Monitored through lesson</p> | <p>Content teachers Principal/Asst. Principal Instructional Coach</p> <p>Monthly Content teachers Principal/Asst. Principal Instructional Coach</p> <p>Monthly Content teachers Principal/Asst. Principal Instructional Coach</p> <p>Feb. 19, 2018 Instructional Coach Principal/Asst. Principal Teachers</p> <p>Monthly Content Teachers, Smekens trained teachers, Instructional Coach Principal/Asst. Principal</p> <p>Teachers Instructional Coach Principal/Asst. Principal</p> <p>Monthly Teachers Digital Learning Coach Principal/Asst. Principal</p> | <p>No funding required</p> <p>\$3,000 Title 1 Schoolwide</p> <p>\$1400 Title 1 Schoolwide</p> <p>No funding required</p> <p>No funding required</p> <p>No funding required</p> |
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| | | increase learning/achievement. | plans/observations/tech walk-throughs | | |
| | KCWP 3: Design and Deliver Assessment Literacy | Continued monitoring of research based supplemental reading and intervention materials (ie AR, STAR, Read 180, System 44, and IXL | Programs will be used with fidelity. Monitored through data teams/schoolwide reports/Academic RTI | Monitored monthly (minimum) Teachers, Instructional Coach, SPED Bldg. Coach Asst. Principal, Principal | No funding required |
| | | District Benchmarks will be administered to monitor curriculum implementation, inform instruction, and measure achievement. | Monitored through data teams | Benchmark in January 2019 Teachers, Instructional Coach Assistant Principal | No funding required |
| | | MAP will be administered 3 times per year | Monitored through data teams | MAP Aug. 2018, Jan. & May 2019 Teachers, Instructional Coach Assistant Principal, SPED Bldg. Coach | No funding required |
| | | STAR Reading Test will be administered twice a year to set AR goals and assess growth | Monitored through ELA dept. and reports from program | August & December 2018 Media Specialist ELA teachers, Instructional Coach Asst. Principal, Principal | No funding required |
| | KCWP 4: Review, | Common Formative and Common Summative Assessments will be administered as outlined in unit plans for each grade level. Analysis of Student Work: Teachers will use Grade Cam and data teams | Monitored through data teams and lesson plans. | Per unit plans Content teachers, Instr. Coach, Asst. Principal, Sped Bldg. Coach | No funding required |

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| | Analyze, and Apply Data | sheet to analyze common formative and summative assessments and benchmarks. Analysis of data will determine mastery of common core standards and next steps for instruction. All students will complete test corrections using wrong answer analysis template for common summative assessments. MAP and STAR data analyzed for placement, goal setting, and next steps for instruction. | Monitored through data teams and lesson plans | After each CFA, CSA, Benchmark After each MAP and STAR administration Data teams, Instructional Coach, Media specialist, SPED building coach, Asst. Principal & Principal | \$2,000 SBDM funds |
| | KCWP 5: Design, Align, and Deliver Support | Embed professional learning of use of technology for teaching and learning and effective reading strategies | Monitored through tech team meetings and dept. mtgs. Increased use of technology in the classroom and reading strategies | Bi-weekly tech team and data team meetings; Monthly dept. mtgs. Digital Literacy Coach Instructional Coach Teachers | No funding required |
| | | Tech walkthroughs and Bulldog walkthroughs (Rutherford style) will be completed in all classrooms with opportunity for all teachers to participate in the walkthroughs | Increased use of technology in the classroom 100% of teachers will participate in walkthroughs as an observer and observee | Monthly (minimum) Teachers, Instructional Coach, SPED Building Coach, Digital Learning Coach, District Reps, Principal, Asst. Principal | No funding required |
| | | Accelerated Reader program and IXL will be used to supplement and support reading instruction as part of ELA curriculum. | AR 100% of goal with 82% accuracy IXL 85% smart score on assigned objectives | Bi-quarterly (minimum) Teachers, Instructional Coach Media Specialist, Asst. Principal, Principal | \$10,000 SBDM Title 1 Schoolwide |
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| Objective 2: | KCWP 1: Design and | Continue ongoing professional | Planning and instruction will | Monthly | No funding |

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| SMS will increase the overall math % proficiency from 72.4% to 77.4% by 5/17/19 as measured by KPREP. | Deploy Standards | learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas, math strategies, and academic vocabulary in instructional practice. Attend collaborative professional learning with teachers from NMS. | be aligned with KAS. Increase in use of named strategies as evidenced in observations. | Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal | required |
| | | Begin study of <u>Formative Classroom Walkthroughs</u> and process with all certified staff—focusing on authentic learning targets | Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations | Begin Nov. 2018; then bi-monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal | No funding required |
| | KCWP 2: Design and Deliver Instruction | Math instruction: Continue two periods of math instruction per day (84 minutes) for students. One class is the instructional period and the second is used for calendar math to integrate skills students struggle with and/or review all prior skills and preview of upcoming skills. | 100% of students will be scheduled for two periods of math daily. | Monitored through course schedules Aug 1, June 1 Principal/Asst. Principal District Math Specialist Counselors, Math dept. Chairperson, Instructional Coach | District funding |
| | | Higher order thinking skills: Teachers will integrate four or more higher order questions into their lesson plan and include those questions in instruction at appropriate points. | Monitored through lesson plans/observations | Monthly Teachers Instructional Coach Principal/Asst. Principal | No funding required |
| | | Technology integration into weekly lessons/instruction: Teachers and students will use technology in every class everyday (if appropriate) to increase learning/achievement. | Monitored through lesson plans/observations/tech walk-throughs | Teachers Digital Learning Coach Principal/Asst. Principal | No funding required |
| | | Content Vocabulary Instruction: Vocabulary instruction will be included in all units of instruction with best practices in vocabulary instruction shared among teachers. | Monitored through inclusion in unit plans/walkthroughs/classroom observations/meeting minutes | Teachers Instructional Coach Principal/Asst. Principal | No funding required |

