Comprehensive School Improvement Plan

Meyzeek Middle School

Jefferson County

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Louisville, KY 40203

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

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Phase I - Equitable Access to Effective Educators School Diagnostic

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Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

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Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		Meyzeek School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Meyzeek Middle School enjoys a very stable faculty and our students benefit tremendously from this consistency. The educators at Meyzeek are deeply committed and loyal to the students at our school and especially to the Smoketown community. Staff turnover is extremely low with most vacancies created due to successful promotions. It is a great advantage and a success indicator that more than 93% of our staff have more than four years of educational experience! Our student composition has remained fairly steady over the past several years with the exception of the students with disabilities population. We have seen gradual decreases in the ECE population over the past ten years, falling from 11% of the population to now 7%. We have seen a small decline in the total number of students qualifying for free and reduced price meals, but we do not believe that this should lead anyone to conclude that our students are significantly more economically advantaged now than before. With our school's qualification for the Community Eligibility Provision (CEP) where each child eats at no cost, many families who would've otherwise qualified for free or reduced price meals simply don't complete the application process.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Overall challenge identified: Safe, Supported Classrooms and Teachers
*Categories: Classroom management, Culture of Consistency, relationships, Instructional practices

Root Causes:
Classroom Management:
*establish sense of accountability to consistency
*engagement and understanding of students beyond classroom activities
*lack of management strategies for specific behavior support
Culture of Consistency:

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*lack of shared educational philosophy

*reactive approaches to behavior supports

*lack of public commitment to goals/plans

*lack of collective accountability

Instructional Practices:

*specific to support all other areas

Relationships:

*support needed for growth of professional, collegial, community, and classroom relationships (specific to building trust)

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		Meyzeek School Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.
If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

80.7% of students will demonstrate proficiency in reading by 2019.

Measurable Objective 1:

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

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Strategy1:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, staff developers

Measurable Objective 2:

73% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be embedded for teachers addressing the school-wide adopted thinking strategies.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, GCC, Department Chairs

Activity - Intervention Program Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered Study Island and Success Maker training in order to service at risk students.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, GCC

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Goal 2:

79.6% of students will demonstrate proficiency in mathematics by 2019.

Measurable Objective 1:

25% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Mathematics by 05/24/2017 as measured by K-PREP.

Strategy1:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for

professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Administrators

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Measurable Objective 2:

71% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

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Strategy1:

Professional Development 2016-17 - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Grade Level Unit Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Math Department Chair

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Math Department Chair

Measurable Objective 3:

54% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy1:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Administrators

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Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Goal 3:

85.2% of students will demonstrate proficiency in science by 2019.

Measurable Objective 1:

76% of Seventh grade students will demonstrate a proficiency in the state standards in Science by 05/25/2016 as measured by KPREP.

Strategy1:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, and growth plan evidence/artifiacts.

Category: Professional Learning & Support

Research Cited:

Activity - Next Generation Science Standards Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/10/2016	12/31/2017	$300 - General Fund	Principal, Grade Level Administrator, Department Chair

Measurable Objective 2:

62% of Seventh grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Science by 05/28/2015 as measured by KPREP.

Strategy1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the

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sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Community PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Goal 4:

84.5% of students will demonstrate proficiency in social studies by 2019.

Measurable Objective 1:

78% of Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited:

Activity - Department Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Department chair, principal

Measurable Objective 2:

65% of Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy1:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are

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measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited:

Activity - Cascade/Dashboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	principal, staff developer, grade level administrators

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Staff developer, principal

Goal 5:

76.4% of students will demonstrate proficiency in writing by 2019.

Measurable Objective 1:

67% of Sixth and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R. C. Wei

Activity - Teacher Training - Grammar Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

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Activity - Teacher Training on Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Goal 6:

All students at Meyzeek Middle School will report positive adult support in the school by 2019.

Measurable Objective 1:

collaborate to meet the social and emotional needs of all students by 05/25/2016 as measured by the Comprehensive School Survey and TELL Survey which will reflect an increase in positive interactions between students and adults..

Strategy1:

PBIS Implementation - The PBIS Leadership Team and school administration will implement with fidelity the school-wide proactive and reactive behavior management plans foundational to the Positive Behavior Interventions and Supports program.

Category: Management Systems

Research Cited:

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Assistant Principals

Activity - Bear PRIDE Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	PBIS Lead, Principal, PBIS Team Members

Activity - PBIS Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	PBIS Lead, Principal

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Activity - Behavior Management Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Assistant Principals

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Phase I - The Missing Piece

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Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

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Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

The Instructional Leadership Team:
Jennifer Kiser, math teacher and math department chair
Brittany Rutledge, science teacher and science department chair
Megan Seckman, language arts teacher and language arts department chair
Jetoria Broughton, social studies teacher and social studies department chair
Michele Randolph, Spanish & French teacher and world language department chair
Kelly Haile, assistant principal
James Bailey, assistant principal
Cassandra Woods, assistant principal
Dana Goins, counselor
Carmen Harris, counselor
Lisa Hodge, counselor
Sandra Dearborn, goal clarity coach
The SBDM Council consisting of 6 teachers (Shelli Medley, James Dearborn, Joyce Biergans, Matt Cramton, Kate Stiglitz, Rebecca Taylor), 4 parents (Renee Thiesing, Jennifer King, Shannon Fauver, Myra Rock), one classified representative (vacant), and 2 administrators (Chris Burba, James Bailey).

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Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school’s efforts to welcome and engage parents, and the feedback is used to improve school’s efforts.	Proficient

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Communications

Overall Rating: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children’s learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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Decision Making

Overall Rating: 2.29

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

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Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

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Learning Opportunities

Overall Rating: 2.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff provides parents with information about their child's academic progress and the progress of the school.	Apprentice

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

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Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

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Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Meyzeek Middle School values its strong relationships with parents as partners in the educational process. Our school enjoys an active Parent Teacher Association with many robust committees that meet students' needs. The principal attends every PTSA Executive Board Meeting and updates parents on the administration's and the SBDM's decisions. Parents also serve on the Youth Services Center Advisory Board and the Site Base Decision Making Council. The principal invites parents to serve on SBDM committees. Parents regularly report that they are welcomed and greeted warmly at our school, and that our staff is very approachable and accommodating. Parent-teacher conference days are held twice annually and are extremely well-attended, but teachers regularly make themselves available for conferences throughout the year before, during, and after school hours. Teachers also utilize many other mechanisms to communicate information to parents about student progress, including agendas, point sheets, progress reports, Infinite Campus Parent Portal, postcards, emails, and phone calls/text messages. Members of the administration team, including the YSC Coordinator and School Counselor) often conduct home visits, sometimes with teachers. The school utilizes a list serve for daily announcements and communication, and parents regularly report appreciation for this service. Our school website posts updated information (daily) a user-friendly and interactive format, and we communicate and celebrate using social media. The Community School at Meyzeek is an integral link between home and school. Students participate in after-school activities that are intended to be inter-generational and result from partnerships we've developed with outside organizations. The Community School is open to all children and families in Jefferson County, whether they attend Meyzeek Middle School or not.

While we believe that parental involvement at our school is plentiful and the relationships we've developed are strong and positive, there is still a need to engage other parents more deliberately and more often. The administration is constantly seeking ways to empower parents with the information and skills necessary to support students academically, physically, socially, and emotionally. Our goal is to broaden our understanding of parent involvement and implement creative, innovative means of engagement using the school site, sites away from school, and technology. We believe that all parents want to support their children toward academic success and it is our duty to provide the resources and tools that will genuinely link home and school.

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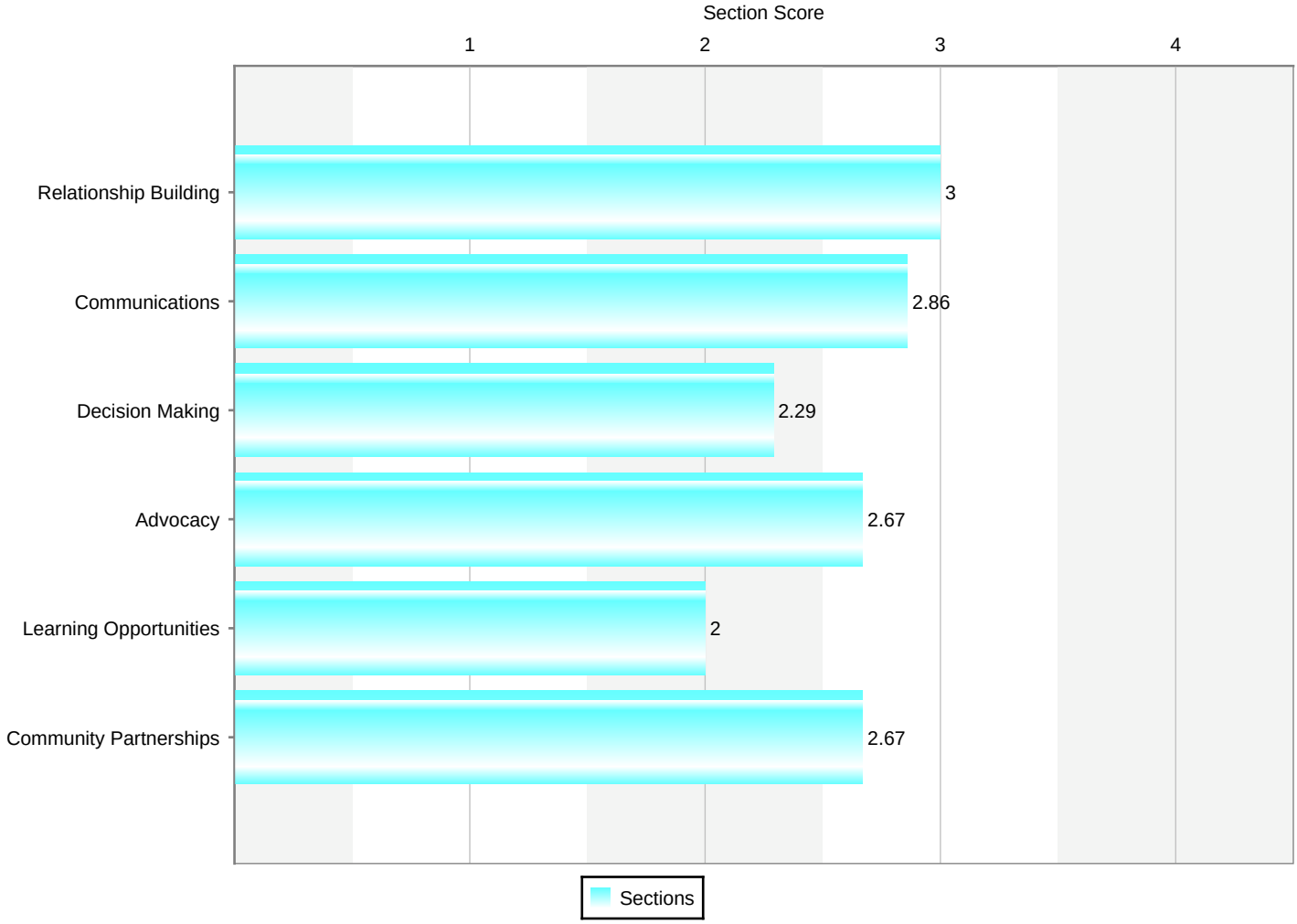
Report Summary

Scores By Section



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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The entire faculty, in addition to other stakeholders groups, takes part in developing the School Improvement Plan at Meyzeek Middle School. The Administration Team, Instructional Leadership Team, Student Response Team, Positive Behavior Intervention Supports Team, PLCs, PTSA Board, as well as the Site Base Decision Making Council, all play an integral role in writing this plan. Stakeholders are informed of their area of focus and begin in depth work on Gold Day. Work continues at regularly scheduled meetings - the dates of which are published at the beginning of the school year. A draft of the complete plan is shared with the SBDM for continued guidance and then can be returned for further discussion or work.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Goals were set as stakeholders analyzed delivery targets based on the KPREP assessment, discipline data, results from the Comprehensive School Survey as well as district suggestions. Once CSIP goals were determined, individuals were identified to lead smaller groups to determine strategies and activities that would support their assigned goals. The individuals selected were department chairpersons, PLC facilitators, committee leaders and administrators. The analysis of past strategies and actives was done at length on Gold Day. Stakeholders worked to revise current strategies and activates, delete some and add others. Group leaders then updated the CSIP plan on ASSIST and returned to the small groups for confirmation that their ideas had been captured accurately. Finally, the CSIP was shared with the SBDM council and the entire faculty via email to gather final thoughts.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The Comprehensive School Improvement Plan was reviewed and approved by the Site Based Decision Making Council on December 13, 2016. Upon final submission, the CSIP will be shared with the PTSA Board and posted to the school webpage. As the plan is monitored through regular Implementation and Impact checks, the principal will communicate progress to the administration team, instructional leadership team and the SBDM council.

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Phase I - Needs Assessment

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Introduction

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

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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?

Meyzeek Middle School endeavors to determine the effectiveness of current practices and the school improvement efforts already in place when analyzing the data available. Our school wishes to build on its history of excellence by ensuring that EVERY student is successful in our classrooms, reaching proficiency and beyond. In other words, analyzing the data helps us diagnose school- and individual-needs, and prescribe very specific action steps that will remedy the dilemmas we face and yield increased student achievement results.

The data tell us that while Meyzeek is not considered a focus school, students in the non-gap groups still significantly outperform those in the gap groups. We recognize that we have much work left to reach our vision that every student performs at the proficient level and is meeting the benchmarks for college and career readiness by the end of eighth grade.

The instructional leadership team began by reviewing the 2015-16 school improvement plan and its implementation and impact checks. Each curriculum department was given the opportunity to provide input regarding which activities from the previous plan were making an impact, and which activities were ineffective. Additionally, we found that some activities still had potential to be impactful with revision or closer monitoring. Each department chair led teachers through this process. We also examined the area of "growth" at Meyzeek, not just the gap. We determined that our higher performing students continue to make the biggest gains in growth. We determined, together as a faculty, that attendance/truancy, behavior, socioeconomic status, and other factors contribute to this reality. The plan presented here attempts to mitigate as many of those factors as possible to ensure that every
student comes to the classroom with the same tools for success.

Reading and math remain priority areas of growth at Meyzeek. We recognize the value of improving students' skills in these critical areas, especially among those students in the achievement gap. As we continue to monitor the efficacy of this plan, we hope to gain new insight into the specific methods and strategies that cause the greatest gains in academic achievement.

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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?

Meyzeek posted academic gains in reading and math on K-PREP in the spring of 2016, however we failed to meet our school's Annual Measurable Objective by 1.7 points. Overall, our scores still out-performed the district average of middle schools in the Jefferson County Public Schools in every content area. Meyzeek's KPREP scores place us in the proficient category. We see particular growth and performance in math by the time our students reach eighth grade, and in the area of writing in the sixth grade.

