Comprehensive School Improvement

Plan

Mason County Middle School

Mason County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Mason County is located in north central Kentucky. It is, geographically, a part of the Outer Bluegrass Region of the state. As of the 2010 census there were 17,490 residents. The county is dominated by farmland with small community centers throughout the county. The county was named for George Mason, a Virginia delegate to the U.S. Constitutional Convention, and was formed in 1789 from what was once part of Bourbon County. Maysville, population 9011 in the 2010 census, is the county seat and located on the Ohio River. Daniel Boone and Simon Kenton were influential in the founding of Maysville which is the cultural and business center of the county. Agriculture, light manufacturing and service industries make up the base of the economy.

The Mason County School System is comprised of four schools, one at each instructional level, serving 2828 students in grades K-12 and an additional 157 pre-school students. 15% of our student population is minorities with the largest ethnic group being African-Americans. Mason County Schools employs 446 staff. Three of the schools: Straub Elementary, Mason County Middle and Mason County High Schools, are located on the main campus on U.S. 68 approximately 2 miles south of downtown Maysville near the intersection with the AA Highway, a main traffic corridor in Northern Kentucky. The fourth school, Mason County Intermediate School, is located on a secondary campus in the Washington Community.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of Mason County Schools is to provide the opportunity, resources, facilities, and instruction for all students to graduate from the Mason County School District with the skills to be self-sufficient in the workplace and in their community. In order to be self-sufficient one must be literate in reading, mathematics, and communication skills and must be critical thinkers. These areas are the basis for all other instruction. A variety of academic courses are provided including numerous Advanced Placement and Career-Technical classes. Courses in art, music and world languages give students the opportunity to expand their scope of knowledge. Our mission is: The Mason County School System, in partnership with the home and community, will educate and assist all students in learning to their maximum potential. We want to know every child, by name and face, to college and career ready. Following are our belief statements:

¢ Each student has a special gift.

¢ Our greatest resources are quality staff and effective use of time.

¢ Achievement builds self-esteem; self-esteem promotes achievement.

¢ Risk taking is essential for growth.

¢ Change creates opportunity and the need for lifelong learning.

¢ All people are entitled to a safe and caring environment.

¢ Individuals are responsible for their actions.

¢ Diversity enriches life.

¢ Public education benefits the entire community.

¢ Education is the shared responsibility of all.

¢ Excellence justifies the investment.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Teacher and administrators from the system have, in recent years, made presentations to state and national educational organizations and have received a number of awards including the 2010 Magna Award Grand Prize from the National School Board Association and the National School Board Journal that honors school board best practices and innovative programs for the school system's Home Visit Initiative. The district was also recognized by the Bluegrass Foundation as one of four "Diamond in the Rough" school districts for giving taxpayers above-average bang for their education bucks despite above-average poverty rates.

In 2012 Mason County High School became an iPad one to one school with the distribution of over 800 iPads to all high school students. The rollout was attended by numerous local dignitaries, businessmen, and public servants and was covered by Lexington and Northern Kentucky media. The rollout was rated one of the top 100 in the world for 2012 by Fortune magazine.

While consistently scoring in the upper 50% of districts on annual accountability testing there are still too many students who have not reached proficiency or are not performing at their maximum abilities. It is the goal of Mason County Schools that all students will reach academic proficiency and graduate college and/or career ready. Specifically, the Mason County School District will address four areas for improvement:

¢ Increase the graduation rate annually until all entering students graduate

¢ Reduce the achievement gap annually as related to ethnic, socioeconomic, and disability status in comparison to the general student population

¢ Increase the number of students who are college and/or career ready annually until all students are able to successfully transition to post-secondary training or to the workforce

¢ Reduce the percent of students scoring Novice and increase the percent of students scoring Proficient or higher annually until all students are academically successful as measured by accountability testing.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The Mason County School District is known across the state for their choral, orchestral, and art programs. The Mason County Concert Choir has performed a number of times in prestigious venues both in the U.S. and in Europe. Our sports program has produced two state basketball championships and two highly visible and valued ambassadors for the school system in Chris Lofton and Darius Miller.

Mason County Middle School Comprehensive School Improvement Plan 3rd Revision

Overview

Plan Name

Mason County Middle School Comprehensive School Improvement Plan 3rd Revision

Plan Description

A plan to improve student achievement and increase teacher effectiveness

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	Achievement for all student groups in reading and math will increase so that the achievement gap (current score difference from 100) decreases BY 50% BY 2017.	Objectives: 2 Strategies: 3 Activities: 3	Academic	$0
2	All students at MCMS will reach a proficient level in both reading and mathematics by 2017.	Objectives: 1 Strategies: 2 Activities: 2	Academic	$9913
3	MCMS will increase staff leadership and guidance of improving the academic direction and school culture for MCMS.	Objectives: 1 Strategies: 5 Activities: 5	Organizational	$0
4	MCMS will increase the number of students meetings benchmarks in each individual content area as well as students meeting the criteria for all benchmarks on the Explore Test.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	$500
5	MCMS will strive to increase the P/D percentages in reading and math to 58.2, which is an increase from the 2013 score of 48.8. This will be with the ultimate goal of all students reading a proficient level in reading and math by 2017.	Objectives: 1 Strategies: 8 Activities: 8	Organizational	$42937
6	MCMS will examine all of the Program Reviews to identify areas for improvement and develop/implement plans to address these areas. MCMS will focus on the increased rigor, opportunities for authentic student writing, and student feedback for improvement.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$0
7	The MCMS GAP goal is to increase achievement for all MCMS students groups so that the achievement gap score increases at MCMS to 50.6% in 2013 moving towards the ultimate goal of 69.1% in 2017 as measured by KPREP.	Objectives: 1 Strategies: 4 Activities: 4	Organizational	$19608

Goal 1: Achievement for all student groups in reading and math will increase so that the achievement gap (current score difference from 100) decreases BY 50% BY 2017.

Measurable Objective 1:

10% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency increase of 10% annually through 2017 in Reading by 05/24/2013 as measured by on KPREP with a goal of 51.0 in 2014.

(shared) Strategy 1:

Data Spreadsheet - Teachers will track students progress for each class on their data spreadsheet. This information will be used to inform regular classroom instruction in the content area.

Activity - Data Spreadsheet Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the proper use of the data spreadsheet as well as the implementation of the program.	Academic Support Program	09/13/2012	05/23/2013	$0	No Funding Required	Teacher leader team and administration will be responsible for creating and implementing the training. Staff will be responsible for implementing the training within their classroom.

Strategy 2:

F & P Testing and Literature Circles - Teacher will utilized Fountas & Pinnell to identify student strengths, weaknesses, and areas for growth. Information gained from F & P testing will be analyzed to create effective Literature Circles. Literature Circles will be focused small group discussions with peers that will work on student comprehension. Students will also we asked to reflected in their journals on the information that they have read. This time within the classroom structure will provide the teacher the opportunity to pull individual students or small groups for classroom interventions based around F & P or formative assessment data.

Activity - F & P Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will be trained on the process of F & P Testing. This process will need to be refined/reflected upon as teachers become more familiar with the program.	Professional Learning	08/20/2012	05/21/2013	$0	No Funding Required	All RLA teachers and special education teachers need to be trained.

Measurable Objective 2:

10% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency increase annually through 2017 in Mathematics by 06/30/2017 as measured by KPREP with a goal of 51.0 in 2014..

(shared) Strategy 1:

Data Spreadsheet - Teachers will track students progress for each class on their data spreadsheet. This information will be used to inform regular classroom instruction in the content area.

Activity - Data Spreadsheet Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained on the proper use of the data spreadsheet as well as the implementation of the program.	Academic Support Program	09/13/2012	05/23/2013	$0	No Funding Required	Teacher leader team and administration will be responsible for creating and implementing the training. Staff will be responsible for implementing the training within their classroom.

Strategy 2:

Math Intervention Structure - Math teachers will be provided with 90 minute classes with the intention that there is specific time built into the classroom to address needed student interventions. Teachers will identify students or groups of students who need interventions. These students will be based of a variety of data that can include but is not limited to MAP data, KPrep data, formative assessments, pre-assessments, FASTT Math, or summative assessments. Students will be pulled for 15 minute increments anywhere from 1-5 times a week depending on their needs. This will allow the students individualized instruction based but at the same time allow students to not miss regular classroom instruction.

Activity - Math Class Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Varied instruction based on individual student data.	Direct Instruction	08/20/2012	05/21/2013	$0	No Funding Required	All math teachers and special education teachers.

Goal 2: All students at MCMS will reach a proficient level in both reading and mathematics by 2017.

Measurable Objective 1:

58% of All Students will demonstrate a proficiency in the areas of reading and in Mathematics by 05/30/2014 as measured by the combined reading and mathematics scores on the state KPREP test.

Strategy 1:

Small Group Interventions - Reading and Math teachers will continue to ahere to the MCMS 90 minute classroom structure. This structure creates an opportunity for teachers to utilize data to identify students who need reteaching within the classroom. Teachers have worked on this and will continue to refine their skills. These groups will continue to be flexible to meet the needs of students through the on-going collection of data.

Activity - Small Group Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCMS will continue training on small group interventions within the classroom. MCMS will use data to to determine grouping and interventions for students.	Academic Support Program	08/15/2013	05/30/2014	$0	No Funding Required	Reading Language Arts teachers, Math teachers, Special Ed. teacher, and Administration

Strategy 2:

Encore - MCMS will continue to group students every 9 weeks into varying encore classes. These classes will be based off of MAP data. Students will be placed into classes based off of their needs according to the data. Students will be grouped into these classes based on RIT bands of instruction. Instruction within these classes will need to be focused on the necessary skills taken from the Descarte. Students will work towards mastery of the concepts before they are moved on.

Research Cited: NWEA

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will sort students into classes for tier II interventions based on MAP data.	Academic Support Program	08/15/2012	05/23/2013	$9913	Title I Part A	ALL staff and Administration

Goal 3: MCMS will increase staff leadership and guidance of improving the academic direction and school culture for MCMS.

Measurable Objective 1:

collaborate to increase the level of staff input into the academic direction of the school to increase buy-in and school effectiveness by 05/25/2015 as measured by the amount of teacher input into changes made to current practices or routines..

Strategy 1:

Leadership Team - A representative from each content will be selected to meet to help determine major shifts in the school wide approach to data. Content teachers will work collaboratively with administration to provide input and to help develop data tools that will impact the school. Feedback will be given to these representatives about next steps to provide a better understanding of what our schools needs are. Content teachers will also act as experts to help their fellow teachers work through the new concepts.

Activity - Teacher Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leadership team will work collaboratively with administration to develop tools for teacher including the use of CIITS.	Academic Support Program	08/05/2013	05/23/2014	$0	No Funding Required	Teacher Leaders and Administration .

Strategy 2:

Student Goal Setting - Teachers will work with the teachers leadership team to help develop a quality form of student goal setting. This will help to provide more meaning in the use of MAP data in teachers classrooms. Students will provide feedback to administration, teachers, and the teacher leadership team to help provide insight into how students view the data. Teachers will work with administration to develop a goal setting form and data tracking form that will help provide meaningful discussions to students that still supports instruction in the classroom.

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create an organized system that will allow students to have and understand data used at MCMS.	Academic Support Program	10/14/2013	05/23/2014	$0	No Funding Required	All teachers, administration , and students.

Strategy 3:

Teacher Data Pilot Group - Teachers, the teacher leadership group, and administration will work to develop a data spreadsheet of that will be more focused on the use of formative data instead of summative data. Once this spreadsheet is completed the administration will look for a pilot group that will work through the process in 2013-2014. The pilot group will be optional and will be charged with the task to iron out issues and streamline the process of teachers collecting and working with formative data in the classroom. The pilot group with then work with administration in 2014-2015 to present information and the data spread sheets. The pilot group

will act as the experts and resources for staff when the concept is adopted.

Activity - Teacher Pilot Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to creative a streamline effective systems of mastery learning using data.	Direct Instruction	01/07/2013	05/22/2015	$0	No Funding Required	Pilot Teachers and Administration.