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| | KCWP 3: Design and Deliver Assessment Literacy | Continued monitoring of research based supplemental math programs: IXL | Program will be used with fidelity. Monitored through data teams/schoolwide reports/Academic RTI | Monitored monthly (minimum) Teachers, Instructional Coach, SPED Bldg. Coach Asst. Principal, Principal | No funding required |
| | KCWP 4: Review, Analyze, and Apply Data | District Benchmarks will be administered to monitor curriculum implementation, inform instruction, and measure achievement. | Monitored through data teams | Benchmark in January 2019 MAP Aug. 2018, Jan. & May 2019 Teachers, Instructional Coach Assistant Principal | No funding required |
| | | MAP will be administered 3 times per year | Monitored through data teams | August 2018; Jan. & May 2019 Teachers, Instructional Coach, SPED Bldg. Coach, Asst. Principal | No funding required |
| | | Common formative and summative assessments will be administered as outlined in unit plans at each grade level | Monitored through data teams | Per unit plans Teachers, Instructional Coach, SPED Bldg. Coach, Asst. Principal | No funding required |
| | | Analysis of Student Work: Teachers will use Grade Cam and data teams sheet to analyze common formative and summative assessments. Analysis of data will determine mastery of common core standards and next steps for instruction. All students will complete test corrections using wrong answer analysis template for common summative assessments. | Monitored through data teams and lesson plans | After each CFA, CSA Data teams, Instructional Coach, Assistant Principal | \$2,000 SBDM funds |
| | KCWP 5: Design, Align, and Deliver Support | Embed professional learning of use of technology for teaching and learning and effective math strategies | Monitored through tech team meetings and dept. mtgs. Increased use of technology in the classroom and math strategies | Bi-weekly tech team and data team meetings; Monthly dept. mtgs. Digital Literacy Coach Instructional Coach Teachers | No funding required |

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| | | Tech walkthroughs and Bulldog walkthroughs (Rutherford style) will be completed in all classrooms with opportunity for all teachers to participate in the walkthroughs | Increased use of technology in the classroom 100% of teachers will participate in walkthroughs as an observer and observee | Monthly (minimum) Teachers, Instructional Coach, SPED Building Coach, Digital Learning Coach, District Reps | No funding required |
| | | IXL will be used to supplement and support math instruction. | IXL 80% smart score on assigned objectives | Bi-quarterly (minimum) Teachers, Instructional Coach Media Specialist, Asst. Principal | \$5500 SBDM Title 1 Schoolwide |

2: Separate Academic Indicator

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| <p>Goal 2 (<i>State your separate academic indicator goal</i>): South Middle School will improve the percentage of students scoring proficient or above by 15% in the separate academic areas of the state assessments by 2021 as follows: Social Studies: Increase % Proficient or above from 69.4% to 84.4%. Science: Increase % Proficient or above from 25.3% to 40.3%. Writing: Increase % Proficient or above from 56.5% to 71.5%.</p> | | |
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) | Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

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| <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment | <ul style="list-style-type: none"> • KCWP2: Design and Deliver Instruction Classroom Activities • KCWP3: Design and Deliver Assessment Literacy Classroom Activities • KCWP4: Review, Analyze and Apply Data Classroom Activities • KCWP5: Design, Align and Deliver Support Classroom Activities • KCWP6: Establishing Learning Culture and Environment Classroom Activities | |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| Objective 1: SMS will increase the overall social studies % proficient or above from 69.4% to 74.4% by 5/17/19 as measured by KPREP. | KCWP 1: Design and Deploy Standards | Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Attend collaborative professional learning with teachers from NMS. | Planning and instruction will be aligned with KAS. Increase in use of named strategies as evidenced in observations. | Monthly Teachers Instructional Coach Principal/Asst. Principal | No funding required |
| | | Begin study of <u>Formative Classroom Walkthroughs</u> and process with all staff—focusing on authentic learning targets | Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations | Begin Nov. 2018; then bi-monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal | No funding required |
| | KCWP 2: Design and Deliver Instruction | Higher order thinking skills: Teachers will integrate four or more higher order questions into their lesson plan and include those questions in instruction at appropriate points. | Increased use of higher order thinking questions in the classroom Monitored through lesson plans/observations | Teachers Instructional Coach Principal/Asst. Principal | No funding required |
| | | Technology integration into weekly lessons/instruction: Teachers and students will use technology in every class everyday (if appropriate) to increase learning/achievement. | Increased use of technology in the classroom Monitored through inclusion in | Teachers Digital Learning Coach Instructional Coach Principal/Asst. Principal | No funding required |

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| | | <p>Cultural collaboration through use of 1:1 devices.</p> <p>Vocabulary Instruction: Vocabulary instruction is to be included in all units of instruction with best practices in vocabulary instruction shared among teachers.</p> | <p>unit plans/tech walkthroughs/classroom observations</p> <p>Increased use of content vocabulary by students. Monitored through lesson plans/observations.</p> | <p>Teachers</p> <p>Instructional Coach</p> <p>Principal/Asst. Principal</p> | <p>No funding required</p> |
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| | <p>KCWP 3: Design and Deliver Assessment Literacy</p> | <p>District Benchmarks will be administered to monitor curriculum implementation, inform instruction, and measure achievement.</p> <p>Common formative and summative assessments will be administered as outlined in each unit plan at each grade level.</p> | <p>Monitored through data teams</p> <p>Monitored through data teams and lesson plans.</p> | <p>Benchmark in January 2019</p> <p>Teachers, Instructional Coach</p> <p>Assistant Principal</p> <p>Teachers, Instructional Coach, Asst. Principal</p> | <p>No funding required</p> <p>No funding required</p> |
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| | <p>KCWP 4: Review, Analyze, and Apply Data</p> | <p>Analysis of Student Work: Teachers will use Grade Cam and data teams sheet to analyze common formative and summative assessments. Analysis of data will determine mastery of common core standards and next steps for instruction. All students will complete test corrections using wrong answer analysis template for common summative assessments.</p> | <p>Monitored through data teams and lesson plans</p> | <p>After each CFA, CSA</p> <p>Data teams, Instructional Coach, Assistant Principal</p> | <p>\$2,000 SBDM funds</p> |