We attribute our success to multiple factors and several new initiatives that we are working to sustain. The addition of a counselor for the 2011-12 school year, another counselor in 2014-15 and 2016-17 have given us the opportunity and the resources to focus more on the academic needs of our students. Our advisory program, we believe, has greatly impacted our ability to advocate for every student and give everyone a genuine connection to our school.

Our focus on the importance of attendance during the previous school year and the SBDM's implementation of a thorough policy has caused attendance to improve nearly a full percentage point in recent years. We believe more time in school yielded positive results on the K-PREP. We also implemented a more thoughtful ESS program, including a Saturday School option, broadened access to computer-based interventions, and monitored more closely the implementation of the tiered reading program. We build on those successes with this plan.

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Opportunities for Improvement

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

While we continue to focus on reading and math as critical life skills, our greatest opportunities for growth appear in reading, writing, and language mechanics for all students, but the need is especially critical for the students in the gap. We recognize that our school will see enormous leaps in overall academic performance if we can move more gap students into proficiency in these areas.

To address these content areas, our plan is heavy with interventions for struggling readers, laser-focused instruction based on the Kentucky Core Academic Standards, and frequent professional collaboration using the PLC cycle. While our school is not in "turnaround" mode, we recognize the potential that PLCs have to turn around unsuccessful students who happen to attend an overall successful school.

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Conclusion

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

To address our areas of concern, the SBDM Council, administration of the school, and the instructional leadership team will work together to:

1. Implement this plan with fidelity,
2. Continue to build a culture of academic achievement,
3. Advocate for every student in developmentally appropriate ways,
4. Implement instructional practices that yield higher academic achievement among pre-adolescents as reflected in this plan,
5. Intervene when students are not meeting the standards, and
6. Monitor the plan through walkthroughs, performance evaluations, PLC meetings, assessment results, non-cognitive indicators, and the Comprehensive School Survey.

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2016-17 Meyzeek Middle School Plan for Comprehensive School Improvement Plan

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Overview

Plan Name

2016-17 Meyzeek Middle School Plan for Comprehensive School Improvement Plan

Plan Description

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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	80.7% of students will demonstrate proficiency in reading by 2019.	Objectives: 3 Strategies: 14 Activities: 30	Academic	$5000
2	80.7% of students will demonstrate proficiency in reading by 2019.	Objectives: 3 Strategies: 14 Activities: 30	Academic	$5000
3	79.6% of students will demonstrate proficiency in mathematics by 2019.	Objectives: 3 Strategies: 14 Activities: 40	Academic	$5000
4	79.6% of students will demonstrate proficiency in mathematics by 2019.	Objectives: 3 Strategies: 14 Activities: 40	Academic	$5000
5	85.2% of students will demonstrate proficiency in science by 2019.	Objectives: 2 Strategies: 11 Activities: 22	Academic	$7800
6	85.2% of students will demonstrate proficiency in science by 2019.	Objectives: 2 Strategies: 11 Activities: 22	Academic	$7800
7	80.7% of students will demonstrate proficiency in reading by 2019.	Objectives: 3 Strategies: 14 Activities: 30	Academic	$5000
8	79.6% of students will demonstrate proficiency in mathematics by 2019.	Objectives: 3 Strategies: 14 Activities: 40	Academic	$5000
9	85.2% of students will demonstrate proficiency in science by 2019.	Objectives: 2 Strategies: 11 Activities: 22	Academic	$7800
10	84.5% of students will demonstrate proficiency in social studies by 2019.	Objectives: 2 Strategies: 11 Activities: 20	Academic	$2500
11	84.5% of students will demonstrate proficiency in social studies by 2019.	Objectives: 2 Strategies: 11 Activities: 20	Academic	$2500
12	84.5% of students will demonstrate proficiency in social studies by 2019.	Objectives: 2 Strategies: 11 Activities: 20	Academic	$2500

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13	76.4% of students will demonstrate proficiency in writing by 2019.	Objectives: 1 Strategies: 4 Activities: 11	Academic	$29000
14	76.4% of students will demonstrate proficiency in writing by 2019.	Objectives: 1 Strategies: 4 Activities: 11	Academic	$29000
15	76.4% of students will demonstrate proficiency in writing by 2019.	Objectives: 1 Strategies: 4 Activities: 11	Academic	$29000
16	All program reviews will receive an average score of 3 out of 4.	Objectives: 3 Strategies: 3 Activities: 10	Organizational	$0
17	All program reviews will receive an average score of 3 out of 4.	Objectives: 3 Strategies: 3 Activities: 10	Organizational	$0
18	The overall attendance rate at Meyzeek Middle School will be 97% by 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$800
19	All program reviews will receive an average score of 3 out of 4.	Objectives: 3 Strategies: 3 Activities: 10	Organizational	$0
20	The overall attendance rate at Meyzeek Middle School will be 97% by 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$800
21	The overall attendance rate at Meyzeek Middle School will be 97% by 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$800
22	College and Career Readiness: Increase the overall percentage of students on track for meeting or exceeding college benchmarks as measured by KPREP Reading, Math, and Writing scores.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
23	College and Career Readiness: Increase the overall percentage of students on track for meeting or exceeding college benchmarks as measured by KPREP Reading, Math, and Writing scores.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
24	College and Career Readiness: Increase the overall percentage of students on track for meeting or exceeding college benchmarks as measured by KPREP Reading, Math, and Writing scores.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
25	100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2019.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$50
26	100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2019.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$50

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27	100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2019.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$50
28	Suspension rates for ECE and minority sub-groups will be proportionate to the ECE and minority sub-group percentage of the total school population by 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
29	Suspension rates for ECE and minority sub-groups will be proportionate to the ECE and minority sub-group percentage of the total school population by 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
30	Suspension rates for ECE and minority sub-groups will be proportionate to the ECE and minority sub-group percentage of the total school population by 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
31	All students at Meyzeek Middle School will report positive adult support in the school by 2019.	Objectives: 2 Strategies: 3 Activities: 13	Organizational	$37100
32	All students at Meyzeek Middle School will report positive adult support in the school by 2019.	Objectives: 2 Strategies: 3 Activities: 13	Organizational	$37100
33	All students at Meyzeek Middle School will report positive adult support in the school by 2019.	Objectives: 2 Strategies: 3 Activities: 13	Organizational	$37100
34	By 2018 the number of students that report that verbal, physical and internet bullying is not a problem, will increase by 10%.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$0
35	By 2018 the number of students that report that verbal, physical and internet bullying is not a problem, will increase by 10%.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$0
36	By 2018 the number of students that report that verbal, physical and internet bullying is not a problem, will increase by 10%.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$0
37	Meyzeek Middle School will use 100% of the Instructional Resource (textbook) allocation within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$40522
38	Meyzeek Middle School will use 100% of the Instructional Resource (textbook) allocation within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$40522
39	Meyzeek Middle School will use 100% of the Instructional Resource (textbook) allocation within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$40522

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40	80.7% of students will demonstrate proficiency in reading by 2019.	Objectives: 3 Strategies: 14 Activities: 30	Academic	$5000
41	79.6% of students will demonstrate proficiency in mathematics by 2019.	Objectives: 3 Strategies: 14 Activities: 40	Academic	$5000
42	85.2% of students will demonstrate proficiency in science by 2019.	Objectives: 2 Strategies: 11 Activities: 22	Academic	$7800
43	84.5% of students will demonstrate proficiency in social studies by 2019.	Objectives: 2 Strategies: 11 Activities: 20	Academic	$2500
44	76.4% of students will demonstrate proficiency in writing by 2019.	Objectives: 1 Strategies: 4 Activities: 11	Academic	$29000
45	The overall attendance rate at Meyzeek Middle School will be 97% by 2019.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$800
46	All program reviews will receive an average score of 3 out of 4.	Objectives: 3 Strategies: 3 Activities: 10	Organizational	$0
47	College and Career Readiness: Increase the overall percentage of students on track for meeting or exceeding college benchmarks as measured by KPREP Reading, Math, and Writing scores.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$0
48	100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2019.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$50
49	Suspension rates for ECE and minority sub-groups will be proportionate to the ECE and minority sub-group percentage of the total school population by 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
50	All students at Meyzeek Middle School will report positive adult support in the school by 2019.	Objectives: 2 Strategies: 3 Activities: 13	Organizational	$37100
51	By 2018 the number of students that report that verbal, physical and internet bullying is not a problem, will increase by 10%.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$0
52	Meyzeek Middle School will use 100% of the Instructional Resource (textbook) allocation within two years to support student access to high quality resources.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$40522

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Goal 1: 80.7% of students will demonstrate proficiency in reading by 2019.

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

(shared) Strategy 1:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

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Activity - Intervention Program Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered Study Island and Success Maker training in order to service at risk students.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, GCC

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be embedded for teachers addressing the school-wide adopted thinking strategies.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, GCC, Department Chairs

Strategy 3:

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Category: Professional Learning & Support

Research Cited: DuFour

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Common Goals and Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 4:

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Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Student laptops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department chairs

Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 6:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measured by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

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Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use constructed responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers). Teachers will implement the RACE strategy for answering extended responses (Restate, Answer, Cite Evidence, Explain).	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 7:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the close reading strategy to decode challenging texts.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	M.Seckman

Strategy 8:

Classroom Libraries - Language Arts classrooms will have libraries of independent reading books for student use. This strategy and all associated activities are measured by district common assessments in reading and the Scholastic Reading Inventory administered three times per year.

Category: Learning Systems

Research Cited: N. Atwell

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

Activity - Class Novel Sets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

Measurable Objective 2:

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy 1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Response to Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Leveled Novels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

(shared) Strategy 2:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, staff developers

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(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

Strategy 4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Balanced Assessment 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - District Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 6:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Measurable Objective 3:

33% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Reading by 05/24/2017 as measured by K-PREP.

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Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

(shared) Strategy 2:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

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Category: Learning Systems

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Goal 2: 80.7% of students will demonstrate proficiency in reading by 2019.

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

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Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

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Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

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Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department chairs

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Students will use constructed responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers). Teachers will implement the RACE strategy for answering extended responses (Restate, Answer, Cite Evidence, Explain).	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Category: Continuous Improvement

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the close reading strategy to decode challenging texts.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	M.Seckman

Strategy 8:

Classroom Libraries - Language Arts classrooms will have libraries of independent reading books for student use. This strategy and all associated activities are measured by district common assessments in reading and the Scholastic Reading Inventory administered three times per year.

Category: Learning Systems

Research Cited: N. Atwell

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

Activity - Class Novel Sets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

Measurable Objective 2:

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy 1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated

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activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Response to Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Leveled Novels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

(shared) Strategy 2:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, staff developers

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

Strategy 4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

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Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Balanced Assessment 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - District Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 6:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Measurable Objective 3:

33% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Reading by 05/24/2017 as measured by K-PREP.

(shared) Strategy 1:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

(shared) Strategy 2:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

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Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, staff developers

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 4:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment

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(CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Goal 3: 79.6% of students will demonstrate proficiency in mathematics by 2019.

Measurable Objective 1:

71% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development 2016-17 - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Grade Level Unit Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Math Department Chair

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

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Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Math Department Chair

Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Collaboration to Modify Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to modify instruction based on formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Collaboration with Staff Developer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff developer will work with department members to implement the PLC.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair, Staff Developer

Activity - Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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Strategy 3:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Strategy 4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Activity - Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

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Activity - Graphing Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Strategy 6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Learning Systems

Research Cited: L. Calkins

Activity - District Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Department Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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

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Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Measurable Objective 2:

54% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy 1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Administrators

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Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

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Category: Professional Learning & Support
Research Cited: DuFour

Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 5:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement
Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer, Department Chair

(shared) Strategy 6:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems
Research Cited: H. Gardner and J. Sandholtz

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Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Measurable Objective 3:

25% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Mathematics by 05/24/2017 as measured by K-PREP.

(shared) Strategy 1:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 2:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

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Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 3:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer, Department Chair

(shared) Strategy 4:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Principals, Teachers, Counselors, YSC, Goal Clarity Coach

Strategy 6:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Administrators

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Goal 4: 79.6% of students will demonstrate proficiency in mathematics by 2019.

Measurable Objective 1:

71% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

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Strategy 1:

Professional Development 2016-17 - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Grade Level Unit Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Math Department Chair

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Math Department Chair

Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Collaboration to Modify Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will collaborate to modify instruction based on formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Collaboration with Staff Developer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff developer will work with department members to implement the PLC.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair, Staff Developer

Activity - Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Strategy 3:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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Strategy 4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Activity - Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Activity - Graphing Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Strategy 6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy

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and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Learning Systems

Research Cited: L. Calkins

Activity - District Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Department Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Homework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Measurable Objective 2:

54% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy 1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked

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by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

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Strategy 2:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Administrators

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

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

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Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 5:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

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Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer, Department Chair

(shared) Strategy 6:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Measurable Objective 3:

25% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Mathematics by 05/24/2017 as measured by K-PREP.

(shared) Strategy 1:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

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

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Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 2:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 3:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

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Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer, Department Chair

(shared) Strategy 4:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

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Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Principals, Teachers, Counselors, YSC, Goal Clarity Coach

Strategy 6:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Administrators

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Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Goal 5: 85.2% of students will demonstrate proficiency in science by 2019.

Measurable Objective 1:

76% of Seventh grade students will demonstrate a proficiency in the state standards in Science by 05/25/2016 as measured by KPREP.

Strategy 1:

Intervention Plan 2016-2017 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the reading and math diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: C. A. Tomlinson

Activity - Advanced Science Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the Literacy intervention plan.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

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Strategy 2:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, and growth plan evidence/artifiacts.

Category: Professional Learning & Support

Activity - Next Generation Science Standards Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/10/2016	12/31/2017	$300	General Fund	Principal, Grade Level Administrator, Department Chair

Strategy 3:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Formation of Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administration ,

Activity - Collaborative Modification of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Development of Common Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include indentification of overall trends for the purpose of informing instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 5:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H Gardner and J Sandholtz

Activity - Student Laptop Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will have regular access to the science laptop carts and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com, mobymax) that support and enhance the module curriculum.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/10/2016	12/31/2017	$2500	General Fund	Principal, Grade Level Administrator, Department Chair

Activity - Use of Authentic Scientific Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 6:

Literacy Plan 2016-17 - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D Graves

Activity - Claim Evidence Reasoning Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Science Notebook Entries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, Grade Level Administrator, Department Chair

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Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize double entry journals and Marzano's 6 step vocabulary practice in order to help them make connections and better understand science content.	Academic Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 7:

Curriculum 2016-17 - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to NGSS. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L Calkins

Activity - Science Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Principal

Activity - Inquiry-Based Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will particpate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Measurable Objective 2:

62% of Seventh grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Science by 05/28/2015 as measured by KPREP.

Strategy 1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

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

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Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 2:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Computerized Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

Strategy 3:

Professional Learning Communities - Based upon faculty self-assessment and feedback, district, administration, or teacher leaders will provide opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and student growth plans. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: Dufour

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Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: Chapuis and Stiggins

Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Goal 6: 85.2% of students will demonstrate proficiency in science by 2019.

