Comprehensive School Improvement

Plan

Maurice Bowling Middle School

Owen County School District

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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?

Maurice Bowling Middle School is the only middle school in the Owen County School District, a rural community with very little industry. Our school is home to 568 middle school students, 58 percent of which qualify for free and reduced lunch. We are a designated Title 1 school. We have experienced significant changes in the last three years. We have a beautiful new facility that is unique in the fact that we service students in grades 5-8. The decision to build a new middle school that included fifth grade has brought unique challenges in regards to staffing and scheduling.

We have a staff of dedicated teachers that include five core teachers at each grade level, four related arts teachers, and five ECE teachers. Most of our teachers are veteran tenured teachers in their fields.

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.

Our mission at Maurice Bowling Middle School is to empower students to become productive members of society.

We recognize and understand that in order for us to achieve this mission and create productive members of society we must prepare our students to be college and career ready. As a staff we are dedicated to provide our students with the necessary skills to become successful as they prepare for college and careers of choice.

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.

During the past three years Maurice Bowling Middle School has experienced areas of positive growth. In 2010-11 our KCCT data showed notable improvement. MBMS saw an increase in percent of Proficient and Distinguished in both reading and math. We were above state averages in both areas and met our AYP. We still needed improvement in the area of writing, although it too saw an increase from the previous 2009-10 year.

As we received our new KPREP Scores we were faced with new challenges. We have been classified as "a school in improvement" with an overall score of 48.6.

Dealing with new Common Core Standards in both Math and English/Language has required our teachers to reevaluate their curriculum and make adjustments to meet more challenging and rigorous standards.

Where we had excelled in the past in the area of math, we saw a drop below state average in this area for all grades. Reading and writing continue to be a challenge.

Over the next three years under the new accountability system, we are focusing on getting our curriculum aligned and raising our expectations to meet the new standards in both reading and math. Our teachers are involved in many initiatives to become proficient with the new standards, including such things as Laying the Foundation, LDC,MDC, Gates Grants, and CIITS to mention a few.

We have also targeted our students who are performing below grade level in the areas of math and reading during daily RTI classes. We hope that this will not only improve our achievement scores but decrease the GAP we see with our at risk students.

Our 7th and 8th grade students have been involved in the Gear- Up program to help improve our CCR scores and our teachers are incorporating CCR Standards in their daily classroom teaching. All 7th grade students have taken the Explore Test as a 7th grader through Gear-Up.

We have also adopted a plan to use MAP as our Universal Screener at all grade levels and are progress monitoring our at risk students on a regular weekly to bi-weekly schedule to asses growth in reading.

Our goal is to increase our proficiency in math and reading while decreasing our novice.

Additional Information

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

With the new accountability system comes challenges. The staff at Maurice Bowling Middle School recognizes these challenges and has plans to meet these challenges successfully. We are dedicated to data analysis and responding to what the data tells us. Through a dedicated staff and a focused plan, we will achieve our mission to empower students to   become productive members of society.

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?

Questions we are trying to answer as we look at our data include:

*How do we decrease our Novice scores in both reading and math?

* How do we raise the % of students reaching Benchmark on Explore testing?

* How do we decrease the Novice in our non-duplicated math and reading categories?

* How do we move those students in the Proficient category to Distinguished to help us take advantage of the bonus points?

What is the data telling us?

30% of our students are scoring Novice in reading

41.5% of our students are scoring Proficient/ Distinguished in reading

23% of our students are scoring Novice in math

31% of our students are scoring Proficient/ Distinguished in math

MBMS Composite score on the Explore was 14.7

48% of our 8th grade made Bencchmark in English

31.6% made Benchmark in math

33.6 % made Benchmark in reading

11.8% made Benchmark in science

40% of our non-duplicated gap group scored Novice in reading

29.7 % of the non- duplicated gap group scored Novice in math

The highest precentage of our non-duplicated gap scored in the Apprentice level for both reading and math.

What the data is not telling us:

How motivation of students played in to our performance

How a new testing format impacted our performance

How a reduction in staff will impact our performance

How the new standards impacted our performance

In what reading standards and math standards did our students not score well

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?

Our areas of strength as noted by analysis of our 2012-13 KPREP Data include:

* In the GAP category of Free and Reduced Lunch students we scored above state average in the Proficient and Distinguished categories of Science, Language Mechanics and Social Studies.