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| | KCWP 5: Design, Align, and Deliver Support | Embed professional learning of use of technology for teaching and learning | Monitored through tech team meetings and dept. mtgs. Increased use of technology in the classroom | Bi-weekly tech team and data team meetings; Monthly dept. mtgs. Digital Literacy Coach Instructional Coach Teachers | No funding required |
| | | Tech walkthroughs and Bulldog walkthroughs (Rutherford style) will be completed in all classrooms with opportunity for all teachers to participate in the walkthroughs | Increased use of technology in the classroom 100% of teachers will participate in walkthroughs as an observer and observee | Monthly (minimum) Teachers, Instructional Coach, SPED Building Coach, Digital Learning Coach, District Reps | No funding required |
| Objective 2 SMS will increase the overall science % proficient or above from 25.3% to 30.3% by 5/17/19 as measured by KPREP | KCWP 1: Design and Deploy Standards | Continue ongoing professional learning aligned with NGSS that emphasizes critical and higher order thinking, reading strategies in the content areas and academic vocabulary in instructional practice. Attend collaborative professional learning with teachers from NMS. | Planning and instruction will be aligned with NGSS. | Teachers Instructional Coach Asst. Principal, Principal | No funding required |
| | | Begin study of <u>Formative Classroom Walkthroughs</u> and process with all staff—focusing on authentic learning targets | Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations | Begin Nov. 2018; then bi-monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal | No funding required |
| | KCWP 2: Design and Deliver Instruction | NGSS Standards: Implement the use of probe questions, storyline based questions, and develop multiple choice tests for each unit that will be given every two weeks. Tests and instruction will be aligned with next generation science standards, broken down into dimensions (SEP, CCC, | Increased use of NGSS standards in authentic lessons/assessments | Bi-monthly Teachers, Instructional Coach Principal, Asst. Principal | No funding required |

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| | | <p>and DCI) timed during performance, and data will be analyzed to determine student needs.</p> <p>Multiple Classroom Embedded Assessments will be included in each unit.</p> <p>Teachers will incorporate TCT's when applicable.</p> <p>Teachers will model CLEVER strategy for students to use when responding to science probe questions.</p> | <p>Increased use of NGSS standards in authentic assessments</p> <p>Increased use of NGSS standards in authentic lessons/assessments</p> <p>Increased use of planning strategy by students Lesson plans/student work</p> | <p>Per unit Teachers, Instructional Coach Principal, Asst. Principal</p> <p>Bi-monthly Teachers, Instructional Coach, Principal, Asst. Principal</p> <p>Monthly Teacher, Instructional Coach Principal, Asst. Principal</p> | <p>No funding required</p> <p>No funding required</p> <p>No funding required</p> |
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| | KCWP 3: Design and Deliver Assessment Literacy | Higher order thinking skills: Teachers will integrate four or more higher order questions into their lesson plan and include those questions in instruction at appropriate points | Increased use of higher order thinking questions Monitored through lesson plans/observations/tech walk-throughs | Teachers Instructional Coach Principal/Asst. Principal | No funding required |
| | | Technology integration into daily lessons/instruction: Teachers and students will use technology in every class everyday (as appropriate) to increase learning/achievement. | Monitored through lesson plans/observations/tech walk-throughs | Teachers Digital Learning Coach Instructional Coach Principal/Asst. Principal | No funding required |
| | | Vocabulary Instruction: Vocabulary instruction is to be included in all units of instruction with best practices in vocabulary instruction shared among teachers. | Monitored through inclusion in unit plans/walkthroughs/classroom observations/meeting minutes | Teachers Instructional Coach Principal/Asst. Principal | No funding required |
| | | District Benchmarks will be administered to monitor curriculum implementation, inform instruction, and measure achievement. | Monitored through data teams | Benchmark Jan 2019 Teachers Instructional Coach Principal/Asst. Principal | District funding for MAP |
| | | MAP will be administered 3 times per year for 7th grade | Monitored through data teams | MAP Fall, Winter, Spring 18-19 Teachers Instructional Coach Principal/Asst. Principal | District funding |
| | KCWP 4: Review, Analyze, and Apply Data | Monitor Student Progress on NGSS: Implement the use of probe questions and develop multiple choice tests for each unit that will be given every two weeks. Tests will be aligned with next generation science standards, timed during performance, and data will be analyzed to determine student needs. | Improved instruction based on student needs. Monitored through plans, assessment data, observations | Science teachers Instructional Coach Asst. Principal | No funding required |
| | | Analysis of Student Work: Teachers will use Grade Cam and data teams | Monitored through data teams and lesson plans | Science teachers | No funding required |