Strategy 4:

Ron Clark Academy - Staff that participated in the Ron Clark Academy Trip will help to lead positive school culture, connections, and academic reforms. The focus of this group will be to examine some of the very positive strategies they were exposed to and conduct trainings to help them replicate this type of success.

Research Cited: Relationship Development

Activity - PLC/Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct teachers trainings and workshops to help replicate some of the strategies they learned.	Professional Learning	12/04/2013	05/23/2014	$0	No Funding Required	Ron Clark Participants, Administration, and voluntary staff

Strategy 5:

Will and Skill - The administration will diligently work to target staff for opportunities that provide learning experiences and increase skill for that staff member. This will be a very methodical approach to create a very prescriptive result based off of will, skill, and motivation for each and every staff member. PD 360 will be used as professional development to help meet the needs of staff members.

Research Cited: Robyn Jackson - Will and Skill

Activity - Will and Skill	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Will and Skill targeted list.	Behavioral Support Program	11/01/2013	05/23/2014	$0	No Funding Required	Administration

Goal 4: MCMS will increase the number of students meetings benchmarks in each individual content area as well as students meeting the criteria for all benchmarks on the Explore Test.

Measurable Objective 1:

collaborate to increase the number of students meeting benchmark scores on the Explore Test by 09/23/2014 as measured by data analysis of student Explore Scores.

Strategy 1:

Timed Activities - Teachers will consistently provide opportunities for students to work on ACT/Explore like timed activities. This will occur in all of the content areas. Teachers will use a variety of resources to prep students. This will include but is not limited to released items, Buckle down practice books, Explore Study Guide Book, and Explore Prep. Teachers will use these resources to replicate the timed Explore test this will help students to understand pacing as well as expose them to the content on the Explore Test.

Activity - Explore Prep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Explore timed study guides.	Direct Instruction	09/13/2013	09/23/2014	$0	No Funding Required	All content teachers and administration.

Strategy 2:

Explore Connections - Counselors will take time prior to the Explore Test to go into 8th grade classrooms to discuss students 7th grade explore. Counselors will help guide them through a series of activities designed to help students understand what the Explore Test is and why it is important. After scores come back homeroom teachers will revisit these activities with students current scores. Homeroom teachers will then discuss areas for improvement, what will be provided in the school, and what students can do on their own to increase their scores.

Counselors will also visit 7th grade classrooms prior to Explore Testing to go over a series of activities to help students become familiar with the test. Homeroom teachers will also revisit these activities after Explore Scores are received. Homeroom teachers will discuss areas for improvement, what will be provided in the school, and what students can do on their own to increase their scores.

Activity - Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors and homeroom teachers will examine the importance of ACT & Explore to help students be college and career ready.	Career Preparation/Orientation	09/23/2013	09/23/2014	$0	No Funding Required	Counselors and homeroom teachers.

Strategy 3:

ILP Exploration & Operation Preparation - Teachers will help students to complete their ILP's in a timely manner. Once ILP's are completed homeroom teachers and counselors will work to create activities that help students to understand the requirements that come with some of the colleges and careers that they choose. These activities will be designed to help students gain a better understanding of the necessary work, skills, and scores that come with varying professions.

8th grade students will also have the opportunity to be paired up with community professionals based on the results of their ILP. Community members will help to

discuss explore scores, requirements for their job, and answer student questions to help students explore different opportunities.

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community professionals will work with students to help answer questions and gain a better understanding of the community members current profession.	Community Engagement	09/23/2013	05/26/2014	$0	No Funding Required	Counselors and 8th Grade teachers.

Strategy 4:

College and Career Readiness - A committee has been formed to provide ideas, input, and help guide a school wide CCR focus for the spring. The committee is working to develop a list of ideas that they will work on over Christmas break to help implement over the spring semester.

Activity - CCR Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCR group will research activities that will benefit students in their pursuit of college and career readiness.	Career Preparation/Orientation	11/22/2013	05/23/2014	$0	No Funding Required	Administration and CCR Committee

Activity - Student Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FRYSC staff will assist in providing activities that increase student awareness of obstacles to graduation and college/career readiness.	Academic Support Program	08/12/2013	05/30/2014	$500	FRYSC	Middle School staff, FRYSC staff

Goal 5: MCMS will strive to increase the P/D percentages in reading and math to 58.2, which is an increase from the 2013 score of 48.8. This will be with the ultimate goal of all students reading a proficient level in reading and math by 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math KPREP scores. by 05/23/2014 as measured by KPREP.

Strategy 1:

Teacher Data Usage - Teachers will analyze KPREP data, MAP data, Explore data, and classroom data to help them develop informed decisions on in class instructional decisions and interventions.

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep data notebooks that we will have bimonthly meetings over.	Professional Learning	10/03/2013	05/23/2014	$0	No Funding Required	All staff.

Strategy 2:

Encore - Staff will work to identify needs of students in Reading, Math, and Science based upon Explore data, MAP data, and classroom data. This data will be used to place students into intention classes or enrichment classes that will rotate every 9 weeks. These classes will be focused on specific content or needs that is determined by data. All instruction will be focused on impacting the needs of specific students within the class.

Activity - Encore Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encore Class	Academic Support Program	08/01/2013	05/23/2014	$9912	Title I Part A	All staff are responsible.

Strategy 3:

Effective Feedback - Staff will be trained during content meetings after school on effective feedback and the role it has within learning. Staff will be worked with to push their boundaries on how to provide effective research based feedback. Feedback will occur in written and verbal form and will be done in a way that ensure that students have the opportunity to use the feedback to improve their work.

Research Cited: John Hattie Metta Analysis and Effective Feedback

Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Feedback Training	Academic Support Program	11/01/2013	05/23/2014	$0	No Funding Required	Administration will provide the training and ensure that all teachers are working to improve on it.

Strategy 4:

FASTT Math - The district has purchased and is using the FASTT Math program. This program is designed to increase math fluency for students that utilize it as average of 3 times per week. Teachers have created target lists of students to get on this and are trying to get extras on the 3 times per week. Students that were identified were identified using data.

Research Cited: Math Fluence

Activity - FASTT Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Fluency	Academic Support Program	08/15/2013	05/23/2014	$350	Title I Part A	Administration and Math Teachers

Strategy 5:

READ 180 - Read 180 is a program designed by scholastic that is created with the intention of meeting the needs of struggling readers. This intervention class at MCMS is utilized for 6 periods with 15 students in each period. These students are identified through the use of data and are able to exit once the students have progressed to grade level reading. The READ 180 classes are 90 minutes everyday.

Research Cited: READ 180 - Reading Intervention

Activity - READ 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Intervention	Academic Support Program	08/15/2013	05/23/2014	$6008	Title I Part A	Administration, READ 180 teachers, counselors, and special education teachers.

Strategy 6:

Digits Program - Digits is a hybrid Math program that is designed has been adopted school wide. This math program has been implemented for the past 3 years. Digits is completely aligned to the common core standards. The components within Digits has student workbooks, online tutorials, online tests, and is designed to increase student understanding and parent involvement. As a result of class size additional student licenses were purchased. The contract for digits will but up at the end of this year and will require the district to either adopt a new program or continue with digits.

Research Cited: Digits Math Program

Activity - Digits Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Digits Math	Academic Support Program	08/15/2013	05/23/2014	$1567	Title I Part A	Administration and Math Teachers

Strategy 7:

E-Walk - E-Walk is a walkthrough document that MCMS purchased to help introduce staff to the new TPGES system as well as to track trends/data within the classroom. This information is intended to be used to inform instructional decisions based off of what is being observed in the classroom. This information will also be used to help guide professional development and PLC's.

Research Cited: TPGES

Activity - E-Walk	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Walkthrough documentation	Professional Learning	10/09/2013	05/23/2014	$1000	Other	Administration

Strategy 8:

I-PADS/Computer - I-Pads and Computers were purchased two years ago to help utilize 21st century skills to impact student achievement and growth. This equipment is used for varying program such as READ 180 & FASTT Math. MCMS Technology is also used to for small group instruction in stations or can be combined for whole group activities.

Activity - IPads/Comp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer Technology	Technology	08/15/2013	05/23/2014	$24100	Title I Part A	All Staff

Goal 6: MCMS will examine all of the Program Reviews to identify areas for improvement and develop/implement plans to address these areas. MCMS will focus on the increased rigor, opportunities for authentic student writing, and student feedback for improvement.

Measurable Objective 1:

collaborate to Improve the quality of program reviews and increase the level of rigor within MCMS by 05/23/2014 as measured by Program Review scores..

Strategy 1:

Website Development - Administration will work with the tech department to create a web based drop box that allows teachers to submit work at their convenience. This will help to alleviate the loss of material related to program reviews.

Activity - Website Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Website drop box development	Technology	12/09/2013	05/23/2014	$0	No Funding Required	Tech Staff - Website development Admin - Training of Staff Staff - Evidence Submission

Strategy 2:

Authentic Journal Writing - Staff will be trained during PD and PLC on effective authentic journal writing prompts. Staff will work to implement more journal writing into their daily routine using the training that they have received. It is vital that the teachers work to provide effective feedback on student writing. Feedback must be done in

a timely fashion and provide students with the ability to increase their understanding of the material and score.

Research Cited: John Hattie Metta Analysis

Activity - Journal Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Authentic Writing training and Effective Feedback	Academic Support Program	07/29/2013	05/23/2014	$0	No Funding Required	All staff are responsible

Goal 7: The MCMS GAP goal is to increase achievement for all MCMS students groups so that the achievement gap score increases at MCMS to 50.6% in 2013 moving towards the ultimate goal of 69.1% in 2017 as measured by KPREP.

Measurable Objective 1:

demonstrate a proficiency of 50.6 for GAP Students by 05/23/2014 as measured by KPREP Reading and Math.

Strategy 1:

Gap Focus Students - Teachers will utilize KPREP data, MAP data, Explore data along with GAP lists to identify targeted students within each classroom. Teachers will collected data that shows growth areas so they can target these areas in regular class instruction as well as during encore class. Administration will meet meet individually with teachers to go over the GAP focus list progress in Dec, Feb, and April.

Activity - GAP Focus Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a targeted list of GAP students from data to focus on areas for intervention based on KPREP and other data.	Academic Support Program	10/02/2013	05/23/2014	$0	No Funding Required	Teachers & Administration

Strategy 2:

Administration Focus List - Administration will work to target GAP students that are struggling in school for non-academic reasons. These students will be a part of a regular conversation for administration. Each administration will need to help provide support and accountability for the varying non-academic issues that are impeding their academic success. This includes but is not limited to attendance, behavior, poverty, non-school issues, etc.

Activity - Admin Focus List	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Admin Development of Gap Focus list	Behavioral Support Program	10/16/2013	05/23/2014	$0	No Funding Required	Administration only

Strategy 3:

Odyssey Ware - Odyssey ware is an online program that MCMS purchase with the high school to help provide opportunities for struggling students and enrichment. The main focus at this point has been to target struggling students and help provide them alternative opportunities to get these students caught up with their regular classmates. This is an online program that is aligned with Common Core Standards and offers a variety of different courses. This program will eventually be utilized for encroachment opportunities for students above grade level.

Activity - Odyssey Ware	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended Academic Opportunities	Academic Support Program	08/15/2013	05/23/2014	$13250	Title I Schoolwide	Admin, Counselors, Enrichment teachers, and Alternative teachers

Strategy 4:

Teacher Targeted Interventions - Teachers will utilize targeted intervention time within regular class, READ 180, and in intervention time (encore). These interventions will be targeted though the use of specific data that will include KPREP scores, MAP scores, F & P data, READ 180, FASTT Math, and formative classroom data. Data will be collected and used to design specific interventions and lessons that meet the needs of students.