*Explore scores were above state benchmark in the area of mathematics

*Writing scores showed an improvement with grades 5 and 6 Proficient and Distinguished above state averages and 8th grade much closer to state average than in the past years of KCCT.

To maintain these strengths, we have identified those at risk students in reading and math and placed them in RTI groups with a focus on needed skills.

Our 8th grade teachers had training in the CCR standards in the summer and used the first 9 weeks of RTI to review these standards before Explore testing in the fall of 2012. They have included CCR standards and ACT like questioning in their daily teaching.

A core group of teachers have been trained to use CIITS and are teaching others to use this bank of questioning as they prepare common assessments.

All teachers are given days to work on aligning their curriculum to the new standards of math and reading. Many teachers are involved in district initiatives where these standards are analyzed and incorporated into math and reading units.

Causes to celebrate include:

*Our scores in many achievement areas are close to state averages for the first year of a new assessment model

*Our identified gap groups are scoring near or at state averages in several areas.

*Our Explore scores in math are above state in percentage meeting benchmark

Opportunities for Improvement

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

We recognize the fact that we have many areas in need of improvement. The biggest areas in need of improvement are reading and math achievement at all grade levels. We are behind the Proficient and Distinguished state averages in reading by 5 % points. In math we are behind by 10% points. These are the two content areas that we have "named and claimed" in our RTI program. Students, based on their KPREP and Winter Map scores, have been grouped for either math and reading intervention or enrichment. The focus of these groups will be on reading comprehension and Common Core standards.

Our CCR score is also a concern with less than 50 % of our students meeting benchmark in any of the subject assessed. Our lowest percentage of benchmark was in the area of science where we had only 11.8% at benchmark. We have recognized this concern and have addressed it by using the GEAR-UP program with both our 7th and 8th grade students. Our teachers have focused on the CCR standards and incorporated them in their classrooms. They are also using ACT like questions on their daily Flashbacks and creating test questions similar to those on the ACT.

Conclusion

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

As we look at our areas of concern, we realize that the reading levels of our students are largely impacting our success in all areas of the new assessment model. We must work to get our students reading and comprehending on grade level. We must align our course work with rigorous CCR and Common Core Standards. As the new standards for science and social studies are introduced we must again rework curriculum and make sure we are challenging our students using the correct standards.

We must hold our students to high expectations every day and when they fail to meet those standards we must regroup and give them the tools they need to be successful.

Over the next months we need to choose professional development that will move our curriculum forward with rigorous standards. We need to invest time with our students teaching them reading strategies that they can use in all content areas. Lastly, we must connect with our students and show them the importance behind doing well at this level.

Maurice Bowling Middle School CSIP 2012-2014

Overview

Plan Name

Maurice Bowling Middle School CSIP 2012-2014

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Goal 1: Increase the average combined reading and math KPREP scores for MBMS students from 36.2 %to 71.9% by 2017	Objectives: 1 Strategies: 6 Activities: 11	Organizational	Collaborate to increase the average combined reading and math KPREP scores at Maurice Bowling Middle School from 36.2 to 42.6 by 05/31/2013 as measured by KPREP scores. .	$255500
2	Goal 2-Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.8 % in 2012 to 65.9% in 2017	Objectives: 1 Strategies: 2 Activities: 10	Organizational	Collaborate to increase Maurice Bowling Middle School combined reading and math proficiency ratings in the non-duplicated gap group by 05/31/2013 as measured by percntage increase from 31.8% to 34.1%.	$126000
3	Increase the percentage of students who are college and career ready based on Explore Benchmarks	Objectives: 1 Strategies: 2 Activities: 8	Organizational	Collaborate to increase the number of 8th grade students reaching benchmark on Explore test by 05/31/2013 as measured by at least 50% of students reaching benchmark in all tested areas..	$50000

Goal 1: Goal 1: Increase the average combined reading and math KPREP scores for MBMS students from 36.2 %to 71.9% by 2017

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to increase the average combined reading and math KPREP scores at Maurice Bowling Middle School from 36.2 to 42.6   by 05/31/2013 as measured by KPREP scores. .

Strategy 1:

Certified Curriculum Coach and Reading Inteventionist - A Certified Curriculum Coach in the areas of both Math and Reading will be hired to assist staff in developing

allinged rigorous curriculum in the areas of reading and math at all grade levels.