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| <p>Objective 3: SMS will increase the overall writing % proficient or above from 56.5% to 61.5% by 5/17/19 as measured by KPREP.</p> | KCWP 1: Design and Deploy Standards | <p>Continue ongoing professional learning aligned with KAS that emphasizes critical and higher order thinking, writing strategies, and academic vocabulary in instructional practice. Attend collaborative professional learning with teachers from NMS.</p> | <p>Planning and instruction will be aligned with KAS. Increase use of writing strategies as evidenced in observations and student work.</p> | <p>Monthly Teachers Instructional Coach Asst. Principal, Principal</p> | <p>No funding required</p> |
| | | <p>Begin study of <u>Formative Classroom Walkthroughs</u> and process with all staff—focusing on authentic learning targets</p> | <p>Improved focus on use and accuracy of authentic learning targets in the classroom as evidenced through lesson plans and observations</p> | <p>Begin Nov. 2018; then bi-monthly Teachers, Instructional Coach, SPED Building Coach, Asst. Principal, Principal</p> | <p>No funding required</p> |
| | KCWP 2: Design and Deliver Instruction | <p>Teachers will utilize and model researched based literacy/writing strategies (Step-Up to Writing, Smekens Literacy Strategies, and/or Text Annotation strategies) with all students.</p> | <p>Monitored through lesson plans, observations, student work</p> | <p>Teachers Instructional Coach Asst. Principal, Principal</p> | <p>No funding required</p> |
| | | <p>Text Annotation: ELA teachers will focus on instructing/implementing a standard text annotation format with all students.</p> | <p>Improved use of text to provide evidence in student writings. Monitored through plans, observations, student work</p> | <p>Teachers Instructional Coach Asst. Principal, Principal</p> | <p>No funding required</p> |
| | | <p>Model Work: ELA teachers will utilize a minimum of monthly practice of on-demand writing in grades 6- 8 using a standard graphic organizer</p> | <p>Increased practice and performance in on-demand writing</p> | <p>Teachers Instructional Coach Asst. Principal, Principal</p> | <p>No funding required</p> |

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| | KCWP 3: Design and Deliver Assessment Literacy | (including argumentative claim and counter claim (for 8th grade) in a timed setting and provide feedback to students on performance level, strengths, and weaknesses. These practices are to include released items for student instructional practice and will include a rubric to allow students to reflect on performance and self-reflect. | | | |
| | | Vocabulary Instruction: Vocabulary Instruction will be included in all units of instruction with best practices in vocabulary instruction shared among teachers. | Increased use of content vocabulary by students. Monitored through lesson plans/observations/student work | Teachers Instructional Coach Asst. Principal, Principal | No funding required |
| | | Technology integration into weekly lessons/instruction: Teachers and students will use technology in every class every day (if appropriate) to increase learning/achievement. | Increased use of technology in the classroom Monitored through inclusion in unit plans, tech walkthroughs/observations | Teachers Digital Learning Coach Asst. Principal, Principal | No funding required |
| | | District Benchmarks will be administered to monitor curriculum implementation, inform instruction, and measure achievement. | Monitored through data teams | Benchmark Jan. 2019 Teachers Instructional Coach Asst. Principal, Principal | No funding required |
| | KCWP 4: Review, Analyze, and Apply Data | Analysis of Student Work: Teachers and students will use a common scoring rubric to analyze student performance on on-demand writings. Analysis of data will determine mastery of common core standards and next steps for instruction. | Monitored through data teams | Per On-Demand Writing Teachers Instructional Coach Asst. Principal, Principal | No funding required |

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| | KCWP 5: Design, Align, and Deliver Support | <p>Embed professional learning of use of technology for teaching and learning and effective writing strategies</p> <p>Tech walkthroughs and Bulldog walkthroughs (Rutherford style) will be completed in all classrooms with opportunity for all teachers to participate in the walkthroughs</p> <p>Provide ongoing opportunities for professional development--Smekens Training</p> | <p>Monitored in tech team mtgs. and dept. mtgs.Increased use of technology in the classroom</p> <p>Increased use of technology in the classroom 100% of teachers will participate in walkthroughs as an observer and observee</p> <p>Increased understanding of writing standards and effective writing instruction.</p> | <p>Bi-weekly tech team and data team meetings; Monthly dept. mtgs. Digital Literacy Coach Instructional Coach, Teachers</p> <p>Monthly (minimum) Teachers, Instructional Coach, SPED Building Coach, Digital Learning Coach, District Reps</p> <p>ELA Teachers Instructional Coach Assistant Principal/Principal</p> | <p>No funding required</p> <p>No funding required</p> <p>\$2,500 PD funds Title 1 Schoolwide</p> |
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3: Gap

Goal 3 (*State your Gap goal*): South Middle School will improve by 20% the number of students within the following gap groups scoring proficient or above on state assessments by 2021 as follows:

Reading: For African Americans from 41.2% to 61.2%; for Hispanics from 56.7% to 76.7%; for English Learners from 27.3% to 47.3%; for low socio-economic status from 56.2% to 76.2%; for disability w/IEP from 16.3% to 36.3%

Math: For African Americans 47.1% to 67.1%; for English Learners 45.5% to 65.5%; for low socio-economic status 63.9 to 83.9%; for disability w/IEP 22.1% to 42.1%

Social Studies: For African Americans from 40% to 60%; for English learners from 33.3% to 53.3%; for low socio-economic status from 61% to 81%; for disability w/IEP from 17.6% to 37.6%

Science: For African Americans from 0% to 20%; for Hispanics from 0% to 20%; for English Learners from 0% to 20%; for low socio-economic status from 15.4% to 35.4%; for disability w/IEP from 0% to 20%

Writing: For African Americans from 23.3% to 43.3%; for English Learners from 33.3% to 53.3%; for low socio-economic status from 50.6% to 70.6%; for disability w/IEP from 8.8 to 28.8%

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| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| Objective 1 SMS will improve the | KCWP 1 : Design and Deploy Standards | Master Schedule will allow for special education teachers to specialize in one | 100% of sped co-teachers will be | Master Schedule August 2018 June 2019 | No funding required |