Measurable Objective 1:

76% of Seventh grade students will demonstrate a proficiency in the state standards in Science by 05/25/2016 as measured by KPREP.

Strategy 1:

Intervention Plan 2016-2017 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the reading and math diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This

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strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: C. A. Tomlinson

Activity - Advanced Science Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the Literacy intervention plan.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, and growth plan evidence/artifiacts.

Category: Professional Learning & Support

Activity - Next Generation Science Standards Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/10/2016	12/31/2017	$300	General Fund	Principal, Grade Level Administrator, Department Chair

Strategy 3:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

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Category: Professional Learning & Support

Research Cited: Dufour

Activity - Formation of Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administration,

Activity - Collaborative Modification of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Development of Common Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

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Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include indentification of overall trends for the purpose of informing instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 5:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H Gardner and J Sandholtz

Activity - Student Laptop Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have regular access to the science laptop carts and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com, mobymax) that support and enhance the module curriculum.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/10/2016	12/31/2017	$2500	General Fund	Principal, Grade Level Administrator, Department Chair

Activity - Use of Authentic Scientific Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 6:

Literacy Plan 2016-17 - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are

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measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D Graves

Activity - Claim Evidence Reasoning Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Science Notebook Entries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, Grade Level Administrator, Department Chair

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize double entry journals and Marzano's 6 step vocabulary practice in order to help them make connections and better understand science content.	Academic Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 7:

Curriculum 2016-17 - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to NGSS. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L Calkins

Activity - Science Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Principal

Activity - Inquiry-Based Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will particpate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Measurable Objective 2:

62% of Seventh grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Science by 05/28/2015 as measured by KPREP.

Strategy 1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Activity - Professional Learning Community PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 2:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Computerized Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

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Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

Strategy 3:

Professional Learning Communities - Based upon faculty self-assessment and feedback, district, administration, or teacher leaders will provide opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and student growth plans. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: Chapuis and Stiggins

Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

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Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Goal 7: 80.7% of students will demonstrate proficiency in reading by 2019.

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

(shared) Strategy 1:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

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Strategy 2:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Intervention Program Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered Study Island and Success Maker training in order to service at risk students.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, GCC

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be embedded for teachers addressing the school-wide adopted thinking strategies.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, GCC, Department Chairs

Strategy 3:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Activity - Common Goals and Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 4:

Balanced Assessment of and for learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Student laptops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department chairs

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Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 6:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measured by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use constructed responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers). Teachers will implement the RACE strategy for answering extended responses (Restate, Answer, Cite Evidence, Explain).	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 7:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the close reading strategy to decode challenging texts.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	M.Seckman

Strategy 8:

Classroom Libraries - Language Arts classrooms will have libraries of independent reading books for student use. This strategy and all associated activities are measured by district common assessments in reading and the Scholastic Reading Inventory administered three times per year.

Category: Learning Systems

Research Cited: N. Atwell

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

Activity - Class Novel Sets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

Measurable Objective 2:

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy 1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated

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activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Response to Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Leveled Novels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

(shared) Strategy 2:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, staff developers

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

Strategy 4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

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Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Balanced Assessment 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - District Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 6:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Measurable Objective 3:

33% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Reading by 05/24/2017 as measured by K-PREP.

(shared) Strategy 1:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

(shared) Strategy 2:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

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Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, staff developers

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 4:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment

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(CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Goal 8: 79.6% of students will demonstrate proficiency in mathematics by 2019.

Measurable Objective 1:

71% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development 2016-17 - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Grade Level Unit Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Math Department Chair

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

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Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Math Department Chair

Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Collaboration to Modify Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to modify instruction based on formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Collaboration with Staff Developer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff developer will work with department members to implement the PLC.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair, Staff Developer

Activity - Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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Strategy 3:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Strategy 4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Activity - Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

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Activity - Graphing Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Strategy 6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Learning Systems

Research Cited: L. Calkins

Activity - District Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Department Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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

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Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Measurable Objective 2:

54% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy 1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Administrators

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Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

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Category: Professional Learning & Support
Research Cited: DuFour

Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 5:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement
Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer, Department Chair

(shared) Strategy 6:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems
Research Cited: H. Gardner and J. Sandholtz

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Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Measurable Objective 3:

25% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Mathematics by 05/24/2017 as measured by K-PREP.

(shared) Strategy 1:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 2:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

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Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 3:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer, Department Chair

(shared) Strategy 4:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Principals, Teachers, Counselors, YSC, Goal Clarity Coach

Strategy 6:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Administrators

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Goal 9: 85.2% of students will demonstrate proficiency in science by 2019.

Measurable Objective 1:

76% of Seventh grade students will demonstrate a proficiency in the state standards in Science by 05/25/2016 as measured by KPREP.

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Strategy 1:

Intervention Plan 2016-2017 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the reading and math diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: C. A. Tomlinson

Activity - Advanced Science Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the Literacy intervention plan.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, and growth plan evidence/artifiacts.

Category: Professional Learning & Support

Activity - Next Generation Science Standards Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/10/2016	12/31/2017	$300	General Fund	Principal, Grade Level Administrator, Department Chair

Strategy 3:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction

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and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Formation of Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administration,

Activity - Collaborative Modification of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Development of Common Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include indentification of overall trends for the purpose of informing instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 5:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H Gardner and J Sandholtz

Activity - Student Laptop Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have regular access to the science laptop carts and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com, mobymax) that support and enhance the module curriculum.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/10/2016	12/31/2017	$2500	General Fund	Principal, Grade Level Administrator, Department Chair

Activity - Use of Authentic Scientific Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

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Strategy 6:

Literacy Plan 2016-17 - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D Graves

Activity - Claim Evidence Reasoning Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Science Notebook Entries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, Grade Level Administrator, Department Chair

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize double entry journals and Marzano's 6 step vocabulary practice in order to help them make connections and better understand science content.	Academic Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 7:

Curriculum 2016-17 - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to NGSS. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L Calkins

Activity - Science Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Principal

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Activity - Inquiry-Based Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will particpate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Measurable Objective 2:

62% of Seventh grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Science by 05/28/2015 as measured by KPREP.

Strategy 1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Activity - Professional Learning Community PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 2:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Computerized Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

Strategy 3:

Professional Learning Communities - Based upon faculty self-assessment and feedback, district, administration, or teacher leaders will provide opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and student growth plans. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: Chapuis and Stiggins

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Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Goal 10: 84.5% of students will demonstrate proficiency in social studies by 2019.

Measurable Objective 1:

78% of Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Activity - Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department chair, principal

Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

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Category: Professional Learning & Support

Research Cited: R. DuFour

Activity - Diagnostic/Proficiency Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work togehter within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	staff developer, teachers, principal

Activity - Analysis of student work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PLC members, staff developer

Activity - Common Planning based on grade level curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to plan lessons that are based on the Core Content 4.1. Planning will include the writing of learning targets, planning of assessments and review of assessment data. Teachers will work together to make sure all material is covered.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Strategy 3:

Balanced Assessment of and for learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: Rick Stiggins

J. Chappius

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Social Studies teachers

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Social Studies teachers

Strategy 4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Student Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator, department chair

Activity - Smart Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/10/2016	12/31/2017	$2500	General Fund	Principal, grade level administrator

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Extended Response Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

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Activity - Writing to learn and demonstrate learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

Strategy 6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Learning Systems

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Measurable Objective 2:

65% of Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

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

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Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Staff developer, principal

Activity - Cascade/Dashboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, staff developer, grade level administrators

Strategy 2:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be indentified as being eligible for services based upon teacher referral, classroom performance data and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Strategy 3:

PLCs - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: R. DuFour

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Activity - Analysis of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Activity - Cascade/Dashboard analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 4:

Balanced Assessment of and for learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins

J. Chappius

Activity - Administration and analysis of common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	prinicpal, department chair

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Strategy 5:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Goal 11: 84.5% of students will demonstrate proficiency in social studies by 2019.

Measurable Objective 1:

78% of Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Activity - Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department chair, principal

Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

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Category: Professional Learning & Support

Research Cited: R. DuFour

Activity - Diagnostic/Proficiency Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work togehter within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	staff developer, teachers, principal

Activity - Analysis of student work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PLC members, staff developer

Activity - Common Planning based on grade level curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to plan lessons that are based on the Core Content 4.1. Planning will include the writing of learning targets, planning of assessments and review of assessment data. Teachers will work together to make sure all material is covered.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Strategy 3:

Balanced Assessment of and for learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: Rick Stiggins

J. Chappius

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Social Studies teachers

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Social Studies teachers

Strategy 4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Student Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator, department chair

Activity - Smart Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/10/2016	12/31/2017	$2500	General Fund	Principal, grade level administrator

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Extended Response Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

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Activity - Writing to learn and demonstrate learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

Strategy 6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Learning Systems

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Measurable Objective 2:

65% of Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

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

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Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Staff developer, principal

Activity - Cascade/Dashboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, staff developer, grade level administrators

Strategy 2:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be indentified as being eligible for services based upon teacher referral, classroom performance data and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Strategy 3:

PLCs - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: R. DuFour

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Activity - Analysis of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Activity - Cascade/Dashboard analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 4:

Balanced Assessment of and for learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins

J. Chappius

Activity - Administration and analysis of common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	prinicpal, department chair

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Strategy 5:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Goal 12: 84.5% of students will demonstrate proficiency in social studies by 2019.

Measurable Objective 1:

78% of Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Activity - Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department chair, principal

Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

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Category: Professional Learning & Support

Research Cited: R. DuFour

Activity - Diagnostic/Proficiency Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work togehter within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	staff developer, teachers, principal

Activity - Analysis of student work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PLC members, staff developer

Activity - Common Planning based on grade level curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to plan lessons that are based on the Core Content 4.1. Planning will include the writing of learning targets, planning of assessments and review of assessment data. Teachers will work together to make sure all material is covered.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Strategy 3:

Balanced Assessment of and for learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: Rick Stiggins

J. Chappius

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Social Studies teachers

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Social Studies teachers

Strategy 4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Student Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator, department chair

Activity - Smart Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/10/2016	12/31/2017	$2500	General Fund	Principal, grade level administrator

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Extended Response Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

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Activity - Writing to learn and demonstrate learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

Strategy 6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Learning Systems

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Measurable Objective 2:

65% of Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

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

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Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Staff developer, principal

Activity - Cascade/Dashboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, staff developer, grade level administrators

Strategy 2:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be indentified as being eligible for services based upon teacher referral, classroom performance data and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Strategy 3:

PLCs - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: R. DuFour

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Activity - Analysis of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Activity - Cascade/Dashboard analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 4:

Balanced Assessment of and for learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins

J. Chappius

Activity - Administration and analysis of common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	prinicpal, department chair

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Strategy 5:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Goal 13: 76.4% of students will demonstrate proficiency in writing by 2019.

Measurable Objective 1:

67% of Sixth and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy 1:

Writing Plan - In accordance with the school Writing Plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Activity - Writing for Publication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete at least one piece of writing, using all stages of the writing process, for the portfolio.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 2:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R. C. Wei

Activity - Teacher Training on Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Teacher Training - Grammar Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 3:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$20000	General Fund	Principal

Activity - Student Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will have access to computer labs, laptops for conducting research, publication of student communication, and multimedia activities such as Google Docs will be used to foster peer-collaboration.	Technology	08/10/2016	12/31/2017	$9000	General Fund	Department Chairs

Strategy 4:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to the Kentucky Core Academic Standards. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L. Calkins

Activity - Standards-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth and eight grade students will have an opportunity to experience writing on-demand at least three times prior to May 1. Teachers will collaborate to analyze student work and modify instruction according to student performance.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Department Chairperson

Goal 14: 76.4% of students will demonstrate proficiency in writing by 2019.

Measurable Objective 1:

67% of Sixth and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

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Strategy 1:

Writing Plan - In accordance with the school Writing Plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Writing for Publication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete at least one piece of writing, using all stages of the writing process, for the portfolio.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 2:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R. C. Wei

Activity - Teacher Training on Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Teacher Training - Grammar Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 3:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$20000	General Fund	Principal

Activity - Student Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to computer labs, laptops for conducting research, publication of student communication, and multimedia activities such as Google Docs will be used to foster peer-collaboration.	Technology	08/10/2016	12/31/2017	$9000	General Fund	Department Chairs

Strategy 4:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to the Kentucky Core Academic Standards. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L. Calkins

Activity - Standards-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth and eight grade students will have an opportunity to experience writing on-demand at least three times prior to May 1. Teachers will collaborate to analyze student work and modify instruction according to student performance.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Department Chairperson

Goal 15: 76.4% of students will demonstrate proficiency in writing by 2019.

Measurable Objective 1:

67% of Sixth and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy 1:

Writing Plan - In accordance with the school Writing Plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Writing for Publication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete at least one piece of writing, using all stages of the writing process, for the portfolio.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Strategy 2:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R. C. Wei

Activity - Teacher Training on Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Teacher Training - Grammar Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 3:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$20000	General Fund	Principal

Activity - Student Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to computer labs, laptops for conducting research, publication of student communication, and multimedia activities such as Google Docs will be used to foster peer-collaboration.	Technology	08/10/2016	12/31/2017	$9000	General Fund	Department Chairs

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Strategy 4:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to the Kentucky Core Academic Standards. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L. Calkins

Activity - Standards-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth and eight grade students will have an opportunity to experience writing on-demand at least three times prior to May 1. Teachers will collaborate to analyze student work and modify instruction according to student performance.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Department Chairperson

Goal 16: All program reviews will receive an average score of 3 out of 4.

Measurable Objective 1:

collaborate to achieve an average of 3 out of 4 in all areas of the Writing Program Review by 05/25/2016 as measured by the rubric.

Strategy 1:

Writing Plan 2016-17 - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas.

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Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Writing Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All teachers

Measurable Objective 2:

collaborate to achieve a 3 out of 4 in all areas of the Practical Living Program Review by 05/25/2016 as measured by the rubric.

Strategy 1:

Practical Living Program Review - The faculty will contribute substantially to the Practical Living Program Review.

Category: Continuous Improvement

Activity - Practical Living Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All Teachers

Activity - Advisory lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Practical Living/Career Studies lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	K.Southerland

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Coordinated School Health Committee will be formed and meet at least two times each school year.	Other	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Measurable Objective 3:

collaborate to achieve a 3 out of 4 in all areas of the Arts and Humanities Program Review by 05/25/2016 as measured by the rubric.

Strategy 1:

Arts and Humanities Program Review Committee - The faculty will contribute substantially to the Arts and Humanities Program Review.

Category: Continuous Improvement

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Activity - Arts and Humanities Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All Teachers

Activity - Advisory Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in Arts & Humanities lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	E.Whitaker

Activity - CORE Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will provide reading selections for Language Arts teacher to utilize when delivering their instruction. They will also provide art and music selections that relate to the social studies content to social studies teachers.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Arts teachers

Activity - Guest Artists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will bring in at least one guest artist each school year.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Arts teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music teachers will utilize the district created "Essential Learning Target" checklists.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Music Teachers

Activity - Student Performance Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will utilize the Meyzeek in a Minute locations as well as the announcements to publicize opportunities for all students to participate in arts related events, contests and performances outside the school environment.	Other	08/10/2016	12/31/2017	$0	No Funding Required	Arts Teachers

Goal 17: All program reviews will receive an average score of 3 out of 4.