Reading Interventioist will work with those students on a regular daily basis who are identified as Novice readers as part of Tier 2 and 3 RTI

Activity - Job description for Coach and Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A job description will be created for these positions and the individuals hired will work with classroom teachers to coordinate to meet the needs to increase achievement of identified students-	Academic Support Program	07/01/2013	06/30/2014	$80000	Title I Schoolwide	District Administration / School Administration / SBDM

Activity - Interventionist Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist will be trained on the use of Teir 2 and 3 Interventions	Academic Support Program	01/10/2013	05/31/2013	$500	Title I Schoolwide	Administration, Curriculum Coaches, Teachers, Interventionists

Strategy 2:

Staffing - Each grade level will have 2 math and 2 Language Arts teachers

Activity - Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To ensure coverage of Core Content 2 reading teachers and 2 math teachers will be placed in each grade level	Academic Support Program	07/01/2013	06/30/2014	$160000	District Funding	District and School Administration and SBDM Council

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Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadreship will develop a master schedule that guarantees all available time is maximized and focused on student achievemnet	Academic Support Program	08/07/2012	05/31/2013	$0	No Funding Required	Scheduling Committee, SBDM Council and School Administrators

Strategy 3:

Professional Development - Teachers will receive professional development in the areas of Critical Literacy and Reading Strategies.

Activity - Staff P.D.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the implementation of practical critical literacy strategies throughout school year at LDC meetings and PLCs	Professional Learning	09/03/2012	05/31/2013	$0	No Funding Required	District Instructional Supervisor and School Administrators

Strategy 4:

Data Collection and Analysis - MBMS will display data for student and public observationon an on-going basis so that students and staff are consistently mindful of the goal and /or progress towards that goal

Activity - Data Display	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MBMS will use as its Universal Sceener MAP and this data will be displayed with each benchmark assessment and students will set goals prior to the assessments. Data will be collected on MBMS Data Board and used for RTI purposes	Academic Support Program	10/01/2012	06/30/2013	$0	No Funding Required	Certified Staff and Administration

Activity - Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP testing for reading and math at all grade levels will occur 3 times a year	Academic Support Program	09/01/2012	04/30/2013	$5000	District Funding	District Adminsitrators/ Certified Staff/ School Administrators

Strategy 5:

Curriculum Allignment - Teachers will evaluate and revise curriculum to ensure that a rigorous curriculum alligned with CCR and Common Core Standards is being

taught in reading and math classes.

Activity - Walk-throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk through Data will indicate the use of "Best Practices" to include the use of flashbacks, learning targets, exit slips, journaling, formative assessment, and common assessments	Policy and Process	08/07/2012	05/31/2013	$0	No Funding Required	Administration, Curriculum Coaches and Certified Staff

Activity - Curriculum Allignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze curriculum quarterly to identify gaps and make necessary adjustments as monitored through curriculum maps on the K-Drive	Policy and Process	07/31/2013	05/31/2014	$10000	Title I Schoolwide	Certified Staff, Curriculum Coach, Principal and Asst. Principal

Strategy 6:

CIITS - Develop school wide access and engagement with CIITS

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate CIITS training beginning with CIITS Coaches and then to other staff and monitor participation to increase usage of CIITS. Teachers and Leaders will share effective use of CIITS for improving instructional practices and student engagement including amalyzing student level data for differentaition of instruction	Academic Support Program	12/07/2013	06/30/2014	$0	No Funding Required	Trained CIITS Coaches , Staff, Principal and Asst. Principal

Activity - CIITS Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all work email addresses for teachers and leaders are entered in IC and all roles are set up for CIITS access	Policy and Process	08/05/2013	08/30/2013	$0	No Funding Required	Guidance Counselor and Staff

Goal 2: Goal 2-Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 31.8 % in 2012 to 65.9% in 2017

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to increase Maurice Bowling Middle School combined reading and math proficiency ratings in the non-duplicated gap group by 05/31/2013 as measured by percntage increase from 31.8% to 34.1%.