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| <p>percentage of students within the following gap groups scoring proficient or above on state assessments by 2019 as follows:</p> <p>Reading:For African Americans from 41.2% to 49.5%; for Hispanics from 56.7% to 65.0%; for English Learners from 27.3% to 35.6%; for low socio-economic status from 56.2% to 64.5%; for disability w/IEP from 16.3% to 24.6%</p> <p>Math: For African Americans 47.1% to 55.4%; for English Learners 45.5% to 53.8%; for low socio-economic status 63.9 to 72.3%; for disability w/IEP 22.1% to 30.4%</p> <p>Social Studies: For African Americans from 40% to 48.3%; for English learners from 33.3% to 41.6%; for low socio-economic status from 61% to 69.3%; for disability w/IEP from 17.6% to 25.9%</p> <p>Science: For African Americans from 0% to 8.3%; for Hispanics from 0% to 8.3%; for English Learners from 0% to 8.3%; for low socio-economic status from 15.4% to 23.7%; for</p> | | grade level/one content area, plan with grade level/content area teams, and attend data team and team meetings | scheduled on same schedule as regular ed content/grade level teachers. | SPED Bldg. Coach, Counselors Principal/Asst. Principal | |
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| | KCWP 2 : Design and Deliver Instruction | Heterogeneous grouping: All students will receive Tier 1 Instruction in heterogeneously grouped classes. | Schedule/rosters | Course rosters cross-referenced with student data August/Jan/May Principal/Asst. Principal, Counselors | No funding required |
| | | <p>READ 180/System 44: Students in Tier 3 (determined by the Universal Screener MAP) will be placed in READ 180 or System 44 for 1 class period per day. Fidelity of the READ 180 program will be followed. Student progress will be monitored through regularly scheduled RTI monitoring meetings. (Items to monitor are: SRI, SPI, time on computer, performance on computer, number of books read, number of tests passed, and progress in small group sessions)</p> <p>RTI Classes: Based on MAP data, KPREP data, AIMSweb data, and classroom assessment data, students will be assigned Tier 2 or Tier 3 status to receive additional instruction 25 minutes per day. Math and reading RTI will utilize IXL.</p> <p>ELL RTI will utilize Imagine Learning. All programs will be implemented with fidelity.</p> <p>Science RTI: Based on 7th grade Science MAP data, KPREP data, and classroom assessment data, identified</p> | <p>Improved performance on READ 180 monitoring data and MAP</p> <p>Student progress will be monitored through RTI monitoring meetings using data from IXL, MAP, IMagine Learning, and AIMSweb where applicable.</p> <p>Increased performance on science classroom</p> | <p>Read 180/System 44 Monthly Progress Monitoring Data</p> <p>Read 180/System 44 teachers, Counselors, Instructional Coach, SPED Bldg. Coach Principal/Asst. Principal</p> <p>Progress monitoring data reviewed weekly by teachers and shared in data team mtgs. RTI Teachers,ELL teacher, Counselors, Instructional Coach, SPED Bldg. Coach Principal/Asst. Principal</p> <p>Begin January 2019 Course rosters/Master schedule Progress reviewed weekly by 7th grade</p> | <p>Title 1 Schoolwide</p> <p>\$5500 IXL Title 1 Schoolwide, ESS, and SBDM funds.</p> <p>Imagine Learning from District Funds</p> <p>No funding required</p> |

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| <p>disability w/IEP from 0% to 8.3%</p> <p>Writing: For African Americans from 23.3% to 31.6%; for English Learners from 33.3% to 41.6%; for low socio-economic status from 50.6% to 58.9%; for disability w/IEP from 8.8 to 17.1%</p> | | <p>Tier 2 gap students will be assigned to science RTI class during an elective period.</p> <p>Special Education: Special Education Co-teachers (with emphasis on co-teaching model) will be paired with a high performing grade level content area teacher for co-teach classes and will be able to implement highly effective teaching and learning strategies in their resource classrooms</p> | <p>assessments, MAP and KPREP</p> <p>All teachers will exhibit characteristics of highly effective teaching and learning strategies</p> | <p>science teachers and shared in data mtgs. 7th grade science teachers, Counselors, Instructional and SPED Bldg. Coach</p> <p>Master Schedule Observations SPED Building Coach Teachers/Co-teachers Principal/Asst. Principal</p> | No funding required |
| | KCWP 3: Design and Deliver Assessment Literacy | <p>All staff providing accommodations for students will be trained in those accommodations and appropriate implementation of them</p> <p>All students with accommodations will be trained in how to advocate for their accommodations</p> | <p>100% of staff providing accommodations for students will be trained</p> <p>100% of students with accommodations will be trained in what their accommodations are and how to advocate for their accommodations</p> | <p>Jan. 2018</p> <p>Jan. 2018</p> | No funding required |
| | KCWP 4: Review, Analyze, and Apply Data | <p>All GAP students identified by staff in grade level/content data team meetings. Teachers identify their past and present students and performance levels and plan next steps for progress.</p> <p>Performance data for students in resource classes will be continuously monitored for recommendation to move to co-teach classes w ARC approval</p> | <p>Lists compiled Data team mtg. notes/minutes</p> <p>Increased % of students in co-teach classes as approved by ARC</p> | <p>Every other week Teachers Instructional Coach SPED Building Coach Principal/Asst. Principal</p> <p>SPED Bldg. Coach Resource teachers</p> | No funding required |
| | KCWP 5: Design, Align , and Deliver Support | As a TSI school, Admin Team will participate in professional Development | | December 2018/Ongoing Principal, Assistant Principal, SPED | No funding required |
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| | | <p>with Leesa Moman, KDE Continuous Improvement Coach</p> <p>SMS will utilize the Classroom Level Core Instruction Diagnostic to assess the level of our core instruction and design embedded PD to support the areas in need of improvement (partially implemented or not implemented)</p> <p>Weekly/Bi-weekly mentoring: Students in Behavior Tier 3 or demonstrating academic need will be assigned a mentor who will meet with them weekly or bi-weekly to assist students in staying on track.</p> <p>Study Skills: GAP Students in Tier 2 or Tier 3 who are identified as needing tutoring/extra assistance mastering classroom tasks/assessments, will be assigned to study skills one period per day.</p> <p>ESS: Before and after school academic support will be offered for students in all content areas.</p> <p>Morning Book Club: Targeted students are “invited” to join a book club (coffee shop style) to read/share/discuss a novel</p> | <p>Implementation of CHETL strategies for our students in gap groups</p> <p>Baseline data for determination of support needed Improved use of CHETL by all staff</p> <p>Improved behavior, academic, and assessment data</p> <p>Improved completion of assignments, grades, and assessment data</p> <p>Improved completion of assignments, grades and assessment data</p> | <p>Building Coach, Instructional Coach</p> <p>December 2018 Admin Team and Teacher Leadership Team</p> <p>Behavior Monitoring Sheets, classroom assignment completion rates, grades, assessment data. Staff mentor, Teachers, SPED building Coach Counselors Principal, School Manager</p> <p>Weekly classroom assignment completion rates, grades, and assessment data. Principal/Asst. Principal Counselors SPED building coach Instructional Coach Teachers</p> <p>ESS tracking data/time-sheets. Assignment completion, grades, and assessment data. ESS teacher(s) Principal/Asst. Principal SPED Building Coach Instructional Coach Counselors</p> <p>Teacher observation AR data Book club sponsors</p> | <p>No funding required</p> <p>No funding required</p> <p>No funding required</p> <p>\$9,000 ESS</p> <p>\$2,000 ESS</p> |
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| | | of choice. | Improved reading performance: meeting AR completion and proficiency goal | | |
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| Objective 2 100% of teachers will identify and use highly effective teaching and learning strategies | | Rutherford (Bulldog) Walkthroughs: Content teachers will participate in monthly Rutherford style walkthroughs in which they observe other teachers, identify effective strategies/activities, and plan for implementation in their own classrooms. | 100% of teachers will participate in walkthroughs as an observer and observee | Monthly Walkthrough documentation sheets Observations Principal/Asst. Principal Instructional Coach SPED Building Coach Teachers | No funding required |
| | | Technology Training: Teachers, including special ed teachers, will participate in on-going technology training during one planning period every other week to learn effective uses of technology for their content classrooms. | Monitored in tech team mtgs. and dept. mtgs.Increased use of technology in the classroom | Agendas/Minutes/ Attendance Lesson Plans/Observations Digital Learning Coach Principal/Asst. Principal | No funding required |
| | | Embedded Professional Development provided for CHETL (Characteristics of Highly Effective Teaching and Learning) | Increased implementation of CHETL | Monthly PD documentation Observations/walkthroughs Instructional Coach, Teachers Asst. Principal/Principal, SPED Bldg. Coach, Dept. Chairs, Dig. Lng.Coach | No funding required |
| | | Provide Professional Development in co-teaching strategies: particularly parallel and station teaching | Increased implementation of effective co-teaching strategies | Lesson plans, observations/walkthroughs SPED building coach | No funding required |
| | | Provide opportunities for sped teachers to attend professional development designed specifically for sped teachers in content, differentiation, and sped regulations/procedures (Ex.: M3 | Increased implementation of CHETL | Lesson plans, observations/walkthroughs SPED teachers, SPED Building Coach, Asst. Principal, Principal | District IDEA B funds |