Activity - Teacher Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and implement interventions based around a variety of data.	Academic Support Program	08/15/2013	05/30/2014	$6358	Title I Part A	Administration, Counselors, All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IPads/Comp	Computer Technology	Technology	08/15/2013	05/23/2014	$24100	All Staff
Digits Math	Digits Math	Academic Support Program	08/15/2013	05/23/2014	$1567	Administration and Math Teachers
READ 180	Reading Intervention	Academic Support Program	08/15/2013	05/23/2014	$6008	Administration, READ 180 teachers, counselors, and special education teachers.
Encore Class	Encore Class	Academic Support Program	08/01/2013	05/23/2014	$9912	All staff are responsible.
FASTT Math	Math Fluency	Academic Support Program	08/15/2013	05/23/2014	$350	Administration and Math Teachers
Teacher Targeted Interventions	Monitor and implement interventions based around a variety of data.	Academic Support Program	08/15/2013	05/30/2014	$6358	Administration, Counselors, All teachers
RTI	Staff will sort students into classes for tier II interventions based on MAP data.	Academic Support Program	08/15/2012	05/23/2013	$9913	ALL staff and Administration
				Total	$58208	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Awareness	FRYSC staff will assist in providing activities that increase student awareness of obstacles to graduation and college/career readiness.	Academic Support Program	08/12/2013	05/30/2014	$500	Middle School staff, FRYSC staff
				Total	$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Notebooks	Teachers will keep data notebooks that we will have bimonthly meetings over.	Professional Learning	10/03/2013	05/23/2014	$0	All staff.
Math Class Intervention	Varied instruction based on individual student data.	Direct Instruction	08/20/2012	05/21/2013	$0	All math teachers and special education teachers.
PLC/Trainings	Conduct teachers trainings and workshops to help replicate some of the strategies they learned.	Professional Learning	12/04/2013	05/23/2014	$0	Ron Clark Participants, Administration, and voluntary staff
GAP Focus Students	Teachers will develop a targeted list of GAP students from data to focus on areas for intervention based on KPREP and other data.	Academic Support Program	10/02/2013	05/23/2014	$0	Teachers & Administration
Will and Skill	Will and Skill targeted list.	Behavioral Support Program	11/01/2013	05/23/2014	$0	Administration
Teacher Pilot Group	Teachers will work to creative a streamline effective systems of mastery learning using data.	Direct Instruction	01/07/2013	05/22/2015	$0	Pilot Teachers and Administration.
Student Goal Setting	Create an organized system that will allow students to have and understand data used at MCMS.	Academic Support Program	10/14/2013	05/23/2014	$0	All teachers, administration, and students.
Data Spreadsheet Training	Staff will be trained on the proper use of the data spreadsheet as well as the implementation of the program.	Academic Support Program	09/13/2012	05/23/2013	$0	Teacher leader team and administration will be responsible for creating and implementing the training. Staff will be responsible for implementing the training within their classroom.

Journal Writing	Authentic Writing training and Effective Feedback	Academic Support Program	07/29/2013	05/23/2014	$0	All staff are responsible
Feedback	Feedback Training	Academic Support Program	11/01/2013	05/23/2014	$0	Administration will provide the training and ensure that all teachers are working to improve on it.
Small Group Interventions	MCMS will continue training on small group interventions within the classroom. MCMS will use data to to determine grouping and interventions for students.	Academic Support Program	08/15/2013	05/30/2014	$0	Reading Language Arts teachers, Math teachers, Special Ed. teacher, and Administration
F & P Training	Teachers will be trained on the process of F & P Testing. This process will need to be refined/reflected upon as teachers become more familiar with the program.	Professional Learning	08/20/2012	05/21/2013	$0	All RLA teachers and special education teachers need to be trained.
Website Development	Website drop box development	Technology	12/09/2013	05/23/2014	$0	Tech Staff - Website development Admin - Training of Staff Staff - Evidence Submission
Operation Preparation	Community professionals will work with students to help answer questions and gain a better understanding of the community members current profession.	Community Engagement	09/23/2013	05/26/2014	$0	Counselors and 8th Grade teachers.
Connections	Counselors and homeroom teachers will examine the importance of ACT & Explore to help students be college and career ready.	Career Preparation/Orientation	09/23/2013	09/23/2014	$0	Counselors and homeroom teachers.
Teacher Leadership Team	Teacher leadership team will work collaboratively with administration to develop tools for teacher including the use of CIITS.	Academic Support Program	08/05/2013	05/23/2014	$0	Teacher Leaders and Administration.
CCR Group	CCR group will research activities that will benefit students in their pursuit of college and career readiness.	Career Preparation/Orientation	11/22/2013	05/23/2014	$0	Administration and CCR Committee

Comprehensive School Improvement Plan

Mason County Middle School

Explore Prep	Use of Explore timed study guides.	Direct Instruction	09/13/2013	09/23/2014	$0	All content teachers and administration.
Admin Focus List	Admin Development of Gap Focus list	Behavioral Support Program	10/16/2013	05/23/2014	$0	Administration only
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
E-Walk	Walkthrough documentation	Professional Learning	10/09/2013	05/23/2014	$1000	Administration
				Total	$1000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Odyssey Ware	Extended Academic Opportunities	Academic Support Program	08/15/2013	05/23/2014	$13250	Admin, Counselors, Enrichment teachers, and Alternative teachers
				Total	$13250	

KDE Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you? What does the data/information not tell you?

MCMS is trying to examine areas for of strength and weakness in order to continue growth of MCMS Students and better meet their needs:

- Analysis of individual student performance levels

- Content Areas strengths - school wide and individual grade levels

- Analysis of identified GAP student performance levels

- CCR performance levels of the school and individual students

- Levels of growth for the school, content areas, GAP students, and individual students

- Attendance Trends and areas for improvement

- Behavior data that affects the academic success of students

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of Strength

- Math - 48.4% and 7.7% above the state average, which is an improvement of .9% over last year.

- Attendance is currently 95.25% and is .78% above last years end of year tally.

o Continued emphasis on creating a comfortable and safe environment.

o Bob the Traveling Attendance Trophy

o Targeted Attendance groups

- Positive School Climate

o Increased effort to involved teacher leadership into decision making

- Teacher Committees

- MCIS/MCMS Leadership Academy

- Ron Clark Professional Development

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

- Reading - 49.1% and 2% below the state average, which is an increase of 3.2% in comparison to last year.

o 2nd year of implementation of Fountas & Pinnell

o Focus Gap students groups w/bimonthly meeting with admin

- Math - 48.4% and 7.7% above the state average, which is an increase of .9% over last year.

o Continuation of Test Rigor Development - Digits Test Questions rigor is similar to state level

o Identification of Focus Gap student groups w/bimonthly meeting with admin

- Social Studies - 60.3% P/D and .5% above the state average, but a decrease of 2.9% P/D from the previous year

o Implementation of writing journals across contents

o Examination of other statewide curriculums

o Creation of spiraling content questions that mirror state content

o Development of Focus Gap groups w/bimonthly meeting with admin

- Science - 53.9% P/D which is 7.3% below the state average and a decrease of 7.2% from the previous year.

o Examination of current rigor vs. new state common core standards

- Writing -42.5% and .9% below the state average and a decrease of 2% from the previous year

o School wide writing PD, PLC, and instructional strategies training

o School wide emphasis on appropriate real world content writing activities

o Emphasis in meetings, PLC, and walkthroughs on meaningful student feedback

- Language Mechanics - 40.2% and 3.6% below the state average and an increase of 2.1% from the previous year.

o School wide writing PD, PLC, and instructional strategies training

o School wide emphasis on appropriate real world content writing activities

o Emphasis in meetings, PLC, and walkthroughs on meaningful student feedback

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

In the area of reading there will be a continued emphasis placed on knowing students data and creating opportunities to read books at students level is an area. This will be done through the use of multiple forms of data as well at the use of F & P data. It is vital that continued emphasis be placed upon increasing the level of rigor within the classroom to help raise student achievement.

In the area of math MCMS will work to master the use of data based learning in the classrooms. This will be utilized to address gaps and address student's individualized needs. The use of Digits Common Core Aligned assessments will help to mirror the level of rigor seen at the state level.

In the area of Science teachers will work to increase authentic real world reading and writing situations. Teachers will also work to understand the new Common Core Science Standards.

In the area of writing teachers will continue to work to create opportunities for authentic, meaningful student writing. At the same time teachers will work to develop productive feedback and provide time for student revision.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	MCMS has a transition from 5th to 6th grade and from 8th to 9th grade.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	We are a school wide program.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Based upon class size an additional teacher was allocated to the school.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

All students at MCMS will reach a proficient level in both reading and mathematics by 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the areas of reading and mathematics in Mathematics by 05/23/2017 as measured by the combined reading and mathematics scores on the state KPREP test.

Strategy1:

Small Group Interventions - Reading and Math teachers will continue to ahere to the MCMS 90 minute classroom structure. This structure creates an opportunity for teachers to utilize data to identify students who need reteaching within the classroom. Teachers have worked on this and will continue to refine their skills. These groups will continue to be flexible to meet the needs of students through the on-going collection of data.

Research Cited:

Activity - Small Group Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on small group interventions within the classroom. As well as development of data to be collected to determine grouping and interventions.	Academic Support Program	09/04/2012	05/23/2013	$0 - No Funding Required	Reading Language Arts teachers, Math teachers, Special Ed. teacher, and Administration

Strategy2:

Encore - MCMS will continue to group students every 9 weeks into varying encore classes. These classes will be based off of MAP data. Students will be placed into classes based off of their needs according to the data. Students will be grouped into these classes based on RIT bands of instruction. Instruction within these classes will need to be focused on the necessary skills taken from the Descarte. Students will work towards mastery of the concepts before they are moved on.

Research Cited: NWEA

Activity - Encore Rosters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will sort students into classes based off of MAP data.	Academic Support Program	08/15/2012	05/23/2013	$0 - No Funding Required	ALL staff and Administration

Goal 2:

MCMS will strive to increase the P/D percentages in reading and math to 58.2, which is an increase from the 2013 score of 48.8. This will be

with the ultimate goal of all students reading a proficient level in reading and math by 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math KPREP scores.   by 05/23/2014 as measured by KPREP.

Strategy1:

I-PADS/Computer Lease - I-Pads and Computers were leased two years ago to help utilize 21st century skills to impact student achievement and growth. This equipment is used for varying program such as READ 180 & FASTT Math. MCMS Technology is also used to for small group instruction in stations or can be combined for whole group activities.

Research Cited:

Activity - IPads/Comp Leader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Technology	Technology	08/15/2013	05/23/2014	$24100 - Title I Schoolwide	All Staff

Strategy2:

Digits Program - Digits is a hybrid Math program that is designed has been adopted school wide. This math program has been implemented for the past 3 years. Digits is completely aligned to the common core standards. The components within Digits has student workbooks, online tutorials, online tests, and is designed to increase student understanding and parent involvement. As a result of the materials there is an annual cost to the program. The contract for digits will but up at the end of this year and will require the district to either adopt a new program or continue with digits.

Research Cited: Digits Math Program

Activity - Digits Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digits Math	Academic Support Program	08/15/2013	05/23/2014	$1567 - Title I Schoolwide	Administration and Math Teachers

Strategy3:

Effective Feedback - Staff will be trained during content meetings after school on effective feedback and the role it has within learning. Staff will be worked with to push their boundaries on how to provide effective research based feedback. Feedback will occur in written and verbal form and will be done in a way that ensure that students have the opportunity to use the feedback to improve their work.

Research Cited: John Hattie Metta Analysis and Effective Feedback

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Feedback Training	Academic Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration will provide the training and ensure that all teachers are working to improve on it.

Strategy4:

E-Walk - E-Walk is a walkthrough document that MCMS purchased to help introduce staff to the new TPGES system as well as to track trends/data within the classroom. This information is intended to be used to inform instructional decisions based off of what is being observed in the classroom. This information will also be used to help guide professional development and PLC's.

Research Cited: TPGES

Activity - E-Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough documentation	Professional Learning	10/09/2013	05/23/2014	$1000 - Title I Schoolwide	Administration

Strategy5:

Encore - Staff will work to identify needs of students in Reading, Math, and Science based upon Explore data, MAP data, and classroom data. This data will be used to place students into intention classes or enrichment classes that will rotate every 9 weeks. These classes will be focused on specific content or needs that is determined by data. All instruction will be focused on impacting the needs of specific students within the class.