Strategy 1:

Best Practices - Teachers will develop "Best Practices" to increase scores in the non-duplicated gap group

Activity - Analyze Achievement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student achievement and adjust RTI Groupings based on Universal Screeners and Progress Monitoring tools such as CIITS, MAP, EAsy CBM, and Unit tests	Policy and Process	09/04/2012	05/31/2013	$7500	Title I Schoolwide	Certified Staff, Interventionist, School Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in Best Practices and Differentiation	Professional Learning	08/01/2012	05/31/2013	$500	Title II Part A	District Title 1 Director

Activity - Non- Cognitive Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a non-cognitive support system to improve non-cognitive behaviors that interfere with learning such as attendance and discipline issues	Behavioral Support Program	08/01/2012	06/07/2013	$3000	General Fund	Asst. Principal, KYCID Committee, YSC Coordinator and Classroom teachers

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly in PLCs to analyze data as well as current and upcoming teaching strategies to increase rigor in the classroom. Teachers and student will examine student work to ensure common understanding of the standards and high expectations.	Policy and Process	09/04/2012	05/31/2013	$0	No Funding Required	Staff/ Administrators

Activity - Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will show evidence of differentiating and best practices through daily lesson plans and curriculum maps	Direct Instruction	08/08/2012	05/31/2013	$0	No Funding Required	Classroom teachers School Administrators

Activity - District Iniatives	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
Staff will participate in many district wide initiatives including: LTF, MDC, LDC, LCN, CIITS, TAG, and Teacher Effectiveness aimed at increased rigor and continuous improvement in the classroom	Professional Learning	07/01/2012	06/30/2013	$0	No Funding Required	District Instructional Supervisor, Staff, and Administrators

Strategy 2:

Interventions - Intervention Personnel will be trained on the use of Tier 2 and Teir 3 Innterventions

Activity - Special Education Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers will work with Regular Education teachers on a weekly basis to plan for differentiation	Direct Instruction	08/08/2012	05/31/2013	$0	No Funding Required	Regular Education and Special Education Teachers/ Dir. of Special Ed./ Administrators

Activity - Title 1 Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 staff will be used as interventionist to provide small group remediation to students in math and reading	Academic Support Program	08/08/2012	05/31/2013	$35000	Title I Schoolwide	Administration /Curriculum Coach/Teachers/Instructional Asst.

Activity - Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and math interventionist will progress monitor students receiving Teir 2 and 3 interventions on a weekly or bi-weekly basis	Academic Support Program	08/07/2013	05/31/2014	$80000	District Funding	Adninistration, Curriculum Coach, and Interventionist

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master schedule will afford students optimal time for academics as well as opportunities for RTI and enrichment	Direct Instruction	08/08/2012	05/31/2013	$0	No Funding Required	Scheduling Committee, SBDM and Administration

Goal 3: Increase the percentage of students who are college and career ready based on Explore Benchmarks

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to increase the number of 8th grade students reaching benchmark on Explore test by 05/31/2013 as measured by at least 50% of students reaching benchmark in all tested areas..

Strategy 1:

College and Career Awareness - Activities will be carried out with all students to make them aware of college and career opportuniies

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MBMS in conjunction with the high school participates in Operation Preparation where community members come in to speak with individual students about their career interests based on their ILP results.	Career Preparation/Orientation	03/11/2013	03/15/2013	$0	No Funding Required	Guidance Counselor, 8th grade staff, and school administrators

Activity - GEAR-UP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through a grant 7th and 8th grade students will be involved in lessons to help better prepare them for college as they enter the high school	Career Preparation/Orientation	10/01/2012	05/31/2013	$50000	Other	CCA, Administrators/ Guidance Counselor

Activity - Education Talent Search	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some students in 7th and 8th grade are targeted to participate in the Educational Talent Search program once a month. These students come from homes where they would be the first college graduate in the family. This program will allow for students to visit college campuses and learn about the enrollment process for college.	Career Preparation/Orientation	09/10/2012	05/31/2013	$0	No Funding Required	Guidance Counselor and Administration

Activity - ILP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in gradwe 6-8 will complete ILP's, teachers and parents will conference with students as to thier career paths	Career Preparation/Orientation	09/01/2012	12/14/2012	$0	No Funding Required	Certified Staff, CCA and School Administration

Activity - College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 7th grade will participate in a college day with prvious students from Owen County who are now enrolled in college along with informational materials from colleges all over KY	Career Preparation/Orientation	03/15/2013	03/15/2013	$0	No Funding Required	Guidance Counselor

Strategy 2:

CCR Focus - Teachers will focus on CCR Standards to identify curriculm gaps contributing to low numbers of students meeting EPAS Benchmarks.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th and 8th grade teachers will attend professional development on the CCR standards for EPAS.	Professional Learning	08/07/2012	08/07/2012	$0	No Funding Required	Staff and District Assessment Coordinator

Activity - Vertical Allignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We align our middle school core curriculum vertically with the high school meeting regularly with the high school teachers in the areas of Language Arts, Math, Social Studies, and Science. This ensures there are no gaps in curriculum and we all have the same achievement targets. PLCs are used to align curriculum vertically in grades 5-8 to ensure curriculum is rigorous and alligned.	Professional Learning	09/04/2012	05/31/2013	$0	No Funding Required	Teachers/ Administrator

Activity - Analysis/Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize data to identify curriculum gaps contributing to low number of students meeting EPAS benchmarks in science, math, and reading. Teachers will group students accordingly to address the curriculum gaps during RIT/Enrichment.	Policy and Process	08/07/2012	05/31/2013	$0	No Funding Required	Teachers/ Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	All staff will be trained in Best Practices and Differentiation	Professional Learning	08/01/2012	05/31/2013	$500	District Title 1 Director
				Total	$500	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Allignment	Teachers will analyze curriculum quarterly to identify gaps and make necessary adjustments as monitored through curriculum maps on the K-Drive	Policy and Process	07/31/2013	05/31/2014	$10000	Certified Staff, Curriculum Coach, Principal and Asst. Principal
Analyze Achievement	Teachers will analyze student achievement and adjust RTI Groupings based on Universal Screeners and Progress Monitoring tools such as CIITS, MAP, EAsy CBM, and Unit tests	Policy and Process	09/04/2012	05/31/2013	$7500	Certified Staff, Interventionist, School Administrators
Interventionist Training	Interventionist will be trained on the use of Teir 2 and 3 Interventions	Academic Support Program	01/10/2013	05/31/2013	$500	Administration, Curriculum Coaches, Teachers, Interventionists
Job description for Coach and Interventionist	A job description will be created for these positions and the individuals hired will work with classroom teachers to coordinate to meet the needs to increase achievement of identified students-	Academic Support Program	07/01/2013	06/30/2014	$80000	District Administration / School Administration / SBDM
Title 1 Staff	Title 1 staff will be used as interventionist to provide small group remediation to students in math and reading	Academic Support Program	08/08/2012	05/31/2013	$35000	Administration /Curriculum Coach/Teachers/Instructional Asst.
				Total	$133000	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Non- Cognitive Data	Develop a non-cognitive support system to improve non-cognitive behaviors that interfere with learning such as attendance and discipline issues	Behavioral Support Program	08/01/2012	06/07/2013	$3000	Asst. Principal, KYCID Committee, YSC Coordinator and Classroom teachers
				Total	$3000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GEAR-UP	Through a grant 7th and 8th grade students will be involved in lessons to help better prepare them for college as they enter the high school	Career Preparation/Orientation	10/01/2012	05/31/2013	$50000	CCA, Administrators/ Guidance Counselor
				Total	$50000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education Staff	Special Education Teachers will work with Regular Education teachers on a weekly basis to plan for differentiation	Direct Instruction	08/08/2012	05/31/2013	$0	Regular Education and Special Education Teachers/ Dir. of Special Ed./ Administrators
Evidence	All teachers will show evidence of differentiating and best practices through daily lesson plans and curriculum maps	Direct Instruction	08/08/2012	05/31/2013	$0	Classroom teachers School Administrators
College Day	Students in 7th grade will participate in a college day with prvious students from Owen County who are now enrolled in college along with informational materials from colleges all over KY	Career Preparation/Orientation	03/15/2013	03/15/2013	$0	Guidance Counselor

