

KAMMERER MIDDLE SCHOOL

1: Proficiency

Goal 1: By the end of the 2019/2020 school year, Kammerer Middle School students will reach 58.1% Proficient/ Distinguished in Reading.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018 school year, our students will reach 54.4% Proficient/Distinguished in Reading.	KCWP 1: Design and Deploy Standards	Teachers at KMS will continue to implement the literacy standards as organized by curriculum maps and pacing guides created and delineated by JCPS District Content Specialists. Professional Development is offered by JCPS to all ELA teachers each summer.	Classrooms will look similar during walk throughs		\$ 7,000
		PLCs will work to deconstruct or unpack standards and utilize learning targets ensuring teachers know what they are teaching and why.	Learning Targets posted and referenced by staff and students		\$ 0
		The curriculum is discussed at regularly scheduled/ monthly department meetings to ensure that there is a vertical continuum to ensure mastery of standards.	Dept Meeting minutes; Common Assessments		\$ 0
	KCWP 2: Design and Deliver Instruction	Teachers at KMS will work as PLCs to plan daily instruction, implementing a workshop model approach and deeper learning opportunities at a Tier 1 level.	Students engaged in authentic learning experiences – Student work products and observations.		\$ 0
		PLCs will work on a regular basis to deconstruct or unpack standards and utilize learning targets ensuring students know what they are study/learning and why it has relevance. This congruency between standards and learning will impact student achievement.	PLC meeting minutes; assessment data		\$ 0
		Teachers will use ‘active learning’ strategies and ‘accountable talk’ tools, since they are high yielding instructional strategies’, to ensure cognitive engagement as learned during professional development sessions.	Active learning occurring in classrooms; walkthroughs and		\$ 7,000

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			observations		
	KCWP 3: Design and Deliver Assessment Literacy	Teachers work as PLCs to design and deliver a balanced set of assessments. At Kammerer, students will complete exit slips, weekly quizzes, common district assessments, short and extended responses, group projects, individual projects, and student designed products to show what they understand.	Assessments; Student work samples/projects		\$ 0
		Every student at Kammerer has a Student Data Folder; The folder can be used to keep track of progress on both small and large scale assessments, as well as set goals. The folder travels with the student through all 3 years at Kammerer.	Student Data Folder		\$ 400

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Goal 2: By the end of the 2019/2020 school year, Kammerer Middle School students will reach 48.3 % Proficient/Distinguished in Math.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018 school year, our students will reach 43.8% Proficient / Distinguished in Math.	KCWP 1: Design and Deploy Standards	Teachers at KMS will continue to implement the mathematical standards and practices as organized by curriculum maps and pacing guides created and delineated by JCPS District Content Specialists. Professional Development is offered by JCPS to all teachers each summer.	Classrooms will look similar during walk throughs		\$ 7,000
		PLCs will work to deconstruct or unpack standards and utilize learning targets ensuring teachers know what they are teaching and why.	Learning Targets posted and referenced by staff and students		\$ 0
		The curriculum is discussed at regularly scheduled/ monthly department meetings to ensure that there is a vertical continuum to ensure mastery of standards.	Dept Meeting minutes; Common Assessments		\$ 0
	KCWP 2: Design and Deliver Instruction	Teachers at KMS will work as PLCs to plan daily instruction, implementing a workshop model approach and deeper learning opportunities at a Tier 1 level. Work continues with the Math Design Collaborative (MDC) initiative.	Students engaged in authentic learning experiences – Student work products and observations.		\$ 0
		PLCs will work on a regular basis to deconstruct or unpack standards and utilize learning targets ensuring students know what they are study/learning and why it has relevance. This congruency between mathematical standards and practices, and learning will impact student achievement.	PLC meeting minutes; assessment data		\$0
		Teachers will use ‘active learning’ strategies and ‘accountable talk’ tools, since they are high yielding instructional strategies’, to ensure cognitive engagement as learned during professional development sessions.	Active learning occurring in classrooms; walkthroughs and observations		\$ 0
	KCWP 3: Design and Deliver Assessment	Teachers work as PLCs to design and deliver a balanced set of assessments. At Kammerer, students will complete exit slips,	Assessments; Student work		\$ 0

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Goal 2: By the end of the 2019/2020 school year, Kammerer Middle School students will reach 48.3 % Proficient/Distinguished in Math.

	Literacy	weekly quizzes, common district assessments, short and extended responses, group projects, individual projects, and student designed products to show what they understand.	samples/projects		
		Every student at Kammerer has a Student Data Folder; The folder can be used to keep track of progress on both small and large scale assessments, as well as set goals. The folder travels with the student through all 3 years at Kammerer.	Student Data Folder		\$ 400