Measurable Objective 1:

collaborate to achieve an average of 3 out of 4 in all areas of the Writing Program Review by 05/25/2016 as measured by the rubric.

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Strategy 1:

Writing Plan 2016-17 - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Writing Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All teachers

Measurable Objective 2:

collaborate to achieve a 3 out of 4 in all areas of the Practical Living Program Review by 05/25/2016 as measured by the rubric.

Strategy 1:

Practical Living Program Review - The faculty will contribute substantially to the Practical Living Program Review.

Category: Continuous Improvement

Activity - Practical Living Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All Teachers

Activity - Advisory lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Practical Living/Career Studies lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	K.Southerland

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Coordinated School Health Committee will be formed and meet at least two times each school year.	Other	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Measurable Objective 3:

collaborate to achieve a 3 out of 4 in all areas of the Arts and Humanities Program Review by 05/25/2016 as measured by the rubric.

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Strategy 1:

Arts and Humanities Program Review Committee - The faculty will contribute substantially to the Arts and Humanities Program Review.

Category: Continuous Improvement

Activity - Arts and Humanities Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All Teachers

Activity - Advisory Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in Arts & Humanities lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	E.Whitaker

Activity - CORE Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will provide reading selections for Language Arts teacher to utilize when delivering their instruction. They will also provide art and music selections that relate to the social studies content to social studies teachers.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Arts teachers

Activity - Guest Artists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will bring in at least one guest artist each school year.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Arts teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music teachers will utilize the district created "Essential Learning Target" checklists.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Music Teachers

Activity - Student Performance Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will utilize the Meyzeek in a Minute locations as well as the announcements to publicize opportunities for all students to participate in arts related events, contests and performances outside the school environment.	Other	08/10/2016	12/31/2017	$0	No Funding Required	Arts Teachers

Goal 18: The overall attendance rate at Meyzeek Middle School will be 97% by 2019.

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Measurable Objective 1:

collaborate to improve the attendance rate from 95.7% to 95.9% by 05/25/2016 as measured by ADA.

Strategy 1:

Attendance Policy - The SBDM has implemented a strategic attendance policy designed to reduce tardies and increase the number of attendance days among students at Meyzeek Middle School.

Category: Management Systems

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance committee will make contact with parents (phone, email, letters, home visits, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/20/2013	12/31/2017	$500	General Fund	Counselor, YSC Coordinator, Attendance Clerk, Office Clerk

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students earn public recognition for having perfect attendance each grading period. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies. Additional incentives will be provided as available.	Behavioral Support Program	08/20/2013	12/31/2017	$0	No Funding Required	Counselor, Attendance Clerk, Technology Coordinator

Activity - Basic Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic conerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/20/2013	12/31/2017	$300	General Fund	YSC Coordinator, Administration , Ameri Corp worker

Goal 19: All program reviews will receive an average score of 3 out of 4.

Measurable Objective 1:

collaborate to achieve an average of 3 out of 4 in all areas of the Writing Program Review by 05/25/2016 as measured by the rubric.

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Strategy 1:

Writing Plan 2016-17 - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Writing Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All teachers

Measurable Objective 2:

collaborate to achieve a 3 out of 4 in all areas of the Practical Living Program Review by 05/25/2016 as measured by the rubric.

Strategy 1:

Practical Living Program Review - The faculty will contribute substantially to the Practical Living Program Review.

Category: Continuous Improvement

Activity - Practical Living Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All Teachers

Activity - Advisory lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Practical Living/Career Studies lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	K.Southerland

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Coordinated School Health Committee will be formed and meet at least two times each school year.	Other	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Measurable Objective 3:

collaborate to achieve a 3 out of 4 in all areas of the Arts and Humanities Program Review by 05/25/2016 as measured by the rubric.

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Strategy 1:

Arts and Humanities Program Review Committee - The faculty will contribute substantially to the Arts and Humanities Program Review.

Category: Continuous Improvement

Activity - Arts and Humanities Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All Teachers

Activity - Advisory Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in Arts & Humanities lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	E.Whitaker

Activity - CORE Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will provide reading selections for Language Arts teacher to utilize when delivering their instruction. They will also provide art and music selections that relate to the social studies content to social studies teachers.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Arts teachers

Activity - Guest Artists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will bring in at least one guest artist each school year.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Arts teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music teachers will utilize the district created "Essential Learning Target" checklists.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Music Teachers

Activity - Student Performance Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will utilize the Meyzeek in a Minute locations as well as the announcements to publicize opportunities for all students to participate in arts related events, contests and performances outside the school environment.	Other	08/10/2016	12/31/2017	$0	No Funding Required	Arts Teachers

Goal 20: The overall attendance rate at Meyzeek Middle School will be 97% by 2019.

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Measurable Objective 1:

collaborate to improve the attendance rate from 95.7% to 95.9% by 05/25/2016 as measured by ADA.

Strategy 1:

Attendance Policy - The SBDM has implemented a strategic attendance policy designed to reduce tardies and increase the number of attendance days among students at Meyzeek Middle School.

Category: Management Systems

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance committee will make contact with parents (phone, email, letters, home visits, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/20/2013	12/31/2017	$500	General Fund	Counselor, YSC Coordinator, Attendance Clerk, Office Clerk

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students earn public recognition for having perfect attendance each grading period. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies. Additional incentives will be provided as available.	Behavioral Support Program	08/20/2013	12/31/2017	$0	No Funding Required	Counselor, Attendance Clerk, Technology Coordinator

Activity - Basic Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic conerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/20/2013	12/31/2017	$300	General Fund	YSC Coordinator, Administration , Ameri Corp worker

Goal 21: The overall attendance rate at Meyzeek Middle School will be 97% by 2019.

Measurable Objective 1:

collaborate to improve the attendance rate from 95.7% to 95.9% by 05/25/2016 as measured by ADA.

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Strategy 1:

Attendance Policy - The SBDM has implemented a strategic attendance policy designed to reduce tardies and increase the number of attendance days among students at Meyzeek Middle School.

Category: Management Systems

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance committee will make contact with parents (phone, email, letters, home visits, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/20/2013	12/31/2017	$500	General Fund	Counselor, YSC Coordinator, Attendance Clerk, Office Clerk

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students earn public recognition for having perfect attendance each grading period. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies. Additional incentives will be provided as available.	Behavioral Support Program	08/20/2013	12/31/2017	$0	No Funding Required	Counselor, Attendance Clerk, Technology Coordinator

Activity - Basic Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic conerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/20/2013	12/31/2017	$300	General Fund	YSC Coordinator, Administration , Ameri Corp worker

Goal 22: College and Career Readiness: Increase the overall percentage of students on track for meeting or exceeding college benchmarks as measured by KPREP Reading, Math, and Writing scores.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient and distinguished in Reading to 80.7%, in Math to 79.6%, and in Writing to 76.4% by 05/31/2019 as measured by KPREP.

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Strategy 1:

Reading and Math Intervention - Utilize data from KPREP, from District Proficiencies, and from school administered SRI to provide students with differentiated instruction in Reading and Math.

Category: Continuous Improvement

Research Cited: Allington

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Building Assessment Coordinator and 7th grade teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign students still not meeting benchmarks after the fall assessment to appropriate interventions including differentiated intervention class placement and course recovery through Edgenuity.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Response to Intervention Lead and 7th grade teachers

Activity - CR Classroom Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers intentionally design instruction anchored in College and Career Readiness standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	All teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintenance of a school-wide writing plan outlining expectations for students writing opportunities- Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	All teachers

Goal 23: College and Career Readiness: Increase the overall percentage of students on track for meeting or exceeding college benchmarks as measured by KPREP Reading, Math, and Writing scores.

Measurable Objective 1:

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demonstrate a proficiency by increasing the percentage of students scoring proficient and distinguished in Reading to 80.7%, in Math to 79.6%, and in Writing to 76.4% by 05/31/2019 as measured by KPREP.

Strategy 1:

Reading and Math Intervention - Utilize data from KPREP, from District Proficiencies, and from school administered SRI to provide students with differentiated instruction in Reading and Math.

Category: Continuous Improvement

Research Cited: Allington

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Building Assessment Coordinator and 7th grade teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign students still not meeting benchmarks after the fall assessment to appropriate interventions including differentiated intervention class placement and course recovery through Edgenuity.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Response to Intervention Lead and 7th grade teachers

Activity - CR Classroom Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers intentionally design instruction anchored in College and Career Readiness standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	All teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintenance of a school-wide writing plan outlining expectations for students writing opportunities- Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	All teachers

Goal 24: College and Career Readiness: Increase the overall percentage of students on track for meeting or exceeding college benchmarks as measured by KPREP Reading, Math, and Writing scores.

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Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient and distinguished in Reading to 80.7%, in Math to 79.6%, and in Writing to 76.4% by 05/31/2019 as measured by KPREP.

Strategy 1:

Reading and Math Intervention - Utilize data from KPREP, from District Proficiencies, and from school administered SRI to provide students with differentiated instruction in Reading and Math.

Category: Continuous Improvement

Research Cited: Allington

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Building Assessment Coordinator and 7th grade teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign students still not meeting benchmarks after the fall assessment to appropriate interventions including differentiated intervention class placement and course recovery through Edgenuity.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Response to Intervention Lead and 7th grade teachers

Activity - CR Classroom Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers intentionally design instruction anchored in College and Career Readiness standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	All teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintenance of a school-wide writing plan outlining expectations for students writing opportunities- Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	All teachers

Goal 25: 100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2019.

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Measurable Objective 1:

demonstrate a behavior of a 75% increased awareness of college and career opportunities by 05/25/2016 as measured by a survey.

Strategy 1:

Operation Preparation - All 8th grade students will participate in Operation Preparation.

Category: Persistance to Graduation

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will utilize lessons designed to analyze Individual Learning Plans to set college and career goals.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator and 8th grade advisors

Activity - Poster Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a poster to publicize a career or college of their choice.	Other	08/10/2016	12/31/2017	$50	General Fund	counselor, grade level administrator, art teachers

Activity - Career Seminar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members, representing a variety of careers, will speak to students who are grouped by career interest. Additional guest speakers will include KHEAA and ILP.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator, 8th grade teachers

Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to a night for analyzing their student's ILP and listening to a variety of speakers on college and career topics. .	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator

Goal 26: 100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2019.

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Measurable Objective 1:

demonstrate a behavior of a 75% increased awareness of college and career opportunities by 05/25/2016 as measured by a survey.

Strategy 1:

Operation Preparation - All 8th grade students will participate in Operation Preparation.

Category: Persistance to Graduation

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will utilize lessons designed to analyze Individual Learning Plans to set college and career goals.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator and 8th grade advisors

Activity - Poster Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a poster to publicize a career or college of their choice.	Other	08/10/2016	12/31/2017	$50	General Fund	counselor, grade level administrator, art teachers

Activity - Career Seminar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members, representing a variety of careers, will speak to students who are grouped by career interest. Additional guest speakers will include KHEAA and ILP.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator, 8th grade teachers

Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to a night for analyzing their student's ILP and listening to a variety of speakers on college and career topics. .	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator

Goal 27: 100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2019.

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Measurable Objective 1:

demonstrate a behavior of a 75% increased awareness of college and career opportunities by 05/25/2016 as measured by a survey.

Strategy 1:

Operation Preparation - All 8th grade students will participate in Operation Preparation.

Category: Persistance to Graduation

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will utilize lessons designed to analyze Individual Learning Plans to set college and career goals.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator and 8th grade advisors

Activity - Poster Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a poster to publicize a career or college of their choice.	Other	08/10/2016	12/31/2017	$50	General Fund	counselor, grade level administrator, art teachers

Activity - Career Seminar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members, representing a variety of careers, will speak to students who are grouped by career interest. Additional guest speakers will include KHEAA and ILP.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator, 8th grade teachers

Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to a night for analyzing their student's ILP and listening to a variety of speakers on college and career topics. .	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator

Goal 28: Suspension rates for ECE and minority sub-groups will be proportionate to the ECE and minority sub-group percentage of the total school population by 2019.

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Measurable Objective 1:

collaborate to decrease the ECE suspension rate by 7.3% and the black/African American suspension rate by 40% by 05/25/2016 as measured by school discipline data and Behavior Incident Logs (BILs).

Strategy 1:

Behavior Incident Logs (BILs) - The BIL will be used to track behaviors and their antecedents, and give teachers and administrators a tool for analyzing behavior and preventing repetitive misbehaviors.

Category: Management Systems

Research Cited: Safe and Drug-Free Schools

Activity - Behavior Incident Log Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principals, ECE Coordinator

Activity - Admin Team PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and ECE coordinator will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principal, Counselors, Resource Personnel

Goal 29: Suspension rates for ECE and minority sub-groups will be proportionate to the ECE and minority sub-group percentage of the total school population by 2019.

Measurable Objective 1:

collaborate to decrease the ECE suspension rate by 7.3% and the black/African American suspension rate by 40% by 05/25/2016 as measured by school discipline data and Behavior Incident Logs (BILs).

Strategy 1:

Behavior Incident Logs (BILs) - The BIL will be used to track behaviors and their antecedents, and give teachers and administrators a tool for analyzing behavior and preventing repetitive misbehaviors.

Category: Management Systems

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Research Cited: Safe and Drug-Free Schools

Activity - Behavior Incident Log Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principals, ECE Coordinator

Activity - Admin Team PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and ECE coordinator will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principal, Counselors, Resource Personnel

Goal 30: Suspension rates for ECE and minority sub-groups will be proportionate to the ECE and minority sub-group percentage of the total school population by 2019.

Measurable Objective 1:

collaborate to decrease the ECE suspension rate by 7.3% and the black/African American suspension rate by 40% by 05/25/2016 as measured by school discipline data and Behavior Incident Logs (BILs).

Strategy 1:

Behavior Incident Logs (BILs) - The BIL will be used to track behaviors and their antecedents, and give teachers and administrators a tool for analyzing behavior and preventing repetitive misbehaviors.

Category: Management Systems

Research Cited: Safe and Drug-Free Schools

Activity - Behavior Incident Log Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principals, ECE Coordinator

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Activity - Admin Team PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and ECE coordinator will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principal, Counselors, Resource Personnel

Goal 31: All students at Meyzeek Middle School will report positive adult support in the school by 2019.

Measurable Objective 1:

collaborate to meet the social and emotional needs of all students by 05/25/2016 as measured by the Comprehensive School Survey and TELL Survey which will reflect an increase in positive interactions between students and adults..

Strategy 1:

Community Building - School counselor, the YSC coordinator, and the PBIS Leadership Team will develop programming that will increase the visibility and avaliablity of support services to students. The school counselor and YSC coordinator will also collaborate to increase the knowledge of faculty and staff on the importance of positive interaction strategies with students.