Research Cited:

Activity - Encore Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encore Class	Academic Support Program	08/01/2013	05/23/2014	$9912 - Title I Schoolwide	All staff are responsible.

Strategy6:

FASTT Math - The district has purchased and is using the FASTT Math program. This program is designed to increase math fluency for students that utilize it as average of 3 times per week. Teachers have created target lists of students to get on this and are trying to get extras on the 3 times per week. Students that were identified were identified using data.

Research Cited: Math Fluence

Activity - FASTT Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Fluency	Academic Support Program	08/15/2013	05/23/2014	$2950 - Title I Schoolwide	Administration and Math Teachers

Strategy7:

READ 180 - Read 180 is a program designed by scholastic that is created with the intention of meeting the needs of struggling readers. This intervention class at MCMS is utilized for 6 periods with 15 students in each period. These students are identified through the use of data and are able to exit once the students have progressed to grade level reading. The READ 180 classes are 90 minutes everyday.

Research Cited: READ 180 - Reading Intervention

Activity - READ 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention	Academic Support Program	08/15/2013	05/23/2014	$3408 - Title I Schoolwide	Administration, READ 180 teachers, counselors, and special education teachers.

Strategy8:

Teacher Data Usage - Teachers will analyze KPREP data, MAP data, Explore data, and classroom data to help them develop informed decisions on in class instructional decisions and interventions.

Research Cited:

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep data notebooks that we will have bimonthly meetings over.	Professional Learning	10/03/2013	05/23/2014	$0 - No Funding Required	All staff.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

All students at MCMS will reach a proficient level in both reading and mathematics by 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the areas of reading and mathematics in Mathematics by 05/23/2017 as measured by the combined reading and mathematics scores on the state KPREP test.

Strategy1:

Encore - MCMS will continue to group students every 9 weeks into varying encore classes. These classes will be based off of MAP data. Students will be placed into classes based off of their needs according to the data. Students will be grouped into these classes based on RIT bands of instruction. Instruction within these classes will need to be focused on the necessary skills taken from the Descarte. Students will work towards mastery of the concepts before they are moved on.

Research Cited: NWEA

Activity - Encore Rosters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will sort students into classes based off of MAP data.	Academic Support Program	08/15/2012	05/23/2013	$0 - No Funding Required	ALL staff and Administration

Strategy2:

Small Group Interventions - Reading and Math teachers will continue to ahere to the MCMS 90 minute classroom structure. This structure creates an opportunity for teachers to utilize data to identify students who need reteaching within the classroom. Teachers have worked on this and will continue to refine their skills. These groups will continue to be flexible to meet the needs of students through the on-going collection of data.

Research Cited:

Activity - Small Group Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on small group interventions within the classroom. As well as development of data to be collected to determine grouping and interventions.	Academic Support Program	09/04/2012	05/23/2013	$0 - No Funding Required	Reading Language Arts teachers, Math teachers, Special Ed. teacher, and Administration

Goal 2:

MCMS plans to increase the number of students meetings benchmarks in each individual content area as well as students meeting the

criteria for all benchmarks on the Explore Test.

Measurable Objective 1:

collaborate to increase the number of students meeting benchmark scores on the Explore Test by 11/01/2013 as measured by data analysis of student Explore Scores.

Strategy1:

College and Career Readiness - A committee has been formed to provide ideas, input, and help guide a school wide CCR focus for the spring. The committee is working to develop a list of ideas that they will work on over Christmas break to help implement over the spring semester.

Research Cited:

Activity - CCR Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Committee	Career Preparation/ Orientation	11/22/2013	05/23/2014	$0 - No Funding Required	Administration and CCR Committee

Strategy2:

Explore Connections - Counselors will take time prior to the Explore Test to go into 8th grade classrooms to discuss students 7th grade explore. Counselors will help guide them through a series of activities designed to help students understand what the Explore Test is and why it is important. After scores come back homeroom teachers will revisit these activities with students current scores. Homeroom teachers will then discuss areas for improvement, what will be provided in the school, and what students can do on their own to increase their scores.

Counselors will also visit 7th grade classrooms prior to Explore Testing to go over a series of activities to help students become familiar with the test. Homeroom teachers will also revisit these activities after Explore Scores are received. Homeroom teachers will discuss areas for improvement, what will be provided in the school, and what students can do on their own to increase their scores.

Research Cited:

Activity - Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and homeroom teachers will examine the importance of ACT & Explore to help students be college and career ready.	Career Preparation/ Orientation	08/15/2012	12/02/2013	$0 - No Funding Required	Counselors and homeroom teachers.

Strategy3:

ILP Exploration & Operation Preparation - Teachers will help students to complete their ILP's in a timely manner. Once ILP's are completed homeroom teachers and counselors will work to create activities that help students to understand the requirements that come with some of the colleges and careers that they choose. These activities will be designed to help students gain a better understanding of the necessary work, skills, and scores that come with varying professions.

8th grade students will also have the opportunity to be paired up with community professionals based on the results of their ILP. Community

members will help to discuss explore scores, requirements for their job, and answer student questions to help students explore different

opportunities.

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community professionals will work with students to help answer questions and gain a better understanding of the community members current profession.	Community Engagement	08/15/2012	05/15/2013	$0 - No Funding Required	Counselors and 8th Grade teachers.

Strategy4:

Timed Activities - Teachers will consistently provide opportunities for students to work on ACT/Explore like timed activities. This will occur in

all of the content areas. Teachers will use a variety of resources to prep students. This will include but is not limited to released items,

Buckle down practice books, Explore Study Guide Book, and Explore Prep. Teachers will use these resources to replicate the timed Explore

test this will help students to understand pacing as well as expose them to the content on the Explore Test.

Research Cited:

Activity - Explore Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Explore timed study guides.	Direct Instruction	09/03/2012	12/02/2013	$500 - General Fund	All content teachers and administration.

Goal 3:

MCMS will strive to increase the P/D percentages in reading and math to 58.2, which is an increase from the 2013 score of 48.8. This will be

with the ultimate goal of all students reading a proficient level in reading and math by 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math KPREP scores.   by 05/23/2014 as measured by KPREP.

Strategy1:

READ 180 - Read 180 is a program designed by scholastic that is created with the intention of meeting the needs of struggling readers. This

intervention class at MCMS is utilized for 6 periods with 15 students in each period. These students are identified through the use of data

and are able to exit once the students have progressed to grade level reading. The READ 180 classes are 90 minutes everyday.

Research Cited: READ 180 - Reading Intervention

Activity - READ 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention	Academic Support Program	08/15/2013	05/23/2014	$3408 - Title I Schoolwide	Administration, READ 180 teachers, counselors, and special education teachers.

Strategy2:

Teacher Data Usage - Teachers will analyze KPREP data, MAP data, Explore data, and classroom data to help them develop informed

decisions on in class instructional decisions and interventions.

Research Cited:

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep data notebooks that we will have bimonthly meetings over.	Professional Learning	10/03/2013	05/23/2014	$0 - No Funding Required	All staff.

Strategy3:

Effective Feedback - Staff will be trained during content meetings after school on effective feedback and the role it has within learning. Staff

will be worked with to push their boundaries on how to provide effective research based feedback. Feedback will occur in written and verbal

form and will be done in a way that ensure that students have the opportunity to use the feedback to improve their work.

Research Cited: John Hattie Metta Analysis and Effective Feedback

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Feedback Training	Academic Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration will provide the training and ensure that all teachers are working to improve on it.

Strategy4:

FASTT Math - The district has purchased and is using the FASTT Math program. This program is designed to increase math fluency for

students that utilize it as average of 3 times per week. Teachers have created target lists of students to get on this and are trying to get

extras on the 3 times per week. Students that were identified were identified using data.

Research Cited: Math Fluence

Activity - FASTT Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Fluency	Academic Support Program	08/15/2013	05/23/2014	$2950 - Title I Schoolwide	Administration and Math Teachers

Strategy5:

E-Walk - E-Walk is a walkthrough document that MCMS purchased to help introduce staff to the new TPGES system as well as to track

trends/data within the classroom. This information is intended to be used to inform instructional decisions based off of what is being

observed in the classroom. This information will also be used to help guide professional development and PLC's.

Research Cited: TPGES

Activity - E-Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough documentation	Professional Learning	10/09/2013	05/23/2014	$1000 - Title I Schoolwide	Administration

Strategy6:

Digits Program - Digits is a hybrid Math program that is designed has been adopted school wide. This math program has been implemented for the past 3 years. Digits is completely aligned to the common core standards. The components within Digits has student workbooks, online tutorials, online tests, and is designed to increase student understanding and parent involvement. As a result of the materials there is an annual cost to the program. The contract for digits will but up at the end of this year and will require the district to either adopt a new program or continue with digits.

Research Cited: Digits Math Program

Activity - Digits Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digits Math	Academic Support Program	08/15/2013	05/23/2014	$1567 - Title I Schoolwide	Administration and Math Teachers

Strategy7:

Encore - Staff will work to identify needs of students in Reading, Math, and Science based upon Explore data, MAP data, and classroom data. This data will be used to place students into intention classes or enrichment classes that will rotate every 9 weeks. These classes will be focused on specific content or needs that is determined by data. All instruction will be focused on impacting the needs of specific students within the class.

Research Cited:

Activity - Encore Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encore Class	Academic Support Program	08/01/2013	05/23/2014	$9912 - Title I Schoolwide	All staff are responsible.

Strategy8:

I-PADS/Computer Lease - I-Pads and Computers were leased two years ago to help utilize 21st century skills to impact student achievement and growth. This equipment is used for varying program such as READ 180 & FASTT Math. MCMS Technology is also used to for small group instruction in stations or can be combined for whole group activities.

Research Cited:

Activity - IPads/Comp Leader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Technology	Technology	08/15/2013	05/23/2014	$24100 - Title I Schoolwide	All Staff

Goal 4:

The MCMS GAP goal is to increase achievement for all MCMS students groups so that the achievement gap score increases at MCMS to 50.6% in 2013 moving towards the ultimate goal of 69.1% in 2017 as measured by KPREP.

Measurable Objective 1:

demonstrate a proficiency Proficiency for GAP Students by 05/23/2014 as measured by KPEP Reading and Math.

Strategy1:

Administration Focus List - Administration will work to target GAP students that are struggling in school for non-academic reasons. These students will be a part of a regular conversation for administration. Each administration will need to help provide support and accountability for the varying non-academic issues that are impeding their academic success. This includes but is not limited to attendance, behavior, poverty, non-school issues, etc.

Research Cited:

Activity - Admin Focus List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Admin Development of Gap Focus list	Behavioral Support Program	10/16/2013	05/23/2014	$0 - No Funding Required	Administration only

Strategy2:

Gap Focus Students - Teachers have utilized KPREP data, MAP data, Explore data along with GAP lists to identify targeted students within each classroom. Teachers then collected data that showed growth areas so they can target these areas in regular class instruction as well as during encore class. Administration plans to meet individually with teachers to go over the GAP focus list progress in Dec, Feb, and April.

Research Cited:

Activity - GAP Focus Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted lists of GAP students	Academic Support Program	10/02/2013	05/23/2014	$0 - No Funding Required	Teachers & Administration

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

All students at MCMS will reach a proficient level in both reading and mathematics by 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the areas of reading and mathematics in Mathematics by 05/23/2017 as measured by the combined reading and mathematics scores on the state KPREP test.

Strategy1:

Small Group Interventions - Reading and Math teachers will continue to ahere to the MCMS 90 minute classroom structure. This structure creates an opportunity for teachers to utilize data to identify students who need reteaching within the classroom. Teachers have worked on this and will continue to refine their skills. These groups will continue to be flexible to meet the needs of students through the on-going collection of data.

Research Cited:

Activity - Small Group Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on small group interventions within the classroom. As well as development of data to be collected to determine grouping and interventions.	Academic Support Program	09/04/2012	05/23/2013	$0 - No Funding Required	Reading Language Arts teachers, Math teachers, Special Ed. teacher, and Administration

Strategy2:

Encore - MCMS will continue to group students every 9 weeks into varying encore classes. These classes will be based off of MAP data. Students will be placed into classes based off of their needs according to the data. Students will be grouped into these classes based on RIT bands of instruction. Instruction within these classes will need to be focused on the necessary skills taken from the Descarte. Students will work towards mastery of the concepts before they are moved on.