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| | | Powerful Mathematics: Making Math Matter: Book Baskets, Expert Packs & Text Sets; and New Sped Teacher Cadre Meetings | | | |
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4: Graduation rate

Goal 4 (State your Graduation Rate goal): NA for middle schools.

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| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-------------|----------|-------------------------------|--------------------|----------------------------------|---------|
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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5: Growth

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| Goal 5 (<i>State your Growth goal</i>): Based on spring MAP data, the percentage of students at each grade level (6th, 7th, and 8th) making growth in reading and math from Spring 2018-Spring 2019 will increase by 15%. Reading: 6th grade 48%-63%; 7th grade 44%-59%; 8th grade 50%-65% Math: 6th grade 47%-62%; 7th grade 45%-60%; 8th grade 73%-88% | | |
| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |

| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| Objective 1 Increase the % of students at each grade level having an increase in MAP reading scores Spring 2018-Spring 2019 by 5%. 6th grade: 48%-53% 7th grade: 44%-49% 8th grade: 50%-55% % | KCWP 2: Design and Deliver Instruction | Heterogeneous grouping: All students will receive Tier 1 Instruction in heterogeneously grouped classes. | Schedule/rosters | Class rosters cross-referenced with student data Aug., Jan. Counselors, Teachers | No funding required |
| | | English 1: 8 th grade students may take English 1 for high school credit following the high school course curriculum | Schedule/rosters | Class schedules/Roster Aug. , Jan. Counselors, Teachers, Asst. Principal | No funding required |
| | | READ 180/System 44: Students in Tier 3 (determined by Universal screener-MAP) will be placed in READ 180 for 1 class period per day. Fidelity of the program will be followed and progress monitored weekly. | Read 180/System 44 data | By Teacher weekly By admin monthly Teacher, Instructional Coach, SPED Building Coach, Asst. Principal | Title 1 Schoolwide |
| | | RTI Classes: Based on MAP data, KPREP data, AIMSweb data, and classroom assessment data, students will be assigned Tier 2 or Tier 3 status to receive additional instruction 25 minutes per day. Reading RTI will | Class rosters cross referenced with MAP scores/KREP scores IXL progress monitoring data | IXL progress monitoring data reviewed weekly by teachers and shared in data team mtgs. bi-monthly Teachers, Instructional Coach, SPED building Coach, Asst. Principal | \$5500 SBDM and Title 1 schoolwide |