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2: Gap

<p>Goal 3: By the end of the 2019-2020 school year, Kammerer Middle School students in the non-duplicated gap group will reach 42.4% Proficient/Distinguished in Reading.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By the end of the 2017-2018 school year, Kammerer Middle School students in the non-duplicated gap group will reach 37.4% Proficient/Distinguished in Reading.</p>	<p>KCWP 5: Design and Deliver Support</p>	<p>Teachers administer school-based common formative assessments in ELA on a regular basis. Data points from these assessments, as well as the common District assessments, determine which students need academic (reading and writing) interventions. This list of students is monitored and reevaluated quarterly on a grade level basis by the assistant principals and counselors.</p>	<p>Pre/post assessment data; intervention groupings, report card grades, and ESS progress notes</p>		<p>\$ 0</p>
		<p>Interventions are provided in the form of small groups, specific related arts classes, and in-school ESS. Classroom teachers and specialists target students scoring at the low apprentice and novice levels in reading, according to the KPREP assessment and below grade level norms on the MAP screener.</p>	<p>Increase in performance levels; academic growth</p>		<p>\$ 27,986</p>
		<p>A school-wide behavior plan was developed and is implemented. The PBIS team meets regularly to monitor the effectiveness of the programing. Behavior specific praise and reinforcement are a school wide focus. The code of conduct is followed regarding any disciplinary actions.</p>	<p>PBIS meeting notes, survey results, data from Infinite Campus on number of behavior issues</p>		<p>\$ 0</p>
	<p>KCWP 6: Establish a learning culture and environment.</p>	<p>Actively seek out minority teacher candidates to better represent our student population. Currently we have 16% minority teaching staff and 54% minority student population.</p>	<p>Surveys, classroom walk throughs</p>		<p>\$ 0</p>

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Goal 4:

By the end of the 2019-2020 school year, Kammerer Middle School students in the non-duplicated gap group will reach 32.9 % Proficient/Distinguished in Math.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018 school year, Kammerer Middle School students in the non-duplicated gap group will reach 27% Proficient/Distinguished in Math.	KCWP 5: Design and Deliver Support	Teachers administer school-based common formative assessments in mathematics on a regular basis. Data points from these assessments, as well as the common District assessments, determine which students need academic (math) interventions. This list of students is monitored and reevaluated quarterly on a grade level basis by the assistant principals and counselors.	Pre/post assessment data; intervention groupings, report card grades, and ESS progress notes		\$ 0
		Interventions are provided in the form of small groups, specific related arts classes, and in-school ESS. Classroom teachers and specialists target students scoring at the low apprentice and novice levels in math, according to the KPREP assessment and below grade level norms on the MAP screener.	Increase in performance levels; academic growth		\$27,986
		A school-wide behavior plan was developed and is implemented. The PBIS team meets regularly to monitor the effectiveness of the programing. Behavior specific praise and reinforcement are a school wide focus. The code of conduct is followed regarding any disciplinary actions.	PBIS meeting notes, survey results, data from Infinite Campus on number of behavior issues		\$ 0
	KCWP 6: Establish a learning culture and environment.	Actively seek out minority teacher candidates to better represent our student population. Currently we have 16% minority teaching staff and 54% minority student population.	Surveys, classroom walk throughs		\$ 0

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3: Growth

<p>Goal 5: By the end of the 2019/2020 school year, our school will increase the percentage of students meeting their expected growth by 5% in reading and math as measured by the MAP. Baseline data is being collected in 2017-2018.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017/2018 school year, 50% of students will meet their expected Fall to Spring growth in Reading and Math.	KCWP 3: Design and Deliver Assessment Literacy	All Kammerer students will take the 'Measure of Academic Progress' (MAP) Assessment three times a year. The results yielded from this standardized assessment are being used to establish an initial base line for each student (Fall 2017) and then will be used to monitor progress in both reading and math. From these results, and ongoing monitoring, evidence will be provided to improve student learning.	MAP Assessment administered to all students in Fall 2017; redone in winter and spring 2018; Results provided to teachers and administrators.		\$ 0
	KCWP 4: Review, Analyze and Apply Data	The results yielded from the standardized (MAP) assessment are being used to establish an initial base line for each student (Fall 2017) and then will be used to monitor progress in both reading and math. From these results, and ongoing monitoring, evidence will be provided to propel student learning.	MAP Data		\$ 0

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4: Transition Readiness

<p>Goal 6: By the end of the 2019/2020 school year, Kammerer Middle School will increase the percentage of students scoring at the Proficient/Distinguished level in combined reading and math to 53.1%.</p>					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By the end of the 2017/2018 school year, Kammerer Middle School students will reach 49.1% Proficient/Distinguished in the combined Math and Reading categories.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>To prepare students for high school and beyond, Kammerer places a strong focus on high expectations, as well as transparent procedures, developing an environment conducive to learning. Culturally responsive decisions are made with the 'student first' mentality and effective implementation of the behavior plan lead to transparency for all stakeholders. Students are encouraged to self-monitor, and leadership roles are encouraged in and outside of the classrooms.</p>	<p>Increases in academic achievement; PBIS data; increases in TELL survey data surrounding climate and culture</p>		\$ 0
		<p>Increase parental involvement on committees, as members of the PTSA, SBDM, extra curricular sponsors and volunteers for the purpose of creating an even strong and more successful educational community.</p>	<p>Attendance, participation, and volunteer records</p>		
<p>Objective 2: By the end of the 2017/2018 school year, all Kammerer students will have completed an Individual Learning Profile.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Each student is given an attempt to begin exploring career options, personal interests and future academic endeavors by completing an individual learning profile (ILP). Parents are also given access to their child's results to help for future planning.</p>	<p>Record of all students given access to computers for ILP completion</p>		
<p>Objective 3: By the end of 2017/2018 school year Kammerer Middle School will increase overall student attendance to 94%.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Work with YSC and AmeriCorps volunteers to identify our top 25 chronically truant students and provide incentives for attendance.</p>	<p>Increase in overall student attendance as indicated on the School Report Card</p>		\$ 2,500