Research Cited: NWEA

Activity - Encore Rosters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will sort students into classes based off of MAP data.	Academic Support Program	08/15/2012	05/23/2013	$0 - No Funding Required	ALL staff and Administration

Narrative:

All MCMS teachers are certified and highly qualified according to the LEADS report given to KDE.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

MCMS will strive to increase the P/D percentages in reading and math to 58.2, which is an increase from the 2013 score of 48.8. This will be with the ultimate goal of all students reading a proficient level in reading and math by 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math KPREP scores.   by 05/23/2014 as measured by KPREP.

Strategy1:

Teacher Data Usage - Teachers will analyze KPREP data, MAP data, Explore data, and classroom data to help them develop informed decisions on in class instructional decisions and interventions.

Research Cited:

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep data notebooks that we will have bimonthly meetings over.	Professional Learning	10/03/2013	05/23/2014	$0 - No Funding Required	All staff.

Strategy2:

Encore - Staff will work to identify needs of students in Reading and Math based upon Explore data, MAP data, and classroom data. This data will be used to place students into intention classes or enrichment classes that will rotate every 9 weeks. These classes will be focused on specific content or needs that is determined by data. All instruction will be focused on impacting the needs of specific students within the class.

Research Cited:

Activity - Encore Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encore Class	Academic Support Program	08/01/2013	05/23/2014	$0 - No Funding Required	All staff are responsible.

Strategy3:

Effective Feedback - Staff will be trained during content meetings after school on effective feedback and the role it has within learning. Staff will be worked with to push their boundaries on how to provide effective research based feedback. Feedback will occur in written and verbal form and will be done in a way that ensure that students have the opportunity to use the feedback to improve their work.

Research Cited: John Hattie Metta Analysis and Effective Feedback

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Feedback Training	Academic Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration will provide the training and ensure that all teachers are working to improve on it.

Narrative:

Professional Development and PLC is determined through a combined effort of SBDM and administration. The focus for this training is based off of a combination of CSIP goals, Needs based off of data, and areas of weakness determined by staff through out the year.

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

MCMS will work to increase staff leadership and guidance into the direction of the school to improve the academic direction and school culture for MCMS.

Measurable Objective 1:

collaborate to increase the level of staff input into the academic direction of the school to increase by-in and school effectiveness by 05/21/2013 as measured by the amount of teacher input into changes made to current practices or routines..

Strategy1:

Leadership Team - A representative from each content will be selected to meet to help determine major shifts in the school wide approach to data. Content teachers will work collaboratively with administration to provide input and to help develop data tools that will impact the school. Feedback will be given to these representatives about next steps to provide a better understanding of what our schools needs are. Content teachers will also act as experts to help their fellow teachers work through the new concepts.

Research Cited:

Activity - Teacher Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work collaboratively with administration to develop tools for teachers.	Academic Support Program	10/01/2012	05/23/2013	$2000 - District Funding	Teacher Leaders and Administration.

Strategy2:

Will and Skill - The administration will diligently work to target staff for opportunities that provide learning experiences and increase skill for that staff member. This will be a very methodical approach to create a very prescriptive result based off of will, skill, and motivation for each and every staff member.

Research Cited: Robyn Jackson - Will and Skill

Activity - Will and Skill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will and Skill targeted list.	Behavioral Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration

Strategy3:

Student Goal Setting - Teachers will work with the teachers leadership team to help develop a quality form of student goal setting. This will help to provide more meaning in the use of MAP data in teachers classrooms. Students will provide feedback to administration, teachers,

and the teacher leadership team to help provide insight into how students view the data. Teachers will work with administration to develop a goal setting form and data tracking form that will help provide meaningful discussions to students that still supports instruction in the classroom.

Research Cited:

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an organized system that will allow students to have and understand data used at MCMS.	Academic Support Program	01/07/2013	05/23/2013	$0 - No Funding Required	All teachers, administration, and students.

Strategy4:

Ron Clark Academy - Staff that participated in the Ron Clark Academy Trip will help to lead positive school culture, connections, and academic reforms. The focus of this group will be to examine some of the very positive strategies they were exposed to and conduct trainings to help them replicate this type of success.

Research Cited: Relationship Development

Activity - PLC/Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct teachers trainings and workshops to help replicate some of the strategies they learned.	Professional Learning	12/04/2013	05/23/2014	$0 - No Funding Required	Ron Clark Participants, Administration, and voluntary staff

Strategy5:

Teacher Data Pilot Group - Teachers, the teacher leadership group, and administration will work to develop a data spreadsheet of some kind that will be more focused on the use of formative data instead of summative data. Once this spreadsheet is completed the administration will look for a pilot group that will work through the process in 2013-2014. The pilot group will be optional and will be charged with the task to iron out issues and streamline the process of teachers collecting and working with formative data in the classroom. The pilot group with then work with administration in 2014-2015 to present information and the data spread sheets. The pilot group will act as the experts and resources for staff if the concept is adopted.

Research Cited:

Activity - Teacher Pilot Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to creative a streamline effective systems of mastery learning using data.	Direct Instruction	01/07/2013	05/22/2015	$0 - No Funding Required	Pilot Teachers and Administration.

Narrative:

MCMS and Mason County schools works diligently to create a brand name that is recognized throughout the state and universities. This helps to attract quality teachers. The SBDM and administration at MCMS works to connect with universities and other schools to develop professional relationships that will helps to attract quality candidates.

Component 6: Parent Involvement

Parent Involvement

Goal 1:

MCMS will work to examine all of the Program Reviews to identify areas for improvement and develop/implement plans to address these areas.

Measurable Objective 1:

collaborate to develop actions plans related to program review improvement by 05/21/2013 as measured by the effective implementation of steps taken to improve identified areas within the program review.

Strategy1:

Community Collaboration - Teachers will identify areas within the community that experts within their field can be utilized to bring real world experiences into the classroom. Teachers will use planning time and PLC to meet with these individuals to develop a program or programs that improve the real world application and understanding of their program.

Research Cited:

Activity - Community Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will partner with community leaders to help build real world connections for students.	Academic Support Program	11/05/2012	05/21/2013	$0 - No Funding Required	All teachers will be required in some capacity to improve the connection of content to real world applications.

Strategy2:

Collaborative Teacher Work - Related Arts teachers and regular education teachers will be provided PLC time, and some common planning time (on occasion's that it can be provided) to work together to identify common concepts. Teachers will then utilize these common elements to align and create units in multiple classes that support each other. This can be done in a variety of ways however the ultimate goal is to create common opportunities for both groups to reinforce lesson taught.

Research Cited:

Activity - Collaborative Teacher Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common times for teachers to work together.	Academic Support Program	08/15/2012	05/23/2013	$0 - No Funding Required	All staff and Administration.

Narrative:

MCMS is working to development a quality strategic plan that will increase parent involvement in the school. Some of the current parent

involvement practices that are occurring include but are not limited to PTSO, science fair, FCCLA involvement, Operation Preparation, Grandparents day, CCR Development program, and outdoor classroom development.

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Achievement for all student groups in reading and math will increase so that the achievement gap (current score difference from 100) decreases BY 50% BY 2017.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency increase annually through 2017 in Mathematics by 06/30/2017 as measured by KPREP with a goal of 51.0 in 2014..

Strategy1:

Math Intervention Structure - Math teachers will be provided with 90 minute classes with the intention that there is specific time built into the classroom to address needed student interventions. Teachers will identify students or groups of students who need interventions. These students will be based of a variety of data that can include but is not limited to MAP data, KPrep data, formative assessments, pre-assessments, FASTT Math, or summative assessments. Students will be pulled for 15 minute increments anywhere from 1-5 times a week depending on their needs. This will allow the students individualized instruction based but at the same time allow students to not miss regular classroom instruction.

Research Cited:

Activity - Math Class Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Varied instruction based on individual student data.	Direct Instruction	08/20/2012	05/21/2013	$0 - No Funding Required	All math teachers and special education teachers.

Strategy2:

Data Spreadsheet - Teachers will track students progress for each class on their data spreadsheet. This information will be used to inform regular classroom instruction in the content area.

Research Cited:

Activity - Data Spreadsheet Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be trained on the proper use of the data spreadsheet as well as the implementation of the program.	Academic Support Program	09/13/2012	05/23/2013	$0 - No Funding Required	Teacher leader team and administration will be responsible for creating and implementing the training. Staff will be responsible for implementing the training within their classroom.

Measurable Objective 2:

10% of All Students will demonstrate a proficiency increase of 10% annually through 2017 in Reading by 05/24/2013 as measured by on KPREP with a goal of 51.0 in 2014.

Strategy1:

F & P Testing and Literature Circles - Teacher will utilized Fountas & Pinnell to identify student strengths, weaknesses, and areas for growth. Information gained from F & P testing will be analyzed to create effective Literature Circles. Literature Circles will be focused small group discussions with peers that will work on student comprehension. Students will also we asked to reflected in their journals on the information that they have read. This time within the classroom structure will provide the teacher the opportunity to pull individual students or small groups for classroom interventions based around F & P or formative assessment data.

Research Cited:

Activity - F & P Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on the process of F & P Testing. This process will need to be refined/reflected upon as teachers become more familiar with the program.	Professional Learning	08/20/2012	05/21/2013	$0 - No Funding Required	All RLA teachers and special education teachers need to be trained.

Strategy2:

Data Spreadsheet - Teachers will track students progress for each class on their data spreadsheet. This information will be used to inform regular classroom instruction in the content area.

Research Cited:

Activity - Data Spreadsheet Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be trained on the proper use of the data spreadsheet as well as the implementation of the program.	Academic Support Program	09/13/2012	05/23/2013	$0 - No Funding Required	Teacher leader team and administration will be responsible for creating and implementing the training. Staff will be responsible for implementing the training within their classroom.

Narrative:

NA

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

MCMS will work to increase staff leadership and guidance into the direction of the school to improve the academic direction and school culture for MCMS.

Measurable Objective 1:

collaborate to increase the level of staff input into the academic direction of the school to increase by-in and school effectiveness by 05/21/2013 as measured by the amount of teacher input into changes made to current practices or routines..

Strategy1:

Student Goal Setting - Teachers will work with the teachers leadership team to help develop a quality form of student goal setting. This will help to provide more meaning in the use of MAP data in teachers classrooms. Students will provide feedback to administration, teachers, and the teacher leadership team to help provide insight into how students view the data. Teachers will work with administration to develop a goal setting form and data tracking form that will help provide meaningful discussions to students that still supports instruction in the classroom.

Research Cited:

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an organized system that will allow students to have and understand data used at MCMS.	Academic Support Program	01/07/2013	05/23/2013	$0 - No Funding Required	All teachers, administration, and students.

Strategy2:

Leadership Team - A representative from each content will be selected to meet to help determine major shifts in the school wide approach to data. Content teachers will work collaboratively with administration to provide input and to help develop data tools that will impact the school. Feedback will be given to these representatives about next steps to provide a better understanding of what our schools needs are. Content teachers will also act as experts to help their fellow teachers work through the new concepts.

Research Cited:

Activity - Teacher Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work collaboratively with administration to develop tools for teachers.	Academic Support Program	10/01/2012	05/23/2013	$2000 - District Funding	Teacher Leaders and Administration.

Strategy3:

Ron Clark Academy - Staff that participated in the Ron Clark Academy Trip will help to lead positive school culture, connections, and academic reforms. The focus of this group will be to examine some of the very positive strategies they were exposed to and conduct trainings to help them replicate this type of success.