Category: Other - Social and Emotional Needs

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/10/2016	12/31/2017	$100	General Fund	School counselor

Activity - Skill building groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/10/2016	12/31/2017	$5000	State Funds	YSC Coordinator, school counselor, and outside providers

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

PBIS Implementation - The PBIS Leadership Team and school administration will implement with fidelity the school-wide proactive and reactive behavior management plans foundational to the Positive Behavior Interventions and Supports program.

Category: Management Systems

Activity - Bear PRIDE Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PBIS Lead, Principal, PBIS Team Members

Activity - PBIS Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PBIS Lead, Principal

Activity - Behavior Management Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principals

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Assistant Principals

Measurable Objective 2:

collaborate to inform families of their children's learning progress using multiple modes of communication (phone, email, Infinite Campus Parent Portal, conferences, etc.) by 05/25/2016 as measured by teacher phone call logs and electronic records.

Strategy 1:

Communication and Feedback - All parents will receive multiple opportunities to monitor their child's progress and provide input to the school.

Category: Management Systems

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Activity - Infinite Campus Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will ensure that all parents have access to Infinite Campus Parent Portal and the school will encourage parents to monitor regularly their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Secretary, STC

Activity - Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students earning a "D" or "U" at the mid-point of each grading period in math, LA, science, or social studies will receive a printed progress report in the mail to inform parents of their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Counselor, Teachers

Activity - Parent Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive communication outlining the steps to provide input to school personnel and to find resolution to concerns that may arise during the school year. Methods include: One Call Now School Website Daily Video Announcements Parent/Teacher/Student Conferences scheduled by teachers or requested by parents/guardians	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Parent-Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will receive an invitation to attend 2 parent-teacher conferences per year where they will be informed of their child's progress and have the opportunity to give feedback and input to their child's teachers.	Community Engagement	08/10/2016	12/31/2017	$32000	District Funding	Principal, School Secretary, Team Leaders

Activity - Parent Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to communicate views, needs, successes to the school through 2 organized parent symposiums during the year	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Counselors, Principal

Activity - PTSA Regular meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal is invited regularly to join the PTSA regular meetings in order to give and receive feedback regarding school improvement and celebrations.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Goal 32: All students at Meyzeek Middle School will report positive adult support in the school by 2019.

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Measurable Objective 1:

collaborate to meet the social and emotional needs of all students by 05/25/2016 as measured by the Comprehensive School Survey and TELL Survey which will reflect an increase in positive interactions between students and adults..

Strategy 1:

Community Building - School counselor, the YSC coordinator, and the PBIS Leadership Team will develop programming that will increase the visibility and avaliablity of support services to students. The school counselor and YSC coordinator will also collaborate to increase the knowledge of faculty and staff on the importance of positive interaction strategies with students.

Category: Other - Social and Emotional Needs

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/10/2016	12/31/2017	$100	General Fund	School counselor

Activity - Skill building groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/10/2016	12/31/2017	$5000	State Funds	YSC Coordinator, school counselor, and outside providers

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

PBIS Implementation - The PBIS Leadership Team and school administration will implement with fidelity the school-wide proactive and reactive behavior management plans foundational to the Positive Behavior Interventions and Supports program.

Category: Management Systems

Activity - Bear PRIDE Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PBIS Lead, Principal, PBIS Team Members

Activity - PBIS Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PBIS Lead, Principal

Activity - Behavior Management Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principals

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Assistant Principals

Measurable Objective 2:

collaborate to inform families of their children's learning progress using multiple modes of communication (phone, email, Infinite Campus Parent Portal, conferences, etc.) by 05/25/2016 as measured by teacher phone call logs and electronic records.

Strategy 1:

Communication and Feedback - All parents will receive multiple opportunities to monitor their child's progress and provide input to the school.

Category: Management Systems

Activity - Infinite Campus Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will ensure that all parents have access to Infinite Campus Parent Portal and the school will encourage parents to monitor regularly their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Secretary, STC

Activity - Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students earning a "D" or "U" at the mid-point of each grading period in math, LA, science, or social studies will receive a printed progress report in the mail to inform parents of their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Counselor, Teachers

Activity - Parent Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents will receive communication outlining the steps to provide input to school personnel and to find resolution to concerns that may arise during the school year. Methods include: One Call Now School Website Daily Video Announcements Parent/Teacher/Student Conferences scheduled by teachers or requested by parents/guardians	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Parent-Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will receive an invitation to attend 2 parent-teacher conferences per year where they will be informed of their child's progress and have the opportunity to give feedback and input to their child's teachers.	Community Engagement	08/10/2016	12/31/2017	$32000	District Funding	Principal, School Secretary, Team Leaders

Activity - Parent Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to communicate views, needs, successes to the school through 2 organized parent symposiums during the year	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Counselors, Principal

Activity - PTSA Regular meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal is invited regularly to join the PTSA regular meetings in order to give and receive feedback regarding school improvement and celebrations.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Goal 33: All students at Meyzeek Middle School will report positive adult support in the school by 2019.

Measurable Objective 1:

collaborate to meet the social and emotional needs of all students by 05/25/2016 as measured by the Comprehensive School Survey and TELL Survey which will reflect an increase in positive interactions between students and adults..

Strategy 1:

Community Building - School counselor, the YSC coordinator, and the PBIS Leadership Team will develop programming that will increase the visibility and avaliablity of support services to students. The school counselor and YSC coordinator will also collaborate to increase the knowledge of faculty and staff on the importance of positive interaction strategies with students.

Category: Other - Social and Emotional Needs

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Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/10/2016	12/31/2017	$100	General Fund	School counselor

Activity - Skill building groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/10/2016	12/31/2017	$5000	State Funds	YSC Coordinator, school counselor, and outside providers

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

PBIS Implementation - The PBIS Leadership Team and school administration will implement with fidelity the school-wide proactive and reactive behavior management plans foundational to the Positive Behavior Interventions and Supports program.

Category: Management Systems

Activity - Bear PRIDE Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PBIS Lead, Principal, PBIS Team Members

Activity - PBIS Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PBIS Lead, Principal

Activity - Behavior Management Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principals

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Assistant Principals

Measurable Objective 2:

collaborate to inform families of their children's learning progress using multiple modes of communication (phone, email, Infinite Campus Parent Portal, conferences, etc.) by 05/25/2016 as measured by teacher phone call logs and electronic records.

Strategy 1:

Communication and Feedback - All parents will receive multiple opportunities to monitor their child's progress and provide input to the school.

Category: Management Systems

Activity - Infinite Campus Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will ensure that all parents have access to Infinite Campus Parent Portal and the school will encourage parents to monitor regularly their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Secretary, STC

Activity - Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students earning a "D" or "U" at the mid-point of each grading period in math, LA, science, or social studies will receive a printed progress report in the mail to inform parents of their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Counselor, Teachers

Activity - Parent Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive communication outlining the steps to provide input to school personnel and to find resolution to concerns that may arise during the school year. Methods include: One Call Now School Website Daily Video Announcements Parent/Teacher/Student Conferences scheduled by teachers or requested by parents/guardians	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Parent-Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All parents will receive an invitation to attend 2 parent-teacher conferences per year where they will be informed of their child's progress and have the opportunity to give feedback and input to their child's teachers.	Community Engagement	08/10/2016	12/31/2017	$32000	District Funding	Principal, School Secretary, Team Leaders

Activity - Parent Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to communicate views, needs, successes to the school through 2 organized parent symposiums during the year	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Counselors, Principal

Activity - PTSA Regular meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal is invited regularly to join the PTSA regular meetings in order to give and receive feedback regarding school improvement and celebrations.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Goal 34: By 2018 the number of students that report that verbal, physical and internet bullying is not a problem, will increase by 10%.

Measurable Objective 1:

collaborate to reduce the amount of reported incidents of bullying by 05/25/2016 as measured by the results of the Comprehensive School Survey.

Strategy 1:

Streamline reporting process - Students will have ready access to multiple means of reporting bullying. i.e. bully box in the library, online bully report on the Meyzeek website, counselor referral box, staff email.

Category: Management Systems

Activity - Bullying box	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	YSC coordinator, school counselor, web master, assistant principals and security staff

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

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Advisory lessons through out the school year will strategically rotate between conflict resolution, empathy, preventing conflict, bullying, respect and other related topics.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	School counselor

Activity - Peer mediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	YSC coordinator, assistant principals, school counselor

Activity - Assembly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Motivation speakers will visit Meyzeek to encourage a caring environment and complete a workshop with select students training them to be leaders creating a positive school climate.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	School Counselor

Goal 35: By 2018 the number of students that report that verbal, physical and internet bullying is not a problem, will increase by 10%.

Measurable Objective 1:

collaborate to reduce the amount of reported incidents of bullying by 05/25/2016 as measured by the results of the Comprehensive School Survey.

Strategy 1:

Streamline reporting process - Students will have ready access to multiple means of reporting bullying. i.e. bully box in the library, online bully report on the Meyzeek website, counselor referral box, staff email.

Category: Management Systems

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Activity - Bullying box	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	YSC coordinator, school counselor, web master, assistant principals and security staff

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory lessons through out the school year will strategically rotate between conflict resolution, empathy, preventing conflict, bullying, respect and other related topics.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	School counselor

Activity - Peer mediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	YSC coordinator, assistant principals, school counselor

Activity - Assembly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Motivation speakers will visit Meyzeek to encourage a caring environment and complete a workshop with select students training them to be leaders creating a positive school climate.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	School Counselor

Goal 36: By 2018 the number of students that report that verbal, physical and internet bullying is not a problem, will increase by 10%.

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Measurable Objective 1:

collaborate to reduce the amount of reported incidents of bullying by 05/25/2016 as measured by the results of the Comprehensive School Survey.

Strategy 1:

Streamline reporting process - Students will have ready access to multiple means of reporting bullying. i.e. bully box in the library, online bully report on the Meyzeek website, counselor referral box, staff email.

Category: Management Systems

Activity - Bullying box	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	YSC coordinator, school counselor, web master, assistant principals and security staff

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisory lessons through out the school year will strategically rotate between conflict resolution, empathy, preventing conflict, bullying, respect and other related topics.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	School counselor

Activity - Peer mediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	YSC coordinator, assistant principals, school counselor

Activity - Assembly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Motivation speakers will visit Meyzeek to encourage a caring environment and complete a workshop with select students training them to be leaders creating a positive school climate.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	School Counselor

Goal 37: Meyzeek Middle School will use 100% of the Instructional Resource (textbook) allocation within two years to support student access to high quality resources.

Measurable Objective 1:

collaborate to determine which textbooks and instructional resources aligned with the Kentucky Core Academic Standards meet student needs by 05/25/2016 as measured by the Comprehensive School Survey.

Strategy 1:

Resource Analysis - The principal, Department Chair, and Teachers will analyze sample textbooks and other instructional resources to determine which option(s) most closely align with state adopted content standards.

Category: Stakeholder Engagement

Activity - Preview Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will request and leaders will review available instructional resources.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chairs, teachers

Activity - Purchasing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After researching all options, the principal will authorize the purchase of selected materials according to SBDM, district, and state policies and procedures	Academic Support Program	08/10/2016	12/31/2017	$40522	Text Books	Principal, department chairs, teachers

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Goal 38: Meyzeek Middle School will use 100% of the Instructional Resource (textbook) allocation within two years to support student access to high quality resources.

Measurable Objective 1:

collaborate to determine which textbooks and instructional resources aligned with the Kentucky Core Academic Standards meet student needs by 05/25/2016 as measured by the Comprehensive School Survey.

Strategy 1:

Resource Analysis - The principal, Department Chair, and Teachers will analyze sample textbooks and other instructional resources to determine which option(s) most closely align with state adopted content standards.

Category: Stakeholder Engagement

Activity - Preview Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will request and leaders will review available instructional resources.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chairs, teachers

Activity - Purchasing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After researching all options, the principal will authorize the purchase of selected materials according to SBDM, district, and state policies and procedures	Academic Support Program	08/10/2016	12/31/2017	$40522	Text Books	Principal, department chairs, teachers

Goal 39: Meyzeek Middle School will use 100% of the Instructional Resource (textbook) allocation within two years to support student access to high quality resources.

Measurable Objective 1:

collaborate to determine which textbooks and instructional resources aligned with the Kentucky Core Academic Standards meet student needs by 05/25/2016 as measured by the Comprehensive School Survey.

Strategy 1:

Resource Analysis - The principal, Department Chair, and Teachers will analyze sample textbooks and other instructional resources to determine which option(s) most closely align with state adopted content standards.

Category: Stakeholder Engagement

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Activity - Preview Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will request and leaders will review available instructional resources.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chairs, teachers

Activity - Purchasing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After researching all options, the principal will authorize the purchase of selected materials according to SBDM, district, and state policies and procedures	Academic Support Program	08/10/2016	12/31/2017	$40522	Text Books	Principal, department chairs, teachers

Goal 40: 80.7% of students will demonstrate proficiency in reading by 2019.

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

(shared) Strategy 1:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Intervention Program Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be offered Study Island and Success Maker training in order to service at risk students.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, GCC

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be embedded for teachers addressing the school-wide adopted thinking strategies.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, GCC, Department Chairs

Strategy 3:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Common Goals and Objectives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 4:

Balanced Assessment of and for learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

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Activity - Student laptops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department chairs

Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 6:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measured by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use constructed responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers). Teachers will implement the RACE strategy for answering extended responses (Restate, Answer, Cite Evidence, Explain).	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 7:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the close reading strategy to decode challenging texts.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	M.Seckman

Strategy 8:

Classroom Libraries - Language Arts classrooms will have libraries of independent reading books for student use. This strategy and all associated activities are measured by district common assessments in reading and the Scholastic Reading Inventory administered three times per year.

Category: Learning Systems

Research Cited: N. Atwell

Activity - Independent Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

Activity - Class Novel Sets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

Measurable Objective 2:

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

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Strategy 1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Response to Intervention Courses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Leveled Novels	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Language Arts Department Chair

(shared) Strategy 2:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

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Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, staff developers

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

Strategy 4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

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Research Cited: DuFour

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Balanced Assessment 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - District Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 6:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Measurable Objective 3:

33% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Reading by 05/24/2017 as measured by K-PREP.

(shared) Strategy 1:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

(shared) Strategy 2:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

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Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, staff developers

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 4:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment

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(CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Goal 41: 79.6% of students will demonstrate proficiency in mathematics by 2019.

Measurable Objective 1:

71% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development 2016-17 - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Grade Level Unit Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Math Department Chair

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

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Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Math Department Chair

Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Collaboration to Modify Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to modify instruction based on formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Collaboration with Staff Developer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff developer will work with department members to implement the PLC.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair, Staff Developer

Activity - Develop Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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Strategy 3:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Strategy 4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Activity - Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

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Activity - Graphing Calculators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Strategy 6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Learning Systems

Research Cited: L. Calkins

Activity - District Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Department Pacing Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

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

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Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department Chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Measurable Objective 2:

54% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy 1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Administrators

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Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

(shared) Strategy 3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

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Category: Professional Learning & Support
Research Cited: DuFour

Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 5:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement
Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer, Department Chair

(shared) Strategy 6:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems
Research Cited: H. Gardner and J. Sandholtz

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Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Measurable Objective 3:

25% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Mathematics by 05/24/2017 as measured by K-PREP.