CIITS Access	Ensure that all work email addresses for teachers and leaders are entered in IC and all roles are set up for CIITS access	Policy and Process	08/05/2013	08/30/2013	$0	Guidance Counselor and Staff
Scheduling	Master schedule will afford students optimal time for academics as well as opportunities for RTI and enrichment	Direct Instruction	08/08/2012	05/31/2013	$0	Scheduling Committee, SBDM and Administration
ILP Completion	All students in gradwe 6-8 will complete ILP's, teachers and parents will conference with students as to thier career paths	Career Preparation/Orientation	09/01/2012	12/14/2012	$0	Certified Staff, CCA and School Administration
Staff P.D.	Teachers will receive professional development on the implementation of practical critical literacy strategies throughout school year at LDC meetings and PLCs	Professional Learning	09/03/2012	05/31/2013	$0	District Instructional Supervisor and School Administrators
District Iniatives	Staff will participate in many district wide initiatives including: LTF, MDC, LDC, LCN, CIITS, TAG, and Teacher Effectiveness aimed at increased rigor and continuous improvement in the classroom	Professional Learning	07/01/2012	06/30/2013	$0	District Instructional Supervisor, Staff, and Administrators
Education Talent Search	Some students in 7th and 8th grade are targeted to participate in the Educational Talent Search program once a month. These students come from homes where they would be the first college graduate in the family. This program will allow for students to visit college campuses and learn about the enrollment process for college.	Career Preparation/Orientation	09/10/2012	05/31/2013	$0	Guidance Counselor and Administration
Vertical Allignment	We align our middle school core curriculum vertically with the high school meeting regularly with the high school teachers in the areas of Language Arts, Math, Social Studies, and Science. This ensures there are no gaps in curriculum and we all have the same achievement targets. PLCs are used to align curriculum vertically in grades 5-8 to ensure curriculum is rigorous and alligned.	Professional Learning	09/04/2012	05/31/2013	$0	Teachers/Administrator
Professional Development	7th and 8th grade teachers will attend professional development on the CCR standards for EPAS.	Professional Learning	08/07/2012	08/07/2012	$0	Staff and District Assessment Coordinator
Scheduling	School leadreship will develop a master schedule that guarantees all available time is maximized and focused on student achievemnet	Academic Support Program	08/07/2012	05/31/2013	$0	Scheduling Committee, SBDM Council and School Administrators

Analysis/Grouping	Teachers will utilize data to identify curriculum gaps contributing to low number of students meeting EPAS benchmarks in science, math, and reading. Teachers will group students accordingly to address the curriculum gaps during RIT/Enrichment.	Policy and Process	08/07/2012	05/31/2013	$0	Teachers/ Administrators
CIITS	Disseminate CIITS training beginning with CIITS Coaches and then to other staff and monitor participation to increase usage of CIITS. Teachers and Leaders will share effective use of CIITS for improving instructional practices and student engagement including amalyzing student level data for differentaition of instruction	Academic Support Program	12/07/2013	06/30/2014	$0	Trained CIITS Coaches , Staff, Principal and Asst. Principal
Data Display	MBMS will use as its Universal Sceener MAP and this data will be displayed with each benchmark assessment and students will set goals prior to the assessments. Data will be collected on MBMS Data Board and used for RTI purposes	Academic Support Program	10/01/2012	06/30/2013	$0	Certified Staff and Administration
PLC's	Teachers will meet monthly in PLCs to analyze data as well as current and upcoming teaching strategies to increase rigor in the classroom. Teachers and student will examine student work to ensure common understanding of the standards and high expectations.	Policy and Process	09/04/2012	05/31/2013	$0	Staff/ Administrators
Operation Preparation	MBMS in conjunction with the high school participates in Operation Preparation where community members come in to speak with individual students about their career interests based on their ILP results.	Career Preparation/Orientation	03/11/2013	03/15/2013	$0	Guidance Counselor, 8th grade staff, and school administrators
Walk-throughs	Walk through Data will indicate the use of "Best Practices" to include the use of flashbacks, learning targets, exit slips, journaling, formative assessment, and common assessments	Policy and Process	08/07/2012	05/31/2013	$0	Administration, Curriculum Coaches and Certified Staff
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Universal Screener	MAP testing for reading and math at all grade levels will occur 3 times a year	Academic Support Program	09/01/2012	04/30/2013	$5000	District Adminsitrators/ Certified Staff/ School Administrators
Interventionist	Reading and math interventionist will progress monitor students receiving Teir 2 and 3 interventions on a weekly or bi-weekly basis	Academic Support Program	08/07/2013	05/31/2014	$80000	Adninistration, Curriculum Coach, and Interventionist

Staffing	To ensure coverage of Core Content 2 reading teachers and 2 math teachers will be placed in each grade level	Academic Support Program	07/01/2013	06/30/2014	$160000	District and School Administration and SBDM Council
				Total	$245000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By