Research Cited: Relationship Development

Activity - PLC/Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct teachers trainings and workshops to help replicate some of the strategies they learned.	Professional Learning	12/04/2013	05/23/2014	$0 - No Funding Required	Ron Clark Participants, Administration, and voluntary staff

Strategy4:

Teacher Data Pilot Group - Teachers, the teacher leadership group, and administration will work to develop a data spreadsheet of some kind that will be more focused on the use of formative data instead of summative data. Once this spreadsheet is completed the administration will look for a pilot group that will work through the process in 2013-2014. The pilot group will be optional and will be charged with the task to iron out issues and streamline the process of teachers collecting and working with formative data in the classroom. The pilot group with then work with administration in 2014-2015 to present information and the data spread sheets. The pilot group will act as the experts and resources for staff if the concept is adopted.

Research Cited:

Activity - Teacher Pilot Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to creative a streamline effective systems of mastery learning using data.	Direct Instruction	01/07/2013	05/22/2015	$0 - No Funding Required	Pilot Teachers and Administration.

Strategy5:

Will and Skill - The administration will diligently work to target staff for opportunities that provide learning experiences and increase skill for that staff member. This will be a very methodical approach to create a very prescriptive result based off of will, skill, and motivation for each and every staff member.

Research Cited: Robyn Jackson - Will and Skill

Activity - Will and Skill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will and Skill targeted list.	Behavioral Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration

Goal 2:

MCMS will strive to increase the P/D percentages in reading and math to 58.2, which is an increase from the 2013 score of 48.8. This will be with the ultimate goal of all students reading a proficient level in reading and math by 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math KPREP scores.   by 05/23/2014 as measured by KPREP.

Strategy1:

FASTT Math - The district has purchased and is using the FASTT Math program. This program is designed to increase math fluency for students that utilize it as average of 3 times per week. Teachers have created target lists of students to get on this and are trying to get extras on the 3 times per week. Students that were identified were identified using data.

Research Cited: Math Fluence

Activity - FASTT Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Fluency	Academic Support Program	08/15/2013	05/23/2014	$2950 - Title I Schoolwide	Administration and Math Teachers

Strategy2:

READ 180 - Read 180 is a program designed by scholastic that is created with the intention of meeting the needs of struggling readers. This intervention class at MCMS is utilized for 6 periods with 15 students in each period. These students are identified through the use of data and are able to exit once the students have progressed to grade level reading. The READ 180 classes are 90 minutes everyday.

Research Cited: READ 180 - Reading Intervention

Activity - READ 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention	Academic Support Program	08/15/2013	05/23/2014	$3408 - Title I Schoolwide	Administration, READ 180 teachers, counselors, and special education teachers.

Strategy3:

Encore - Staff will work to identify needs of students in Reading, Math, and Science based upon Explore data, MAP data, and classroom data. This data will be used to place students into intention classes or enrichment classes that will rotate every 9 weeks. These classes will be focused on specific content or needs that is determined by data. All instruction will be focused on impacting the needs of specific students within the class.

Research Cited:

Activity - Encore Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encore Class	Academic Support Program	08/01/2013	05/23/2014	$9912 - Title I Schoolwide	All staff are responsible.

Strategy4:

Teacher Data Usage - Teachers will analyze KPREP data, MAP data, Explore data, and classroom data to help them develop informed decisions on in class instructional decisions and interventions.

Research Cited:

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep data notebooks that we will have bimonthly meetings over.	Professional Learning	10/03/2013	05/23/2014	$0 - No Funding Required	All staff.

Strategy5:

Effective Feedback - Staff will be trained during content meetings after school on effective feedback and the role it has within learning. Staff will be worked with to push their boundaries on how to provide effective research based feedback. Feedback will occur in written and verbal form and will be done in a way that ensure that students have the opportunity to use the feedback to improve their work.

Research Cited: John Hattie Metta Analysis and Effective Feedback

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Feedback Training	Academic Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration will provide the training and ensure that all teachers are working to improve on it.

Strategy6:

E-Walk - E-Walk is a walkthrough document that MCMS purchased to help introduce staff to the new TPGES system as well as to track trends/data within the classroom. This information is intended to be used to inform instructional decisions based off of what is being observed in the classroom. This information will also be used to help guide professional development and PLC's.

Research Cited: TPGES

Activity - E-Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough documentation	Professional Learning	10/09/2013	05/23/2014	$1000 - Title I Schoolwide	Administration

Strategy7:

I-PADS/Computer Lease - I-Pads and Computers were leased two years ago to help utilize 21st century skills to impact student achievement and growth. This equipment is used for varying program such as READ 180 & FASTT Math. MCMS Technology is also used to for small group instruction in stations or can be combined for whole group activities.

Research Cited:

Activity - IPads/Comp Leader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Technology	Technology	08/15/2013	05/23/2014	$24100 - Title I Schoolwide	All Staff

Strategy8:

Digits Program - Digits is a hybrid Math program that is designed has been adopted school wide. This math program has been implemented for the past 3 years. Digits is completely aligned to the common core standards. The components within Digits has student workbooks, online tutorials, online tests, and is designed to increase student understanding and parent involvement. As a result of the materials there is an annual cost to the program. The contract for digits will but up at the end of this year and will require the district to either adopt a new program or continue with digits.

Research Cited: Digits Math Program

Activity - Digits Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digits Math	Academic Support Program	08/15/2013	05/23/2014	$1567 - Title I Schoolwide	Administration and Math Teachers

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

All students at MCMS will reach a proficient level in both reading and mathematics by 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in the areas of reading and mathematics in Mathematics by 05/23/2017 as measured by the combined reading and mathematics scores on the state KPREP test.

Strategy1:

Small Group Interventions - Reading and Math teachers will continue to ahere to the MCMS 90 minute classroom structure. This structure creates an opportunity for teachers to utilize data to identify students who need reteaching within the classroom. Teachers have worked on this and will continue to refine their skills. These groups will continue to be flexible to meet the needs of students through the on-going collection of data.

Research Cited:

Activity - Small Group Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training on small group interventions within the classroom. As well as development of data to be collected to determine grouping and interventions.	Academic Support Program	09/04/2012	05/23/2013	$0 - No Funding Required	Reading Language Arts teachers, Math teachers, Special Ed. teacher, and Administration

Strategy2:

Encore - MCMS will continue to group students every 9 weeks into varying encore classes. These classes will be based off of MAP data. Students will be placed into classes based off of their needs according to the data. Students will be grouped into these classes based on RIT bands of instruction. Instruction within these classes will need to be focused on the necessary skills taken from the Descarte. Students will work towards mastery of the concepts before they are moved on.

Research Cited: NWEA

Activity - Encore Rosters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will sort students into classes based off of MAP data.	Academic Support Program	08/15/2012	05/23/2013	$0 - No Funding Required	ALL staff and Administration

Goal 2:

MCMS will work to increase staff leadership and guidance into the direction of the school to improve the academic direction and school

culture for MCMS.

Measurable Objective 1:

collaborate to increase the level of staff input into the academic direction of the school to increase by-in and school effectiveness by 05/21/2013 as measured by the amount of teacher input into changes made to current practices or routines..

Strategy1:

Teacher Data Pilot Group - Teachers, the teacher leadership group, and administration will work to develop a data spreadsheet of some kind that will be more focused on the use of formative data instead of summative data. Once this spreadsheet is completed the administration will look for a pilot group that will work through the process in 2013-2014. The pilot group will be optional and will be charged with the task to iron out issues and streamline the process of teachers collecting and working with formative data in the classroom. The pilot group with then work with administration in 2014-2015 to present information and the data spread sheets. The pilot group will act as the experts and resources for staff if the concept is adopted.

Research Cited:

Activity - Teacher Pilot Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to creative a streamline effective systems of mastery learning using data.	Direct Instruction	01/07/2013	05/22/2015	$0 - No Funding Required	Pilot Teachers and Administration.

Strategy2:

Ron Clark Academy - Staff that participated in the Ron Clark Academy Trip will help to lead positive school culture, connections, and academic reforms. The focus of this group will be to examine some of the very positive strategies they were exposed to and conduct trainings to help them replicate this type of success.

Research Cited: Relationship Development

Activity - PLC/Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct teachers trainings and workshops to help replicate some of the strategies they learned.	Professional Learning	12/04/2013	05/23/2014	$0 - No Funding Required	Ron Clark Participants, Administration, and voluntary staff

Strategy3:

Leadership Team - A representative from each content will be selected to meet to help determine major shifts in the school wide approach to data. Content teachers will work collaboratively with administration to provide input and to help develop data tools that will impact the school. Feedback will be given to these representatives about next steps to provide a better understanding of what our schools needs are. Content teachers will also act as experts to help their fellow teachers work through the new concepts.

Research Cited:

Activity - Teacher Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work collaboratively with administration to develop tools for teachers.	Academic Support Program	10/01/2012	05/23/2013	$2000 - District Funding	Teacher Leaders and Administration.

Strategy4:

Will and Skill - The administration will diligently work to target staff for opportunities that provide learning experiences and increase skill for that staff member. This will be a very methodical approach to create a very prescriptive result based off of will, skill, and motivation for each and every staff member.

Research Cited: Robyn Jackson - Will and Skill

Activity - Will and Skill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will and Skill targeted list.	Behavioral Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration

Strategy5:

Student Goal Setting - Teachers will work with the teachers leadership team to help develop a quality form of student goal setting. This will help to provide more meaning in the use of MAP data in teachers classrooms. Students will provide feedback to administration, teachers, and the teacher leadership team to help provide insight into how students view the data. Teachers will work with administration to develop a goal setting form and data tracking form that will help provide meaningful discussions to students that still supports instruction in the classroom.

Research Cited:

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an organized system that will allow students to have and understand data used at MCMS.	Academic Support Program	01/07/2013	05/23/2013	$0 - No Funding Required	All teachers, administration, and students.

Goal 3:

MCMS plans to increase the number of students meetings benchmarks in each individual content area as well as students meeting the criteria for all benchmarks on the Explore Test.

Measurable Objective 1:

collaborate to increase the number of students meeting benchmark scores on the Explore Test by 11/01/2013 as measured by data analysis of student Explore Scores.

Strategy1:

ILP Exploration & Operation Preparation - Teachers will help students to complete their ILP's in a timely manner. Once ILP's are completed homeroom teachers and counselors will work to create activities that help students to understand the requirements that come with some of the colleges and careers that they choose. These activities will be designed to help students gain a better understanding of the necessary

work, skills, and scores that come with varying professions.

8th grade students will also have the opportunity to be paired up with community professionals based on the results of their ILP. Community members will help to discuss explore scores, requirements for their job, and answer student questions to help students explore different opportunities.

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community professionals will work with students to help answer questions and gain a better understanding of the community members current profession.	Community Engagement	08/15/2012	05/15/2013	$0 - No Funding Required	Counselors and 8th Grade teachers.

Strategy2:

Timed Activities - Teachers will consistently provide opportunities for students to work on ACT/Explore like timed activities. This will occur in all of the content areas. Teachers will use a variety of resources to prep students. This will include but is not limited to released items, Buckle down practice books, Explore Study Guide Book, and Explore Prep. Teachers will use these resources to replicate the timed Explore test this will help students to understand pacing as well as expose them to the content on the Explore Test.

Research Cited:

Activity - Explore Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Explore timed study guides.	Direct Instruction	09/03/2012	12/02/2013	$500 - General Fund	All content teachers and administration.

Strategy3:

College and Career Readiness - A committee has been formed to provide ideas, input, and help guide a school wide CCR focus for the spring. The committee is working to develop a list of ideas that they will work on over Christmas break to help implement over the spring semester.

Research Cited:

Activity - CCR Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Committee	Career Preparation/ Orientation	11/22/2013	05/23/2014	$0 - No Funding Required	Administration and CCR Committee

Strategy4:

Explore Connections - Counselors will take time prior to the Explore Test to go into 8th grade classrooms to discuss students 7th grade explore. Counselors will help guide them through a series of activities designed to help students understand what the Explore Test is and why it is important. After scores come back homeroom teachers will revisit these activities with students current scores. Homeroom teachers will then discuss areas for improvement, what will be provided in the school, and what students can do on their own to increase their scores.

Counselors will also visit 7th grade classrooms prior to Explore Testing to go over a series of activities to help students become familiar with the test. Homeroom teachers will also revisit these activities after Explore Scores are received. Homeroom teachers will discuss areas for improvement, what will be provided in the school, and what students can do on their own to increase their scores.