(shared) Strategy 1:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, ESS Coordinator

(shared) Strategy 2:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

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Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

(shared) Strategy 3:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Staff Developer, Department Chair

(shared) Strategy 4:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 5:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Principals, Teachers, Counselors, YSC, Goal Clarity Coach

Strategy 6:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Administrators

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Goal 42: 85.2% of students will demonstrate proficiency in science by 2019.

Measurable Objective 1:

76% of Seventh grade students will demonstrate a proficiency in the state standards in Science by 05/25/2016 as measured by KPREP.

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Strategy 1:

Intervention Plan 2016-2017 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the reading and math diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: C. A. Tomlinson

Activity - Advanced Science Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the Literacy intervention plan.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, and growth plan evidence/artifiacts.

Category: Professional Learning & Support

Activity - Next Generation Science Standards Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/10/2016	12/31/2017	$300	General Fund	Principal, Grade Level Administrator, Department Chair

Strategy 3:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction

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and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Formation of Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administration,

Activity - Collaborative Modification of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Development of Common Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include indentification of overall trends for the purpose of informing instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 5:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H Gardner and J Sandholtz

Activity - Student Laptop Usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have regular access to the science laptop carts and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com, mobymax) that support and enhance the module curriculum.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/10/2016	12/31/2017	$2500	General Fund	Principal, Grade Level Administrator, Department Chair

Activity - Use of Authentic Scientific Equipment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

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Strategy 6:

Literacy Plan 2016-17 - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D Graves

Activity - Claim Evidence Reasoning Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Science Notebook Entries	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/10/2016	12/31/2017	$5000	Other	Principal, Grade Level Administrator, Department Chair

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize double entry journals and Marzano's 6 step vocabulary practice in order to help them make connections and better understand science content.	Academic Support Program	01/01/2017	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 7:

Curriculum 2016-17 - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to NGSS. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L Calkins

Activity - Science Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Principal

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Activity - Inquiry-Based Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will particpate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Measurable Objective 2:

62% of Seventh grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Science by 05/28/2015 as measured by KPREP.

Strategy 1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Activity - Professional Learning Community PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 2:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Computerized Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

Strategy 3:

Professional Learning Communities - Based upon faculty self-assessment and feedback, district, administration, or teacher leaders will provide opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and student growth plans. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy 4:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: Chapuis and Stiggins

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Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Grade Level Administrator, Department Chair

Goal 43: 84.5% of students will demonstrate proficiency in social studies by 2019.

Measurable Objective 1:

78% of Eighth grade students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Activity - Department Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Department chair, principal

Strategy 2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

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Category: Professional Learning & Support

Research Cited: R. DuFour

Activity - Diagnostic/Proficiency Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work togehter within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	staff developer, teachers, principal

Activity - Analysis of student work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PLC members, staff developer

Activity - Common Planning based on grade level curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to plan lessons that are based on the Core Content 4.1. Planning will include the writing of learning targets, planning of assessments and review of assessment data. Teachers will work together to make sure all material is covered.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Strategy 3:

Balanced Assessment of and for learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: Rick Stiggins

J. Chappius

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Social Studies teachers

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Social Studies teachers

Strategy 4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Student Laptop Carts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator, department chair

Activity - Smart Technologies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/10/2016	12/31/2017	$2500	General Fund	Principal, grade level administrator

Strategy 5:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Extended Response Questions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

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Activity - Writing to learn and demonstrate learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

Strategy 6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Learning Systems

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Measurable Objective 2:

65% of Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy 1:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

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

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Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Staff developer, principal

Activity - Cascade/Dashboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, staff developer, grade level administrators

Strategy 2:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be indentified as being eligible for services based upon teacher referral, classroom performance data and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Strategy 3:

PLCs - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: R. DuFour

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Activity - Analysis of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal

Activity - Cascade/Dashboard analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 4:

Balanced Assessment of and for learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins

J. Chappius

Activity - Administration and analysis of common assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	prinicpal, department chair

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Strategy 5:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, grade level administrator

Goal 44: 76.4% of students will demonstrate proficiency in writing by 2019.

Measurable Objective 1:

67% of Sixth and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy 1:

Writing Plan - In accordance with the school Writing Plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

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Activity - Writing for Publication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete at least one piece of writing, using all stages of the writing process, for the portfolio.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 2:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R. C. Wei

Activity - Teacher Training on Writing Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Teacher Training - Grammar Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Strategy 3:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$20000	General Fund	Principal

Activity - Student Access	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will have access to computer labs, laptops for conducting research, publication of student communication, and multimedia activities such as Google Docs will be used to foster peer-collaboration.	Technology	08/10/2016	12/31/2017	$9000	General Fund	Department Chairs

Strategy 4:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to the Kentucky Core Academic Standards. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L. Calkins

Activity - Standards-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Department Chair

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sixth and eight grade students will have an opportunity to experience writing on-demand at least three times prior to May 1. Teachers will collaborate to analyze student work and modify instruction according to student performance.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Department Chairperson

Goal 45: The overall attendance rate at Meyzeek Middle School will be 97% by 2019.

Measurable Objective 1:

collaborate to improve the attendance rate from 95.7% to 95.9% by 05/25/2016 as measured by ADA.

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Strategy 1:

Attendance Policy - The SBDM has implemented a strategic attendance policy designed to reduce tardies and increase the number of attendance days among students at Meyzeek Middle School.

Category: Management Systems

Activity - Parental Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance committee will make contact with parents (phone, email, letters, home visits, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/20/2013	12/31/2017	$500	General Fund	Counselor, YSC Coordinator, Attendance Clerk, Office Clerk

Activity - Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students earn public recognition for having perfect attendance each grading period. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies. Additional incentives will be provided as available.	Behavioral Support Program	08/20/2013	12/31/2017	$0	No Funding Required	Counselor, Attendance Clerk, Technology Coordinator

Activity - Basic Needs Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic conerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/20/2013	12/31/2017	$300	General Fund	YSC Coordinator, Administration , Ameri Corp worker

Goal 46: All program reviews will receive an average score of 3 out of 4.

Measurable Objective 1:

collaborate to achieve an average of 3 out of 4 in all areas of the Writing Program Review by 05/25/2016 as measured by the rubric.

Strategy 1:

Writing Plan 2016-17 - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas.

Category: Integrated Methods for Learning

Research Cited: D. Graves

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Activity - Writing Portfolio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All teachers

Measurable Objective 2:

collaborate to achieve a 3 out of 4 in all areas of the Practical Living Program Review by 05/25/2016 as measured by the rubric.

Strategy 1:

Practical Living Program Review - The faculty will contribute substantially to the Practical Living Program Review.

Category: Continuous Improvement

Activity - Practical Living Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All Teachers

Activity - Advisory lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Practical Living/Career Studies lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	K.Southerland

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Coordinated School Health Committee will be formed and meet at least two times each school year.	Other	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Measurable Objective 3:

collaborate to achieve a 3 out of 4 in all areas of the Arts and Humanities Program Review by 05/25/2016 as measured by the rubric.

Strategy 1:

Arts and Humanities Program Review Committee - The faculty will contribute substantially to the Arts and Humanities Program Review.

Category: Continuous Improvement

Activity - Arts and Humanities Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Principal, All Teachers

Activity - Advisory Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in Arts & Humanities lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	E.Whitaker

Activity - CORE Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will provide reading selections for Language Arts teacher to utilize when delivering their instruction. They will also provide art and music selections that relate to the social studies content to social studies teachers.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Arts teachers

Activity - Guest Artists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will bring in at least one guest artist each school year.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Arts teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music teachers will utilize the district created "Essential Learning Target" checklists.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	Music Teachers

Activity - Student Performance Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts teachers will utilize the Meyzeek in a Minute locations as well as the announcements to publicize opportunities for all students to participate in arts related events, contests and performances outside the school environment.	Other	08/10/2016	12/31/2017	$0	No Funding Required	Arts Teachers

Goal 47: College and Career Readiness: Increase the overall percentage of students on track for meeting or exceeding college benchmarks as measured by KPREP Reading, Math, and Writing scores.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient and distinguished in Reading to 80.7%, in Math to 79.6%, and in Writing to 76.4% by 05/31/2019 as measured by KPREP.

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Strategy 1:

Reading and Math Intervention - Utilize data from KPREP, from District Proficiencies, and from school administered SRI to provide students with differentiated instruction in Reading and Math.

Category: Continuous Improvement

Research Cited: Allington

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Building Assessment Coordinator and 7th grade teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assign students still not meeting benchmarks after the fall assessment to appropriate interventions including differentiated intervention class placement and course recovery through Edgenuity.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Response to Intervention Lead and 7th grade teachers

Activity - CR Classroom Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers intentionally design instruction anchored in College and Career Readiness standards.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	All teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintenance of a school-wide writing plan outlining expectations for students writing opportunities- Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	All teachers

Goal 48: 100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2019.

Measurable Objective 1:

demonstrate a behavior of a 75% increased awareness of college and career opportunities by 05/25/2016 as measured by a survey.

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Strategy 1:

Operation Preparation - All 8th grade students will participate in Operation Preparation.

Category: Persistance to Graduation

Activity - Advisory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Advisors will utilize lessons designed to analyze Individual Learning Plans to set college and career goals.	Direct Instruction	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator and 8th grade advisors

Activity - Poster Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create a poster to publicize a career or college of their choice.	Other	08/10/2016	12/31/2017	$50	General Fund	counselor, grade level administrator, art teachers

Activity - Career Seminar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members, representing a variety of careers, will speak to students who are grouped by career interest. Additional guest speakers will include KHEAA and ILP.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator, 8th grade teachers

Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will be invited to a night for analyzing their student's ILP and listening to a variety of speakers on college and career topics. .	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	counselor, grade level administrator

Goal 49: Suspension rates for ECE and minority sub-groups will be proportionate to the ECE and minority sub-group percentage of the total school population by 2019.

Measurable Objective 1:

collaborate to decrease the ECE suspension rate by 7.3% and the black/African American suspension rate by 40% by 05/25/2016 as measured by school discipline data and Behavior Incident Logs (BILs).

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Strategy 1:

Behavior Incident Logs (BILs) - The BIL will be used to track behaviors and their antecedents, and give teachers and administrators a tool for analyzing behavior and preventing repetitive misbehaviors.

Category: Management Systems

Research Cited: Safe and Drug-Free Schools

Activity - Behavior Incident Log Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principals, ECE Coordinator

Activity - Admin Team PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators and ECE coordinator will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principal, Counselors, Resource Personnel

Goal 50: All students at Meyzeek Middle School will report positive adult support in the school by 2019.

Measurable Objective 1:

collaborate to meet the social and emotional needs of all students by 05/25/2016 as measured by the Comprehensive School Survey and TELL Survey which will reflect an increase in positive interactions between students and adults..

Strategy 1:

Community Building - School counselor, the YSC coordinator, and the PBIS Leadership Team will develop programming that will increase the visibility and avaliablity of support services to students. The school counselor and YSC coordinator will also collaborate to increase the knowledge of faculty and staff on the importance of positive interaction strategies with students.

Category: Other - Social and Emotional Needs

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/10/2016	12/31/2017	$100	General Fund	School counselor

Activity - Skill building groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/10/2016	12/31/2017	$5000	State Funds	YSC Coordinator, school counselor, and outside providers

Activity - Student Success Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy 2:

PBIS Implementation - The PBIS Leadership Team and school administration will implement with fidelity the school-wide proactive and reactive behavior management plans foundational to the Positive Behavior Interventions and Supports program.

Category: Management Systems

Activity - Bear PRIDE Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PBIS Lead, Principal, PBIS Team Members

Activity - PBIS Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	PBIS Lead, Principal

Activity - Behavior Management Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Assistant Principals

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Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0	No Funding Required	Assistant Principals

Measurable Objective 2:

collaborate to inform families of their children's learning progress using multiple modes of communication (phone, email, Infinite Campus Parent Portal, conferences, etc.) by 05/25/2016 as measured by teacher phone call logs and electronic records.

Strategy 1:

Communication and Feedback - All parents will receive multiple opportunities to monitor their child's progress and provide input to the school.

Category: Management Systems

Activity - Infinite Campus Parent Portal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will ensure that all parents have access to Infinite Campus Parent Portal and the school will encourage parents to monitor regularly their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal, Secretary, STC

Activity - Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students earning a "D" or "U" at the mid-point of each grading period in math, LA, science, or social studies will receive a printed progress report in the mail to inform parents of their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Counselor, Teachers

Activity - Parent Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive communication outlining the steps to provide input to school personnel and to find resolution to concerns that may arise during the school year. Methods include: One Call Now School Website Daily Video Announcements Parent/Teacher/Student Conferences scheduled by teachers or requested by parents/guardians	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Activity - Parent-Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will receive an invitation to attend 2 parent-teacher conferences per year where they will be informed of their child's progress and have the opportunity to give feedback and input to their child's teachers.	Community Engagement	08/10/2016	12/31/2017	$32000	District Funding	Principal, School Secretary, Team Leaders

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Activity - Parent Symposium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will have the opportunity to communicate views, needs, successes to the school through 2 organized parent symposiums during the year	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Counselors, Principal

Activity - PTSA Regular meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal is invited regularly to join the PTSA regular meetings in order to give and receive feedback regarding school improvement and celebrations.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	Principal

Goal 51: By 2018 the number of students that report that verbal, physical and internet bullying is not a problem, will increase by 10%.

Measurable Objective 1:

collaborate to reduce the amount of reported incidents of bullying by 05/25/2016 as measured by the results of the Comprehensive School Survey.

Strategy 1:

Streamline reporting process - Students will have ready access to multiple means of reporting bullying. i.e. bully box in the library, online bully report on the Meyzeek website, counselor referral box, staff email.

Category: Management Systems

Activity - Bullying box	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	YSC coordinator, school counselor, web master, assistant principals and security staff

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

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Advisory lessons through out the school year will strategically rotate between conflict resolution, empathy, preventing conflict, bullying, respect and other related topics.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	School counselor

Activity - Peer mediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/10/2016	12/31/2017	$0	General Fund	YSC coordinator, assistant principals, school counselor

Activity - Assembly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Motivation speakers will visit Meyzeek to encourage a caring environment and complete a workshop with select students training them to be leaders creating a positive school climate.	Community Engagement	08/10/2016	12/31/2017	$0	No Funding Required	School Counselor

Goal 52: Meyzeek Middle School will use 100% of the Instructional Resource (textbook) allocation within two years to support student access to high quality resources.

Measurable Objective 1:

collaborate to determine which textbooks and instructional resources aligned with the Kentucky Core Academic Standards meet student needs by 05/25/2016 as measured by the Comprehensive School Survey.