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| | | <p>utilize IXL</p> <p>AR RTI: Students who are identified as on or above grade level by MAP reading scores will be assigned to AR RTI for 25 minutes per day for independent reading/AR tests</p> <p>Special Education: Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.</p> <p>Summer Reading Program: A schoolwide summer reading program will begin in May with reading assignment of student selected novel. Students will take a comprehension test over the book and those who pass with an 80% or above receive a reward. Library will be open on select days in the summer for students to read and take AR tests.</p> <p>Accelerated Reading: Teachers will set individual goals each marking period. Students will read a variety of texts based on individual reading levels and interest and will take comprehension quizzes that will count as an independent reading grade. Students who meet their goal will be rewarded throughout each nine- week marking period.</p> <p>Continue monitoring of research based supplemental reading and intervention materials (STAR, AR, READ 180, System 44, IXL)</p> | <p>Class rosters cross referenced with MAP scores; AR data</p> <p>Master schedule Observations Mtg. agendas/minutes</p> <p>90% of studentns will complete the summer reading project with 80% passing the comprehension test with 82% accuracy AR data</p> <p>Increase in # of students meeting their goals/proficiency ratings each 9 weeks AR data</p> <p>Programs used with fidelity. Data from each program</p> | <p>Bi-quarterly Instructional Coach, Media Specialist SPED Bldg. Coach, Asst. Principal</p> <p>Observations, meeting agendas/minutes SPED Building Coach Teachers/Co-teachers Principal/Asst. Principal</p> <p>Aug. 2018 Media Specialist Teachers, Instructional Coach Asst. Principal/Principal</p> <p>Oct. & Dec. 2018 March & May 2019 Media Specialist Teachers (Content and RTI) Instructional Coach Principal/Asst. Principal</p> <p>Monitored Monthly Teachers, Instructional Coach SPED Bldg. Coach Principal, Asst. Principal</p> | <p>No funding required</p> <p>No funding required</p> <p>\$500 ESS funds for summer hours for media center</p> <p>\$4500 General Fund/Title 1 Schoolwide</p> <p>No funding required</p> |
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| | KCWP 3: Design and Deliver Assessment Literacy | <p>District Benchmark Testing: Benchmark tests will be administered once per year in Jan. to monitor progress in reading.</p> <p>MAP will be administered 3 times per year</p> | <p>monitored through data teams, schoolwide reports/Academic RTI</p> <p>Monitored through data teams</p> <p>Monitored through data teams</p> | <p>Benchmark in January 2019 Teachers, Instructional Coach, Asst. Principal, SPED Building Coach</p> <p>MAP Aug. 2018, Jan. & May 2019 Teachers, Instructional Coach, Asst. Principal</p> | <p>No funding required</p> <p>No funding required</p> |
| | KCWP 4: Review, Analyze, and Apply Data | <p>Analysis of Student Work: Teachers will use Grade Cam and data teams sheet to analyze common formative and summative assessments. Analysis of data will determine mastery of common core standards and next steps for instruction. All students will complete test corrections using wrong answer analysis template for common summative assessments.</p> | <p>Monitored through data teams and lesson plans</p> | <p>After each CFA, CSA Data teams, Instructional Coach, Asst. Principal</p> | <p>\$2,000 SBDM funds</p> |

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| | KCWP 5: Design, Align, and Deliver Support | Activity 1: Weekly/Bi-weekly mentoring: Students in Behavior Tier 3 or demonstrating academic need will be assigned a mentor who will meet with them weekly or bi-weekly to assist students in staying on track. | Behavior Monitoring Sheets, classroom assignment completion, grades, assessment data | Weekly Staff Mentors, Teachers, SPED Building Coach, Counselors, School Manager | No funding required |
| | | Activity 2: Study Skills: Students identified as needing tutoring/extra assistance completing/mastering classroom tasks/assessments, will be assigned to study skills one period per day. | Missing work reports, grades, assessment data | Weekly Teachers, Counselors, Asst. Principal SPED Building Coach | No funding required |
| | | Activity 3: ESS: Before and after school academic support will be offered for students in all content areas. | Missing work reports, grades, assessment data | Weekly Teachers, Counselors, Asst. Principal, SPED Building Coach | \$9,000 ESS funds |
| | | Activity 4: Morning Book Club: Targeted students are “invited” to join a book club (coffee shop style) to read/share/discuss a novel of choice | Teacher observation AR and assessment data | Bi-weekly Teacher mentor Instructional Coach | \$2,000 ESS funds |
| Objective 2 Increase the % of students at each grade level having an increase in math MAP scores. 6th grade: 47%-52% 7th grade: 45%-50% 8th grade: 73%-78% | KCWP 2: Design and Deliver Instruction | Heterogeneous grouping: All students will receive Tier 1 Instruction in heterogeneously grouped classes. | Schedule/rosters | Class rosters cross-referenced with student data Aug., Jan. Counselors, Teachers | No funding required |
| | | Algebra 1: Students meeting prerequisites may take Algebra 1 for high school credit. 6 th and 7 th grade students may take an advanced math class one period per day to prepare for the high school Algebra 1 course. | Schedules/rosters | Class schedules/Roster Aug. , Jan. Counselors, Teachers, Asst. Principal | District funds provide for staffing |

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| | | <p>Math instruction: All students scheduled for math two class periods each day. One class is the instructional period and the second is used for calendar math to integrate skills students are struggling with. Calendar math should allow for review of all prior skills and preview of upcoming skills.</p> <p>RTI Classes: Based on MAP data, KPREP data, AIMSweb data, and classroom assessment data, students will be assigned Tier 2 or Tier 3 status to receive additional instruction 25 minutes per day. Math RTI will utilize IXL</p> <p>Special Education: Special Education program (with emphasis on co-teaching model) will be implemented with continued monitoring and teacher development and support.</p> | <p>100% of students will be scheduled for two periods of math daily.</p> <p>Class rosters cross referenced with MAP scores/KREP scores IXL progress monitoring data</p> <p>Master schedule Observations Mtg. agendas/minutes</p> | <p>Monitored through course schedules Aug 1, June 1 Principal/Asst. Principal District Math Specialist Counselors, Math dept. Chairperson, Instructional Coach</p> <p>IXL data reviewed weekly by teachers and shared in data team mtgs. bi-monthly Bi-quarterly Instructional Coach, Media Specialist SPED Bldg. Coach, Asst. Principal</p> <p>Observations, meeting agendas/minutes SPED Building Coach Teachers/Co-teachers Principal/Asst. Principal</p> | <p>District funding</p> <p>\$5500 SBDM and Title 1 schoolwide</p> <p>No funding required</p> |
| | KCWP 3: Design and Deliver Assessment Literacy | District Benchmark Testing: Benchmark tests will be administered once per year in Jan. to monitor progress in math. | Monitored through data teams | Benchmark in January 2019 Teachers, Instructional Coach Assistant Principal, SPED Bldg. Coach | No funding required |
| | | MAP will be administered 3 times per year | Monitored through data teams | MAP Aug. 2018, Jan. & May 2019 Teachers, Instructional Coach Assistant Principal, SPED Bldg. Coach | No funding required |
| | KCWP 4: Review, Analyze, and Apply Data | | | | |
| | | Analysis of Student Work: Teachers will use Grade Cam and data teams | Monitored through data teams and lesson plans | After each CFA, CSA Data teams, Instructional Coach, | \$2000 Title 1 Schoolwide |