Research Cited:

Activity - Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and homeroom teachers will examine the importance of ACT & Explore to help students be college and career ready.	Career Preparation/ Orientation	08/15/2012	12/02/2013	$0 - No Funding Required	Counselors and homeroom teachers.

Goal 4:

MCMS will strive to increase the P/D percentages in reading and math to 58.2, which is an increase from the 2013 score of 48.8. This will be with the ultimate goal of all students reading a proficient level in reading and math by 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math KPREP scores.   by 05/23/2014 as measured by KPREP.

Strategy1:

E-Walk - E-Walk is a walkthrough document that MCMS purchased to help introduce staff to the new TPGES system as well as to track trends/data within the classroom. This information is intended to be used to inform instructional decisions based off of what is being observed in the classroom. This information will also be used to help guide professional development and PLC's.

Research Cited: TPGES

Activity - E-Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough documentation	Professional Learning	10/09/2013	05/23/2014	$1000 - Title I Schoolwide	Administration

Strategy2:

FASTT Math - The district has purchased and is using the FASTT Math program. This program is designed to increase math fluency for students that utilize it as average of 3 times per week. Teachers have created target lists of students to get on this and are trying to get extras on the 3 times per week. Students that were identified were identified using data.

Research Cited: Math Fluence

Activity - FASTT Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Fluency	Academic Support Program	08/15/2013	05/23/2014	$2950 - Title I Schoolwide	Administration and Math Teachers

Strategy3:

Effective Feedback - Staff will be trained during content meetings after school on effective feedback and the role it has within learning. Staff

will be worked with to push their boundaries on how to provide effective research based feedback. Feedback will occur in written and verbal

form and will be done in a way that ensure that students have the opportunity to use the feedback to improve their work.

Research Cited: John Hattie Metta Analysis and Effective Feedback

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Feedback Training	Academic Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration will provide the training and ensure that all teachers are working to improve on it.

Strategy4:

Teacher Data Usage - Teachers will analyze KPREP data, MAP data, Explore data, and classroom data to help them develop informed

decisions on in class instructional decisions and interventions.

Research Cited:

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep data notebooks that we will have bimonthly meetings over.	Professional Learning	10/03/2013	05/23/2014	$0 - No Funding Required	All staff.

Strategy5:

READ 180 - Read 180 is a program designed by scholastic that is created with the intention of meeting the needs of struggling readers. This

intervention class at MCMS is utilized for 6 periods with 15 students in each period. These students are identified through the use of data

and are able to exit once the students have progressed to grade level reading. The READ 180 classes are 90 minutes everyday.

Research Cited: READ 180 - Reading Intervention

Activity - READ 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention	Academic Support Program	08/15/2013	05/23/2014	$3408 - Title I Schoolwide	Administration, READ 180 teachers, counselors, and special education teachers.

Strategy6:

Encore - Staff will work to identify needs of students in Reading, Math, and Science based upon Explore data, MAP data, and classroom

data. This data will be used to place students into intention classes or enrichment classes that will rotate every 9 weeks. These classes will

be focused on specific content or needs that is determined by data. All instruction will be focused on impacting the needs of specific students

within the class.

Research Cited:

Comprehensive School Improvement Plan

Mason County Middle School

Activity - Encore Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encore Class	Academic Support Program	08/01/2013	05/23/2014	$9912 - Title I Schoolwide	All staff are responsible.

Strategy7:

I-PADS/Computer Lease - I-Pads and Computers were leased two years ago to help utilize 21st century skills to impact student achievement and growth. This equipment is used for varying program such as READ 180 & FASTT Math. MCMS Technology is also used to for small group instruction in stations or can be combined for whole group activities.

Research Cited:

Activity - IPads/Comp Leader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Technology	Technology	08/15/2013	05/23/2014	$24100 - Title I Schoolwide	All Staff

Strategy8:

Digits Program - Digits is a hybrid Math program that is designed has been adopted school wide. This math program has been implemented for the past 3 years. Digits is completely aligned to the common core standards. The components within Digits has student workbooks, online tutorials, online tests, and is designed to increase student understanding and parent involvement. As a result of the materials there is an annual cost to the program. The contract for digits will but up at the end of this year and will require the district to either adopt a new program or continue with digits.

Research Cited: Digits Math Program

Activity - Digits Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digits Math	Academic Support Program	08/15/2013	05/23/2014	$1567 - Title I Schoolwide	Administration and Math Teachers

Goal 5:

The MCMS GAP goal is to increase achievement for all MCMS students groups so that the achievement gap score increases at MCMS to 50.6% in 2013 moving towards the ultimate goal of 69.1% in 2017 as measured by KPREP.

Measurable Objective 1:

demonstrate a proficiency Proficiency for GAP Students by 05/23/2014 as measured by KPEP Reading and Math.

Strategy1:

Administration Focus List - Administration will work to target GAP students that are struggling in school for non-academic reasons. These students will be a part of a regular conversation for administration. Each administration will need to help provide support and accountability for the varying non-academic issues that are impeding their academic success. This includes but is not limited to attendance, behavior, poverty, non-school issues, etc.

Research Cited:

Activity - Admin Focus List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Admin Development of Gap Focus list	Behavioral Support Program	10/16/2013	05/23/2014	$0 - No Funding Required	Administration only

Strategy2:

Gap Focus Students - Teachers have utilized KPREP data, MAP data, Explore data along with GAP lists to identify targeted students within each classroom. Teachers then collected data that showed growth areas so they can target these areas in regular class instruction as well as during encore class. Administration plans to meet individually with teachers to go over the GAP focus list progress in Dec, Feb, and April.

Research Cited:

Activity - GAP Focus Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted lists of GAP students	Academic Support Program	10/02/2013	05/23/2014	$0 - No Funding Required	Teachers & Administration

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

MCMS will work to examine all of the Program Reviews to identify areas for improvement and develop/implement plans to address these areas.

Measurable Objective 1:

collaborate to develop actions plans related to program review improvement by 05/21/2013 as measured by the effective implementation of steps taken to improve identified areas within the program review.

Strategy1:

Community Collaboration - Teachers will identify areas within the community that experts within their field can be utilized to bring real world experiences into the classroom. Teachers will use planning time and PLC to meet with these individuals to develop a program or programs that improve the real world application and understanding of their program.

Research Cited:

Activity - Community Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will partner with community leaders to help build real world connections for students.	Academic Support Program	11/05/2012	05/21/2013	$0 - No Funding Required	All teachers will be required in some capacity to improve the connection of content to real world applications.

Strategy2:

Collaborative Teacher Work - Related Arts teachers and regular education teachers will be provided PLC time, and some common planning time (on occasion's that it can be provided) to work together to identify common concepts. Teachers will then utilize these common elements to align and create units in multiple classes that support each other. This can be done in a variety of ways however the ultimate goal is to create common opportunities for both groups to reinforce lesson taught.

Research Cited:

Activity - Collaborative Teacher Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common times for teachers to work together.	Academic Support Program	08/15/2012	05/23/2013	$0 - No Funding Required	All staff and Administration.

Goal 2:

MCMS will work to increase staff leadership and guidance into the direction of the school to improve the academic direction and school

culture for MCMS.

Measurable Objective 1:

collaborate to increase the level of staff input into the academic direction of the school to increase by-in and school effectiveness by 05/21/2013 as measured by the amount of teacher input into changes made to current practices or routines..

Strategy1:

Ron Clark Academy - Staff that participated in the Ron Clark Academy Trip will help to lead positive school culture, connections, and academic reforms. The focus of this group will be to examine some of the very positive strategies they were exposed to and conduct trainings to help them replicate this type of success.

Research Cited: Relationship Development

Activity - PLC/Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct teachers trainings and workshops to help replicate some of the strategies they learned.	Professional Learning	12/04/2013	05/23/2014	$0 - No Funding Required	Ron Clark Participants, Administration, and voluntary staff

Strategy2:

Leadership Team - A representative from each content will be selected to meet to help determine major shifts in the school wide approach to data. Content teachers will work collaboratively with administration to provide input and to help develop data tools that will impact the school. Feedback will be given to these representatives about next steps to provide a better understanding of what our schools needs are. Content teachers will also act as experts to help their fellow teachers work through the new concepts.

Research Cited:

Activity - Teacher Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work collaboratively with administration to develop tools for teachers.	Academic Support Program	10/01/2012	05/23/2013	$2000 - District Funding	Teacher Leaders and Administration.

Strategy3:

Student Goal Setting - Teachers will work with the teachers leadership team to help develop a quality form of student goal setting. This will help to provide more meaning in the use of MAP data in teachers classrooms. Students will provide feedback to administration, teachers, and the teacher leadership team to help provide insight into how students view the data. Teachers will work with administration to develop a goal setting form and data tracking form that will help provide meaningful discussions to students that still supports instruction in the classroom.

Research Cited:

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an organized system that will allow students to have and understand data used at MCMS.	Academic Support Program	01/07/2013	05/23/2013	$0 - No Funding Required	All teachers, administration, and students.

Strategy4:

Will and Skill - The administration will diligently work to target staff for opportunities that provide learning experiences and increase skill for that staff member. This will be a very methodical approach to create a very prescriptive result based off of will, skill, and motivation for each and every staff member.

Research Cited: Robyn Jackson - Will and Skill

Activity - Will and Skill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will and Skill targeted list.	Behavioral Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration

Strategy5:

Teacher Data Pilot Group - Teachers, the teacher leadership group, and administration will work to develop a data spreadsheet of some kind that will be more focused on the use of formative data instead of summative data. Once this spreadsheet is completed the administration will look for a pilot group that will work through the process in 2013-2014. The pilot group will be optional and will be charged with the task to iron out issues and streamline the process of teachers collecting and working with formative data in the classroom. The pilot group with then work with administration in 2014-2015 to present information and the data spread sheets. The pilot group will act as the experts and resources for staff if the concept is adopted.

Research Cited:

Activity - Teacher Pilot Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to creative a streamline effective systems of mastery learning using data.	Direct Instruction	01/07/2013	05/22/2015	$0 - No Funding Required	Pilot Teachers and Administration.

Goal 3:

MCMS plans to increase the number of students meetings benchmarks in each individual content area as well as students meeting the criteria for all benchmarks on the Explore Test.

Measurable Objective 1:

collaborate to increase the number of students meeting benchmark scores on the Explore Test by 11/01/2013 as measured by data analysis of student Explore Scores.

Strategy1:

College and Career Readiness - A committee has been formed to provide ideas, input, and help guide a school wide CCR focus for the spring. The committee is working to develop a list of ideas that they will work on over Christmas break to help implement over the spring

semester.

Research Cited:

Activity - CCR Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CCR Committee	Career Preparation/ Orientation	11/22/2013	05/23/2014	$0 - No Funding Required	Administration and CCR Committee

Strategy2:

ILP Exploration & Operation Preparation - Teachers will help students to complete their ILP's in a timely manner. Once ILP's are completed homeroom teachers and counselors will work to create activities that help students to understand the requirements that come with some of the colleges and careers that they choose. These activities will be designed to help students gain a better understanding of the necessary work, skills, and scores that come with varying professions.

8th grade students will also have the opportunity to be paired up with community professionals based on the results of their ILP. Community members will help to discuss explore scores, requirements for their job, and answer student questions to help students explore different opportunities.

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community professionals will work with students to help answer questions and gain a better understanding of the community members current profession.	Community Engagement	08/15/2012	05/15/2013	$0 - No Funding Required	Counselors and 8th Grade teachers.

Strategy3:

Explore Connections - Counselors will take time prior to the Explore Test to go into 8th grade classrooms to discuss students 7th grade explore. Counselors will help guide them through a series of activities designed to help students understand what the Explore Test is and why it is important. After scores come back homeroom teachers will revisit these activities with students current scores. Homeroom teachers will then discuss areas for improvement, what will be provided in the school, and what students can do on their own to increase their scores.

Counselors will also visit 7th grade classrooms prior to Explore Testing to go over a series of activities to help students become familiar with the test. Homeroom teachers will also revisit these activities after Explore Scores are received. Homeroom teachers will discuss areas for improvement, what will be provided in the school, and what students can do on their own to increase their scores.