Strategy 1:

Resource Analysis - The principal, Department Chair, and Teachers will analyze sample textbooks and other instructional resources to determine which option(s) most closely align with state adopted content standards.

Category: Stakeholder Engagement

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Activity - Preview Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will request and leaders will review available instructional resources.	Academic Support Program	08/10/2016	12/31/2017	$0	No Funding Required	principal, department chairs, teachers

Activity - Purchasing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After researching all options, the principal will authorize the purchase of selected materials according to SBDM, district, and state policies and procedures	Academic Support Program	08/10/2016	12/31/2017	$40522	Text Books	Principal, department chairs, teachers

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent-Teacher Conferences	All parents will receive an invitation to attend 2 parent-teacher conferences per year where they will be informed of their child's progress and have the opportunity to give feedback and input to their child's teachers.	Community Engagement	08/10/2016	12/31/2017	$32000	Principal, School Secretary, Team Leaders
Parent-Teacher Conferences	All parents will receive an invitation to attend 2 parent-teacher conferences per year where they will be informed of their child's progress and have the opportunity to give feedback and input to their child's teachers.	Community Engagement	08/10/2016	12/31/2017	$32000	Principal, School Secretary, Team Leaders
Parent-Teacher Conferences	All parents will receive an invitation to attend 2 parent-teacher conferences per year where they will be informed of their child's progress and have the opportunity to give feedback and input to their child's teachers.	Community Engagement	08/10/2016	12/31/2017	$32000	Principal, School Secretary, Team Leaders
Parent-Teacher Conferences	All parents will receive an invitation to attend 2 parent-teacher conferences per year where they will be informed of their child's progress and have the opportunity to give feedback and input to their child's teachers.	Community Engagement	08/10/2016	12/31/2017	$32000	Principal, School Secretary, Team Leaders
				Total	$128000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, ESS Coordinator
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, ESS Coordinator

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Science Notebook Entries	Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, Grade Level Administrator, Department Chair
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, ESS Coordinator
Science Notebook Entries	Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, Grade Level Administrator, Department Chair
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, ESS Coordinator
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, ESS Coordinator
Science Notebook Entries	Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, Grade Level Administrator, Department Chair
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, ESS Coordinator
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, ESS Coordinator
Science Notebook Entries	Students will make daily written entries in their science notebooks; entries will reflect "writing to learn."	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, Grade Level Administrator, Department Chair
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000	Principal, ESS Coordinator
				Total	$60000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

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Next Generation Science Standards Professional Development	Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/10/2016	12/31/2017	$300	Principal, Grade Level Administrator, Department Chair
SMART Technologies	Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/10/2016	12/31/2017	$2500	Principal, Grade Level Administrator, Department Chair
Student Access	Students will have access to computer labs, laptops for conducting research, publication of student communication, and multimedia activities such as Google Docs will be used to foster peer-collaboration.	Technology	08/10/2016	12/31/2017	$9000	Department Chairs
Poster Fair	Students will create a poster to publicize a career or college of their choice.	Other	08/10/2016	12/31/2017	$50	counselor, grade level administrator, art teachers
Advisory	Advisory lessons through out the school year will strategically rotate between conflict resolution, empathy, preventing conflict, bullying, respect and other related topics.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants
Smart Technologies	Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/10/2016	12/31/2017	$2500	Principal, grade level administrator
Next Generation Science Standards Professional Development	Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/10/2016	12/31/2017	$300	Principal, Grade Level Administrator, Department Chair
Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$20000	Principal
Poster Fair	Students will create a poster to publicize a career or college of their choice.	Other	08/10/2016	12/31/2017	$50	counselor, grade level administrator, art teachers
Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$20000	Principal

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Smart Technologies	Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/10/2016	12/31/2017	$2500	Principal, grade level administrator
Bullying box	Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	08/10/2016	12/31/2017	$0	YSC coordinator, school counselor, web master, assistant principals and security staff
Poster Fair	Students will create a poster to publicize a career or college of their choice.	Other	08/10/2016	12/31/2017	$50	counselor, grade level administrator, art teachers
SMART Technologies	Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/10/2016	12/31/2017	$2500	Principal, Grade Level Administrator, Department Chair
Bullying box	Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	08/10/2016	12/31/2017	$0	YSC coordinator, school counselor, web master, assistant principals and security staff
Next Generation Science Standards Professional Development	Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/10/2016	12/31/2017	$300	Principal, Grade Level Administrator, Department Chair
Smart Technologies	Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/10/2016	12/31/2017	$2500	Principal, grade level administrator
Student Access	Students will have access to computer labs, laptops for conducting research, publication of student communication, and multimedia activities such as Google Docs will be used to foster peer-collaboration.	Technology	08/10/2016	12/31/2017	$9000	Department Chairs
Guidance Lessons	The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/10/2016	12/31/2017	$100	School counselor
Basic Needs Assessment	Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic conerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/20/2013	12/31/2017	$300	YSC Coordinator, Administration, Ameri Corp worker

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Poster Fair	Students will create a poster to publicize a career or college of their choice.	Other	08/10/2016	12/31/2017	$50	counselor, grade level administrator, art teachers
Peer mediation	The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/10/2016	12/31/2017	$0	YSC coordinator, assistant principals, school counselor
Advisory	Advisory lessons through out the school year will strategically rotate between conflict resolution, empathy, preventing conflict, bullying, respect and other related topics.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants
Peer mediation	The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/10/2016	12/31/2017	$0	YSC coordinator, assistant principals, school counselor
Guidance Lessons	The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/10/2016	12/31/2017	$0	School counselor
Parental Communication	The attendance committee will make contact with parents (phone, email, letters, home visits, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/20/2013	12/31/2017	$500	Counselor, YSC Coordinator, Attendance Clerk, Office Clerk
Parental Communication	The attendance committee will make contact with parents (phone, email, letters, home visits, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/20/2013	12/31/2017	$500	Counselor, YSC Coordinator, Attendance Clerk, Office Clerk
Basic Needs Assessment	Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic conerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/20/2013	12/31/2017	$300	YSC Coordinator, Administration, Ameri Corp worker
Student Access	Students will have access to computer labs, laptops for conducting research, publication of student communication, and multimedia activities such as Google Docs will be used to foster peer-collaboration.	Technology	08/10/2016	12/31/2017	$9000	Department Chairs

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Bullying box	Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	08/10/2016	12/31/2017	$0	YSC coordinator, school counselor, web master, assistant principals and security staff
Guidance Lessons	The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/10/2016	12/31/2017	$0	School counselor
Student Access	Students will have access to computer labs, laptops for conducting research, publication of student communication, and multimedia activities such as Google Docs will be used to foster peer-collaboration.	Technology	08/10/2016	12/31/2017	$9000	Department Chairs
Basic Needs Assessment	Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic conerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/20/2013	12/31/2017	$300	YSC Coordinator, Administration, Ameri Corp worker
Guidance Lessons	The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/10/2016	12/31/2017	$100	School counselor
Bullying box	Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	08/10/2016	12/31/2017	$0	YSC coordinator, school counselor, web master, assistant principals and security staff
SMART Technologies	Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/10/2016	12/31/2017	$2500	Principal, Grade Level Administrator, Department Chair
Guidance Lessons	The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/10/2016	12/31/2017	$100	School counselor
Next Generation Science Standards Professional Development	Professional development will continue in order to provide collaboration and deep analysis of the Next Generation Science Standards and their implications for instruction as we transition from Core Content 4.1 accountability to full NGSS implementation.	Professional Learning	08/10/2016	12/31/2017	$300	Principal, Grade Level Administrator, Department Chair

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Parental Communication	The attendance committee will make contact with parents (phone, email, letters, home visits, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/20/2013	12/31/2017	$500	Counselor, YSC Coordinator, Attendance Clerk, Office Clerk
Guidance Lessons	The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/10/2016	12/31/2017	$100	School counselor
Parental Communication	The attendance committee will make contact with parents (phone, email, letters, home visits, etc.) after a child's 3rd unexcused absence and inform the parents of the school and district attendance policies and procedures.	Parent Involvement	08/20/2013	12/31/2017	$500	Counselor, YSC Coordinator, Attendance Clerk, Office Clerk
Guidance Lessons	The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/10/2016	12/31/2017	$0	School counselor
Advisory	Advisory lessons through out the school year will strategically rotate between conflict resolution, empathy, preventing conflict, bullying, respect and other related topics.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants
Basic Needs Assessment	Evaluate and assist students with attendance issues for basic needs such as food, clothing, shelter, hygiene, academic conerns, parental involvement and health needs. Provide resources as needed to eliminate barriers to school attendance.	Other	08/20/2013	12/31/2017	$300	YSC Coordinator, Administration, Ameri Corp worker
Peer mediation	The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/10/2016	12/31/2017	$0	YSC coordinator, assistant principals, school counselor
Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$20000	Principal
Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$20000	Principal

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SMART Technologies	Students will have access to SMART board interactive whiteboards in all science classrooms. Additionally, they will have access to document cameras and student clickers in many science classrooms. Students will be actively engaged in the use of these products on a regular basis.	Technology	08/10/2016	12/31/2017	$2500	Principal, Grade Level Administrator, Department Chair
Smart Technologies	Teachers will utilize Smart technologies in their classrooms such as: smart boards, document cameras, Smart response clickers and wireless slates to enhance their instruction.	Academic Support Program	08/10/2016	12/31/2017	$2500	Principal, grade level administrator
Peer mediation	The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/10/2016	12/31/2017	$0	YSC coordinator, assistant principals, school counselor
Guidance Lessons	The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/10/2016	12/31/2017	$0	School counselor
Advisory	Advisory lessons through out the school year will strategically rotate between conflict resolution, empathy, preventing conflict, bullying, respect and other related topics.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants
				Total	$141000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Skill building groups	Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/10/2016	12/31/2017	$5000	YSC Coordinator, school counselor, and outside providers
Skill building groups	Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/10/2016	12/31/2017	$5000	YSC Coordinator, school counselor, and outside providers

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Skill building groups	Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/10/2016	12/31/2017	$5000	YSC Coordinator, school counselor, and outside providers
Skill building groups	Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/10/2016	12/31/2017	$5000	YSC Coordinator, school counselor, and outside providers
				Total	$20000	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchasing	After researching all options, the principal will authorize the purchase of selected materials according to SBDM, district, and state policies and procedures	Academic Support Program	08/10/2016	12/31/2017	$40522	Principal, department chairs, teachers
Purchasing	After researching all options, the principal will authorize the purchase of selected materials according to SBDM, district, and state policies and procedures	Academic Support Program	08/10/2016	12/31/2017	$40522	Principal, department chairs, teachers
Purchasing	After researching all options, the principal will authorize the purchase of selected materials according to SBDM, district, and state policies and procedures	Academic Support Program	08/10/2016	12/31/2017	$40522	Principal, department chairs, teachers
Purchasing	After researching all options, the principal will authorize the purchase of selected materials according to SBDM, district, and state policies and procedures	Academic Support Program	08/10/2016	12/31/2017	$40522	Principal, department chairs, teachers
				Total	$162088	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Targets	Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator

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Math Intervention Placement	Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Staff Developer, Department Chair
Laptop Carts	Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Assembly	Motivation speakers will visit Meyzeek to encourage a caring environment and complete a workshop with select students training them to be leaders creating a positive school climate.	Community Engagement	08/10/2016	12/31/2017	$0	School Counselor
Learning Targets	Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Administration and analysis of common assessments	Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/10/2016	12/31/2017	$0	prinicpal, department chair
Teacher Training - Grammar Instruction	Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
District Benchmark Assessments	Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Use of Authentic Scientific Equipment	Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach

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Collaboration with Staff Developer	Staff developer will work with department members to implement the PLC.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair, Staff Developer
District Curriculum Map	Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Develop Common Assessments	Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Formative Assessments	Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/10/2016	12/31/2017	$0	Social Studies teachers
Learning Targets	Music teachers will utilize the district created "Essential Learning Target" checklists.	Direct Instruction	08/10/2016	12/31/2017	$0	Music Teachers
Preview Samples	The school will request and leaders will review available instructional resources.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chairs, teachers
Common Planning based on grade level curriculum	Teachers will work together to plan lessons that are based on the Core Content 4.1. Planning will include the writing of learning targets, planning of assessments and review of assessment data. Teachers will work together to make sure all material is covered.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
Guest Artists	Arts teachers will bring in at least one guest artist each school year.	Community Engagement	08/10/2016	12/31/2017	$0	Arts teachers
Advisory	Advisors will utilize lessons designed to analyze Individual Learning Plans to set college and career goals.	Direct Instruction	08/10/2016	12/31/2017	$0	counselor, grade level administrator and 8th grade advisors
Professional Learning Community PD	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Common Planning based on grade level curriculum	Teachers will work together to plan lessons that are based on the Core Content 4.1. Planning will include the writing of learning targets, planning of assessments and review of assessment data. Teachers will work together to make sure all material is covered.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, ESS Coordinator

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Cascade/Dashboard	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, staff developer, grade level administrators
Diagnostic/Proficiency Tests	Teachers will work togehter within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	staff developer, teachers, principal
Learning Targets	Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Technology	Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0	Math Department Chair
Intervention Program Training	Teachers will be offered Study Island and Success Maker training in order to service at risk students.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, GCC
Science Curriculum	Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Principal
Science Curriculum	Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Principal
Summative Assessment	Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include indentification of overall trends for the purpose of informing instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Curriculum Maps	Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Writing to Learn	Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers). Teachers will implement the RACE strategy for answering extended responses (Restate, Answer, Cite Evidence, Explain).	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Summative Assessment	Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include indentification of overall trends for the purpose of informing instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair

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Summative Assessment	Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Learning Targets	Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
Incentives	Students earn public recognition for having perfect attendance each grading period. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies. Additional incentives will be provided as available.	Behavioral Support Program	08/20/2013	12/31/2017	$0	Counselor, Attendance Clerk, Technology Coordinator
Teacher Training on Writing Strategies	Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Formative Assessment	Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Writing to Learn	Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Student Laptop Usage	Students will have regular access to the science laptop carts and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com, mobymax) that support and enhance the module curriculum.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Online Assessment Programs	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Inquiry-Based Classrooms	Students will particpate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Diagnostic and Proficiency Assessments	Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Advisory	Advisors will utilize lessons designed to analyze Individual Learning Plans to set college and career goals.	Direct Instruction	08/10/2016	12/31/2017	$0	counselor, grade level administrator and 8th grade advisors

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Summative Assessments	Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Curriculum Maps	Teachers will utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Career Seminar	Community members, representing a variety of careers, will speak to students who are grouped by career interest. Additional guest speakers will include KHEAA and ILP.	Community Engagement	08/10/2016	12/31/2017	$0	counselor, grade level administrator, 8th grade teachers
Summative Assessment	Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Professional Learning Community Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, ESS Coordinator
Study Island and Successmaker	Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	Administrator s
Tier 2 Intervention	Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Department Chair
Study Island	Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
Develop Common Assessments	Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Standards-based Instruction	Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Standards-based Instruction	Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair