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| | | sheet to analyze common formative and summative assessments. Analysis of data will determine mastery of common core standards and next steps for instruction. All students will complete test corrections using wrong answer analysis template for common summative assessments | | Assistant Principal | |
| | KCWP 5: Design, Align, and Deliver Support | Activity 1: Weekly/Bi-weekly mentoring: Students in Behavior Tier 3 or demonstrating academic need will be assigned a mentor who will meet with them weekly or bi-weekly to assist students in staying on track. | Behavior Monitoring Sheets, classroom assignment completion, grades, assessment data | Behavior Monitoring Sheets, classroom assignment completion rates, grades, assessment data. | No funding required |
| | | Activity 2: Study Skills: Students who are identified as needing tutoring/extra assistance completing/mastering classroom tasks/assessments, will be assigned to study skills one period per day. | Missing work reports, grades, assessment data | Weekly classroom assignment completion rates, grades, and assessment data. | No funds required |
| | | Activity 3: ESS: Before and after school academic support will be offered for students in all content areas. | Missing work reports, grades, assessment data | ESS tracking data/time-sheets. Assignment completion, grades, and assessment data. | \$9,000 ESS funds |

6: Transition Readiness

Goal 6 (State your Transition Readiness goal): As determined by yet to be state guidelines and definitions and timelines for Transition Readiness, 100% of SMS 8th grade students will be transition ready for high school by 2021.

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| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
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| Objective 1 SMS will meet all objectives stated in goals 1,2,3 and 5 of this CSIP to meet transition readiness for students. | KCWP 1,2,3,4,5 --SMS will implement all strategies listed in Goals 1,2,3, and 5 above. | See activities as listed in goals 1,2,3, and 5 above. | See measures of success as listed in goals 1,2,3, and 5 above | See progress monitoring dates and notes as listed in goals 1,2,3, and 5 above | See funding as listed in goals 1,2,3, and 5 above. |
| | KCWP 6: Establishing Learning Culture and Environment | SMS will promote the importance of transition readiness by communicating with students and parents to inform them of the need for academic and transitional interventions. Teachers and admin will monitor student progress and inform parents and students at periodic intervals. | Monitored through team meetings and conferences | Quarterly Teachers, Counselors, Instructional Coach, Principal, Asst. Principal SPED Building Coach | No funding required |
| | KCWP 5: Design, Align, and Deliver Support | Transition visits scheduled at critical times for students at grades 5th to 6th and grades 8th to 9th | All 5th graders from SMS feeder schools will participate in school visits to SMS; 95% of incoming 6th graders will participate in Bulldog University All SMS 8th graders | August 2018-Bulldog University Spring 2019--Visits Counselors 6th grade team teachers Fall, Winter, and Spring 2019 | Bussing provided by district Bussing provided by distric |

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| | | | will participate in transition activities and school visits to HCHS | Counselors & 8th grade team teachers | |
| | | Parent Informational Sessions/Evening will be scheduled for parents of incoming 5th graders | Attendance monitored through sign-in sheets | May 2019 Counselors 6th grade team teachers Principal, Asst. Principal | No funding required |
| | | SMS will implement Positive Behavior Interventions and Support Team and use data to increase successful transition and communicate with staff and students | PBIS team meeting schedule/minutes Team mtg. minutes SWIS data | Monthly Counselors/Admin Team School PBIS team School Manager | No funding required |
| Objective 2 100% of SMS certified staff and students will be exposed to the Building a Better Graduate expectations and | KCWP 1: Design and Deploy Standards | SMS certified staff will participate in district PD to design/understand standards/expectations/definitions for Building a Better Graduate initiative | 100% of SMS certified staff will be trained in BABG standards/expectations/definitions Monitored through PD attendance | July 2018 rollout November & December Training in definitions and rubrics Instructional and Digital Learning Coaches; Admin; teachers | No funding required |
| | KCWP 2: Design and Deliver Instruction | SMS teachers will provide common instruction to students on the use of rubrics for Building a Better Graduate standards in the areas of collaboration, communication, and critical thinking | 100% of students will be trained in use of BABG rubrics Monitored through attendance during digital lessons | January 2019 Curriculum and Digital Lng. Coach Teachers, Admin | No funding required |
| | KCWP: Design and Deliver Assessment Literacy | SMS students will use rubrics designed for BABG standards to assess their own progress on at least one activity per area | 100% of students will practice use of BABG rubrics Evidenced by student work samples | January-May 2019 Teachers Curriculum Coach Asst. Principal | No funding required |
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7: Other (optional)

Goal 7 (State your goal): NA at this time

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| Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment | Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities | In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities. |
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| Objective | Strategy | Activities to Deploy Strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
|-------------|----------|-------------------------------|--------------------|----------------------------------|---------|
| Objective 1 | | | | | |
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| Objective 2 | | | | | |
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