Research Cited:

Activity - Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselors and homeroom teachers will examine the importance of ACT & Explore to help students be college and career ready.	Career Preparation/ Orientation	08/15/2012	12/02/2013	$0 - No Funding Required	Counselors and homeroom teachers.

Strategy4:

Timed Activities - Teachers will consistently provide opportunities for students to work on ACT/Explore like timed activities. This will occur in all of the content areas. Teachers will use a variety of resources to prep students. This will include but is not limited to released items, Buckle down practice books, Explore Study Guide Book, and Explore Prep. Teachers will use these resources to replicate the timed Explore test this will help students to understand pacing as well as expose them to the content on the Explore Test.

Research Cited:

Activity - Explore Prep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Explore timed study guides.	Direct Instruction	09/03/2012	12/02/2013	$500 - General Fund	All content teachers and administration.

Compliance and Accountability - Middle Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELL KY Survey results.

Goal 1:

MCMS will increase staff leadership and guidance of improving the academic direction and school culture for MCMS.

Measurable Objective 1:

collaborate to increase the level of staff input into the academic direction of the school to increase buy-in and school effectiveness by 05/25/2015 as measured by the amount of teacher input into changes made to current practices or routines..

Strategy1:

Will and Skill - The administration will diligently work to target staff for opportunities that provide learning experiences and increase skill for that staff member. This will be a very methodical approach to create a very prescriptive result based off of will, skill, and motivation for each and every staff member. PD 360 will be used as professional development to help meet the needs of staff members.

Research Cited: Robyn Jackson - Will and Skill

Activity - Will and Skill	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Will and Skill targeted list.	Behavioral Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration

Strategy2:

Student Goal Setting - Teachers will work with the teachers leadership team to help develop a quality form of student goal setting. This will help to provide more meaning in the use of MAP data in teachers classrooms. Students will provide feedback to administration, teachers, and the teacher leadership team to help provide insight into how students view the data. Teachers will work with administration to develop a goal setting form and data tracking form that will help provide meaningful discussions to students that still supports instruction in the classroom.

Research Cited:

Activity - Student Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create an organized system that will allow students to have and understand data used at MCMS.	Academic Support Program	10/14/2013	05/23/2014	$0 - No Funding Required	All teachers, administration, and students.

Strategy3:

Leadership Team - A representative from each content will be selected to meet to help determine major shifts in the school wide approach to data. Content teachers will work collaboratively with administration to provide input and to help develop data tools that will impact the school.

Feedback will be given to these representatives about next steps to provide a better understanding of what our schools needs are. Content teachers will also act as experts to help their fellow teachers work through the new concepts.

Research Cited:

Activity - Teacher Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leadership team will work collaboratively with administration to develop tools for teacher including the use of CIITS.	Academic Support Program	08/05/2013	05/23/2014	$0 - No Funding Required	Teacher Leaders and Administration.

Strategy4:

Ron Clark Academy - Staff that participated in the Ron Clark Academy Trip will help to lead positive school culture, connections, and academic reforms. The focus of this group will be to examine some of the very positive strategies they were exposed to and conduct trainings to help them replicate this type of success.

Research Cited: Relationship Development

Activity - PLC/Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct teachers trainings and workshops to help replicate some of the strategies they learned.	Professional Learning	12/04/2013	05/23/2014	$0 - No Funding Required	Ron Clark Participants, Administration, and voluntary staff

Strategy5:

Teacher Data Pilot Group - Teachers, the teacher leadership group, and administration will work to develop a data spreadsheet of that will be more focused on the use of formative data instead of summative data. Once this spreadsheet is completed the administration will look for a pilot group that will work through the process in 2013-2014. The pilot group will be optional and will be charged with the task to iron out issues and streamline the process of teachers collecting and working with formative data in the classroom. The pilot group with then work with administration in 2014-2015 to present information and the data spread sheets. The pilot group will act as the experts and resources for staff when the concept is adopted.

Research Cited:

Activity - Teacher Pilot Group	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to creative a streamline effective systems of mastery learning using data.	Direct Instruction	01/07/2013	05/22/2015	$0 - No Funding Required	Pilot Teachers and Administration.

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

MCMS will strive to increase the P/D percentages in reading and math to 58.2, which is an increase from the 2013 score of 48.8. This will be with the ultimate goal of all students reading a proficient level in reading and math by 2017.

Measurable Objective 1:

demonstrate a proficiency in reading and math KPREP scores.   by 05/23/2014 as measured by KPREP.

Strategy1:

Effective Feedback - Staff will be trained during content meetings after school on effective feedback and the role it has within learning. Staff will be worked with to push their boundaries on how to provide effective research based feedback. Feedback will occur in written and verbal form and will be done in a way that ensure that students have the opportunity to use the feedback to improve their work.

Research Cited: John Hattie Metta Analysis and Effective Feedback

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Feedback Training	Academic Support Program	11/01/2013	05/23/2014	$0 - No Funding Required	Administration will provide the training and ensure that all teachers are working to improve on it.

Strategy2:

I-PADS/Computer - I-Pads and Computers were purchased two years ago to help utilize 21st century skills to impact student achievement and growth. This equipment is used for varying program such as READ 180 & FASTT Math. MCMS Technology is also used to for small group instruction in stations or can be combined for whole group activities.

Research Cited:

Activity - IPads/Comp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer Technology	Technology	08/15/2013	05/23/2014	$24100 - Title I Part A	All Staff

Strategy3:

READ 180 - Read 180 is a program designed by scholastic that is created with the intention of meeting the needs of struggling readers. This intervention class at MCMS is utilized for 6 periods with 15 students in each period. These students are identified through the use of data and are able to exit once the students have progressed to grade level reading. The READ 180 classes are 90 minutes everyday.

Research Cited: READ 180 - Reading Intervention

Activity - READ 180	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Intervention	Academic Support Program	08/15/2013	05/23/2014	$6008 - Title I Part A	Administration, READ 180 teachers, counselors, and special education teachers.

Strategy4:

E-Walk - E-Walk is a walkthrough document that MCMS purchased to help introduce staff to the new TPGES system as well as to track

trends/data within the classroom. This information is intended to be used to inform instructional decisions based off of what is being observed in the classroom. This information will also be used to help guide professional development and PLC's.

Research Cited: TPGES

Activity - E-Walk	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Walkthrough documentation	Professional Learning	10/09/2013	05/23/2014	$1000 - Other	Administration

Strategy5:

Digits Program - Digits is a hybrid Math program that is designed has been adopted school wide. This math program has been implemented for the past 3 years. Digits is completely aligned to the common core standards. The components within Digits has student workbooks, online tutorials, online tests, and is designed to increase student understanding and parent involvement. As a result of class size additional student licenses were purchased. The contract for digits will but up at the end of this year and will require the district to either adopt a new program or continue with digits.

Research Cited: Digits Math Program

Activity - Digits Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Digits Math	Academic Support Program	08/15/2013	05/23/2014	$1567 - Title I Part A	Administration and Math Teachers

Strategy6:

FASTT Math - The district has purchased and is using the FASTT Math program. This program is designed to increase math fluency for students that utilize it as average of 3 times per week. Teachers have created target lists of students to get on this and are trying to get extras on the 3 times per week. Students that were identified were identified using data.

Research Cited: Math Fluence

Activity - FASTT Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Fluency	Academic Support Program	08/15/2013	05/23/2014	$350 - Title I Part A	Administration and Math Teachers

Strategy7:

Encore - Staff will work to identify needs of students in Reading, Math, and Science based upon Explore data, MAP data, and classroom data. This data will be used to place students into intention classes or enrichment classes that will rotate every 9 weeks. These classes will be focused on specific content or needs that is determined by data. All instruction will be focused on impacting the needs of specific students within the class.

Research Cited:

Activity - Encore Class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Encore Class	Academic Support Program	08/01/2013	05/23/2014	$9912 - Title I Part A	All staff are responsible.

Strategy8:

Teacher Data Usage - Teachers will analyze KPREP data, MAP data, Explore data, and classroom data to help them develop informed decisions on in class instructional decisions and interventions.

Research Cited:

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep data notebooks that we will have bimonthly meetings over.	Professional Learning	10/03/2013	05/23/2014	$0 - No Funding Required	All staff.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:
The MCMS GAP goal is to increase achievement for all MCMS students groups so that the achievement gap score increases at MCMS to 50.6% in 2013 moving towards the ultimate goal of 69.1% in 2017 as measured by KPREP.

Measurable Objective 1:
demonstrate a proficiency   of 50.6 for GAP Students by 05/23/2014 as measured by KPREP Reading and Math.

Strategy1:
Gap Focus Students - Teachers will utilize KPREP data, MAP data, Explore data along with GAP lists to identify targeted students within each classroom. Teachers will collected data that shows growth areas so they can target these areas in regular class instruction as well as during encore class. Administration will meet meet individually with teachers to go over the GAP focus list progress in Dec, Feb, and April.
Research Cited:

Activity - GAP Focus Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop a targeted list of GAP students from data to focus on areas for intervention based on KPREP and other data.	Academic Support Program	10/02/2013	05/23/2014	$0 - No Funding Required	Teachers & Administration

Strategy2:
Administration Focus List - Administration will work to target GAP students that are struggling in school for non-academic reasons. These students will be a part of a regular conversation for administration. Each administration will need to help provide support and accountability for the varying non-academic issues that are impeding their academic success. This includes but is not limited to attendance, behavior,

poverty, non-school issues, etc.

Research Cited:

Activity - Admin Focus List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Admin Development of Gap Focus list	Behavioral Support Program	10/16/2013	05/23/2014	$0 - No Funding Required	Administration only

Strategy3:

Teacher Targeted Interventions - Teachers will utilize targeted intervention time within regular class, READ 180, and in intervention time (encore). These interventions will be targeted though the use of specific data that will include KPREP scores, MAP scores, F & P data, READ 180, FASTT Math, and formative classroom data. Data will be collected and used to design specific interventions and lessons that meet the needs of students.

Research Cited:

Activity - Teacher Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and implement interventions based around a variety of data.	Academic Support Program	08/15/2013	05/30/2014	$6358 - Title I Part A	Administration, Counselors, All teachers

Strategy4:

Odyssey Ware - Odyssey ware is an online program that MCMS purchase with the high school to help provide opportunities for struggling students and enrichment. The main focus at this point has been to target struggling students and help provide them alternative opportunities to get these students caught up with their regular classmates. This is an online program that is aligned with Common Core Standards and offers a variety of different courses. This program will eventually be utilized for encroachment opportunities for students above grade level.

Research Cited:

Activity - Odyssey Ware	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended Academic Opportunities	Academic Support Program	08/15/2013	05/23/2014	$13250 - Title I Schoolwide	Admin, Counselors, Enrichment teachers, and Alternative teachers

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

MCMS will examine all of the Program Reviews to identify areas for improvement and develop/implement plans to address these areas. MCMS will focus on the increased rigor, opportunities for authentic student writing, and student feedback for improvement.

Measurable Objective 1:

collaborate to Improve the quality of program reviews and increase the level of rigor within MCMS by 05/23/2014 as measured by Program Review scores..

Strategy1:

Authentic Journal Writing - Staff will be trained during PD and PLC on effective authentic journal writing prompts. Staff will work to implement more journal writing into their daily routine using the training that they have received. It is vital that the teachers work to provide effective feedback on student writing. Feedback must be done in a timely fashion and provide students with the ability to increase their understanding of the material and score.

Research Cited: John Hattie Metta Analysis

Activity - Journal Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Authentic Writing training and Effective Feedback	Academic Support Program	07/29/2013	05/23/2014	$0 - No Funding Required	All staff are responsible

Strategy2:

Website Development - Administration will work with the tech department to create a web based drop box that allows teachers to submit work at their convenience. This will help to alleviate the loss of material related to program reviews.

Research Cited:

Activity - Website Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Website drop box development	Technology	12/09/2013	05/23/2014	$0 - No Funding Required	Tech Staff - Website development Admin - Training of Staff Staff - Evidence Submission