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Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Summative Assessment	Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Math Intervention Placement	Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Staff Developer, Department Chair
Extended Response Questions	Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Administration and analysis of common assessments	Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/10/2016	12/31/2017	$0	prinicpal, department chair
Summative Assessments	Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Writing to learn and demonstrate learning	Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Assembly	Motivation speakers will visit Meyzeek to encourage a caring environment and complete a workshop with select students training them to be leaders creating a positive school climate.	Community Engagement	08/10/2016	12/31/2017	$0	School Counselor
Common Assessments	Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal

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Parent Symposium	Parents will have the opportunity to communicate views, needs, successes to the school through 2 organized parent symposiums during the year	Community Engagement	08/10/2016	12/31/2017	$0	Counselors, Principal
Behavior Incident Log Professional Development	Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, Assistant Principals, ECE Coordinator
Summative Assessment	Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Class Novel Sets	Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Analysis of Data	Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
Response to Intervention Courses	Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Collaborative Modification of Instruction	Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Writing Plan	Maintenance of a school-wide writing plan outlining expectations for students writing opportunities- Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication	Direct Instruction	08/10/2016	12/31/2017	$0	All teachers
Use of Authentic Scientific Equipment	Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Formative Assessments	Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal

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Advisory	Advisors will utilize lessons designed to analyze Individual Learning Plans to set college and career goals.	Direct Instruction	08/10/2016	12/31/2017	$0	counselor, grade level administrator and 8th grade advisors
Professional Learning Communities	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0	Staff developer, principal
Online Assessment Programs	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Parent Night	Families will be invited to a night for analyzing their student's ILP and listening to a variety of speakers on college and career topics. .	Community Engagement	08/10/2016	12/31/2017	$0	counselor, grade level administrator
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, ESS Coordinator
Department Meetings	Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/10/2016	12/31/2017	$0	Department chair, principal
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/20/2017	$0	Principals, Teachers, Counselors, YSC, Goal Clarity Coach
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Analyze Data	Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Teacher Training - Grammar Instruction	Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Graphing Calculators	Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/10/2016	12/31/2017	$0	Department Chair

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CORE Integration	Arts teachers will provide reading selections for Language Arts teacher to utilize when delivering their instruction. They will also provide art and music selections that relate to the social studies content to social studies teachers.	Direct Instruction	08/10/2016	12/31/2017	$0	Arts teachers
Career Seminar	Community members, representing a variety of careers, will speak to students who are grouped by career interest. Additional guest speakers will include KHEAA and ILP.	Community Engagement	08/10/2016	12/31/2017	$0	counselor, grade level administrator, 8th grade teachers
Homework	Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/10/2016	12/31/2017	$0	Department Chair
Arts and Humanities Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All Teachers
CR Classroom Support	Teachers intentionally design instruction anchored in College and Career Readiness standards.	Direct Instruction	08/10/2016	12/31/2017	$0	All teachers
Parent Feedback	Parents will receive communication outlining the steps to provide input to school personnel and to find resolution to concerns that may arise during the school year. Methods include: One Call Now School Website Daily Video Announcements Parent/Teacher/Student Conferences scheduled by teachers or requested by parents/guardians	Community Engagement	08/10/2016	12/31/2017	$0	Principal
Professional Learning Community PD	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Diagnostic and Proficiency Assessments	Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Tier 3 Program	Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair

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Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Advisory Lessons	All students will participate in Arts & Humanities lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	E.Whitaker
Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/20/2017	$0	Principals, Teachers, Counselors, YSC, Goal Clarity Coach
Incentives	Students earn public recognition for having perfect attendance each grading period. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies. Additional incentives will be provided as available.	Behavioral Support Program	08/20/2013	12/31/2017	$0	Counselor, Attendance Clerk, Technology Coordinator
Extended Response Questions	Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Writing Portfolio	Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All teachers
Thinking Strategies	Professional development will be embedded for teachers addressing the school-wide adopted thinking strategies.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, GCC, Department Chairs
Writing to Learn	Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers). Teachers will implement the RACE strategy for answering extended responses (Restate, Answer, Cite Evidence, Explain).	Direct Instruction	08/10/2016	12/31/2017	$0	Principal

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Math Intervention Placement	Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Staff Developer, Department Chair
Reading Intervention (Literacy)	Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Teacher Training on Writing Strategies	Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Behavior Incident Log Professional Development	Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, Assistant Principals, ECE Coordinator
Bear PRIDE Guide	Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0	PBIS Lead, Principal, PBIS Team Members
Computerized Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Curriculum Maps	Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair

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Arts and Humanities Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All Teachers
Bear PRIDE Guide	Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0	PBIS Lead, Principal, PBIS Team Members
Reading Intervention (Literacy)	Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Claim Evidence Reasoning Statements	Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
Computerized Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Advisory lessons	Students will participate in Practical Living/Career Studies lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	K.Southerland
Intervention Program Training	Teachers will be offered Study Island and Success Maker training in order to service at risk students.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, GCC
Behavior Management Plan	Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Principal, Assistant Principals
Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$0	Principal
Advisory Lessons	All students will participate in Arts & Humanities lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	E.Whitaker

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Formation of Common Assessments	Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administration,
Thinking Strategies	Students will utilize double entry journals and Marzano's 6 step vocabulary practice in order to help them make connections and better understand science content.	Academic Support Program	01/01/2017	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Common Planning based on grade level curriculum	Teachers will work together to plan lessons that are based on the Core Content 4.1. Planning will include the writing of learning targets, planning of assessments and review of assessment data. Teachers will work together to make sure all material is covered.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
Writing to Demonstrate Learning	Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/10/2016	12/31/2017	$0	Department Chair
Close Reading	Teachers will utilize the close reading strategy to decode challenging texts.	Direct Instruction	08/10/2016	12/31/2017	$0	M.Seckman
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, Department Chair
Writing Portfolio	Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All teachers
District Assessments	Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Staff Developer, Department Chair
Technology	Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach

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Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Writing to learn and demonstrate learning	Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Practical Living Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All Teachers
District Assessments	Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Staff Developer, Department Chair
Analysis of Data	Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
Common Assessments	Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Student Laptop Usage	Students will have regular access to the science laptop carts and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com, mobymax) that support and enhance the module curriculum.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Parent Night	Families will be invited to a night for analyzing their student's ILP and listening to a variety of speakers on college and career topics. .	Community Engagement	08/10/2016	12/31/2017	$0	counselor, grade level administrator
Assembly	Motivation speakers will visit Meyzeek to encourage a caring environment and complete a workshop with select students training them to be leaders creating a positive school climate.	Community Engagement	08/10/2016	12/31/2017	$0	School Counselor
Homework	Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/10/2016	12/31/2017	$0	Department Chair

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Professional Learning Communities	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0	Staff developer, principal
Progress Reports	All students earning a "D" or "U" at the mid-point of each grading period in math, LA, science, or social studies will receive a printed progress report in the mail to inform parents of their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	Counselor, Teachers
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Curriculum Maps	Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Collaborative Modification of Instruction	Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Common Goals and Objectives	Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
SMART Technologies	Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Tier 2 Intervention	Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
Infinite Campus Parent Portal	School staff will ensure that all parents have access to Infinite Campus Parent Portal and the school will encourage parents to monitor regularly their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	Principal, Secretary, STC
Study Island	Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
Communication	Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Assistant Principals

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Laptop Carts	Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/10/2016	12/31/2017	$0	Department Chair
SMART Technologies	Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Technology-Based Math Intervention Program	Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
SMART Technologies	Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Advanced Science Literacy	Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the Literacy intervention plan.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Intervention Program Training	Teachers will be offered Study Island and Success Maker training in order to service at risk students.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, GCC
Advisory Lessons	All students will participate in Arts & Humanities lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	E.Whitaker
Math Intervention Placement	Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Staff Developer, Department Chair
Grade Level Unit Development	Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0	Math Department Chair
Department Pacing Guide	Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Technology-Based Math Intervention Program	Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Advisory lessons	Students will participate in Practical Living/Career Studies lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	K.Southerland
Leveled Novels	Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0	Language Arts Department Chair

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Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/20/2017	$0	Principals, Teachers, Counselors, YSC, Goal Clarity Coach
Data Monitoring Room	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Staff Developer
Student Laptop Usage	Students will have regular access to the science laptop carts and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com, mobymax) that support and enhance the module curriculum.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Online Assessment Programs	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Thinking Strategies	Students will utilize double entry journals and Marzano's 6 step vocabulary practice in order to help them make connections and better understand science content.	Academic Support Program	01/01/2017	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Leveled Novels	Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Curriculum Maps	Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Diagnostic/Proficiency Tests	Teachers will work togehter within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	staff developer, teachers, principal

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Department Pacing Guide	Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Formation of Common Assessments	Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administration,
Writing to Demonstrate Learning	Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/10/2016	12/31/2017	$0	Department Chair
Study Island	Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
Common Assessments	Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Collaboration to Modify Instruction	Teachers will collaborate to modify instruction based on formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Department Meetings	Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/10/2016	12/31/2017	$0	Department chair, principal
Curriculum Maps	Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Curriculum Maps	Teachers will utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Summative Assessment	Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include indentification of overall trends for the purpose of informing instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
District Assessments	Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Coordinated School Health Committee	A Coordinated School Health Committee will be formed and meet at least two times each school year.	Other	08/10/2016	12/31/2017	$0	Principal
Tier 3 Program	Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair

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Professional Learning Community Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Math Intervention Placement	Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Staff Developer, Department Chair
On-Demand Writing	Sixth and eight grade students will have an opportunity to experience writing on-demand at least three times prior to May 1. Teachers will collaborate to analyze student work and modify instruction according to student performance.	Direct Instruction	08/10/2016	12/31/2017	$0	Department Chairperson
Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Communication	Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/10/2016	12/31/2017	$0	Building Assessment Coordinator and 7th grade teachers
Preview Samples	The school will request and leaders will review available instructional resources.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chairs, teachers
Writing for Publication	Students will complete at least one piece of writing, using all stages of the writing process, for the portfolio.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
CR Classroom Support	Teachers intentionally design instruction anchored in College and Career Readiness standards.	Direct Instruction	08/10/2016	12/31/2017	$0	All teachers
Analysis of Student Work	Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal

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Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, Department Chair
Learning Targets	Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Collaboration to Modify Instruction	Teachers will collaborate to modify instruction based on formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Claim Evidence Reasoning Statements	Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Department Chair
Student laptops	Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/10/2016	12/31/2017	$0	Department chairs
Collaboration with Staff Developer	Staff developer will work with department members to implement the PLC.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair, Staff Developer
Thinking Strategies	Students will utilize double entry journals and Marzano's 6 step vocabulary practice in order to help them make connections and better understand science content.	Academic Support Program	01/01/2017	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Inquiry-Based Classrooms	Students will particpate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Intervention Program Training	Teachers will be offered Study Island and Success Maker training in order to service at risk students.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, GCC
Common Planning based on grade level curriculum	Teachers will work together to plan lessons that are based on the Core Content 4.1. Planning will include the writing of learning targets, planning of assessments and review of assessment data. Teachers will work together to make sure all material is covered.	Academic Support Program	08/10/2016	12/31/2017	$0	principal

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Tier 2 Intervention	Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
Learning Targets	Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
Curriculum Maps	Teachers will utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Study Island and Successmaker	Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	Administrators
Reading Intervention (Literacy)	Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Technology	Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0	Math Department Chair
Curriculum Maps	Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Tier 2 Intervention	Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
District Curriculum Map	Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Writing to Demonstrate Learning	Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal

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Learning Targets	Music teachers will utilize the district created "Essential Learning Target" checklists.	Direct Instruction	08/10/2016	12/31/2017	$0	Music Teachers
Infinite Campus Parent Portal	School staff will ensure that all parents have access to Infinite Campus Parent Portal and the school will encourage parents to monitor regularly their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	Principal, Secretary, STC
Student Laptop Carts	Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator, department chair
Study Island and Successmaker	Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	Administrator s
Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Language Arts Department Chair
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
Communication	Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Assistant Principals
Writing to Demonstrate Learning	Students will use constructed responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Study Island	Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
Formation of Common Assessments	Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administration ,
Formative Assessment	Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Grade Level Unit Development	Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0	Math Department Chair

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Parent Feedback	Parents will receive communication outlining the steps to provide input to school personnel and to find resolution to concerns that may arise during the school year. Methods include: One Call Now School Website Daily Video Announcements Parent/Teacher/Student Conferences scheduled by teachers or requested by parents/guardians	Community Engagement	08/10/2016	12/31/2017	$0	Principal
Admin Team PLCs	Administrators and ECE coordinator will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Principal, Assistant Principal, Counselors, Resource Personnel
Analysis of Student Work	Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Behavior Management Plan	Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Principal, Assistant Principals
District Benchmark Assessments	Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Independent Reading	Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Cascade/Dashboard analysis	Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
District Assessments	Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Formative Assessment	Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Close Reading	Teachers will utilize the close reading strategy to decode challenging texts.	Direct Instruction	08/10/2016	12/31/2017	$0	M.Seckman
Student laptops	Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/10/2016	12/31/2017	$0	Department chairs

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Parent Night	Families will be invited to a night for analyzing their student's ILP and listening to a variety of speakers on college and career topics. .	Community Engagement	08/10/2016	12/31/2017	$0	counselor, grade level administrator
Tier 3 Program	Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
Use of Authentic Scientific Equipment	Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Science Curriculum	Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Principal
Formative Assessment	Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Guest Artists	Arts teachers will bring in at least one guest artist each school year.	Community Engagement	08/10/2016	12/31/2017	$0	Arts teachers
Study Island and Successmaker	Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	Administrators
Summative Assessments	Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Laptop Carts	Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Writing Portfolio	Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All teachers
Math Intervention Placement	Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Staff Developer, Department Chair

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Formation of Common Assessments	Teachers will collaborate within their professional learning communities to create common assessment items (exit slips, pre and post tests, probes, etc) to be administered in class.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administration,
Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Student laptops	Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/10/2016	12/31/2017	$0	Department chairs
SMART Technologies	Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Writing to Demonstrate Learning	Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Writing Plan	Maintenance of a school-wide writing plan outlining expectations for students writing opportunities- Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication	Direct Instruction	08/10/2016	12/31/2017	$0	All teachers
Technology-based reading intervention program training	Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, staff developers
Independent Reading	Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Formative Assessments	Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, Department Chair
Guest Artists	Arts teachers will bring in at least one guest artist each school year.	Community Engagement	08/10/2016	12/31/2017	$0	Arts teachers
Administration and analysis of common assessments	Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/10/2016	12/31/2017	$0	prinicpal, department chair

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Infinite Campus Parent Portal	School staff will ensure that all parents have access to Infinite Campus Parent Portal and the school will encourage parents to monitor regularly their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	Principal, Secretary, STC
Reading Intervention PD	Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	Staff developers, Teacher leaders
Close Reading	Teachers will utilize the close reading strategy to decode challenging texts.	Direct Instruction	08/10/2016	12/31/2017	$0	M.Seckman
Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
PBIS Leadership Team	The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0	PBIS Lead, Principal
Student Laptop Carts	Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator, department chair
On-Demand Writing	Sixth and eight grade students will have an opportunity to experience writing on-demand at least three times prior to May 1. Teachers will collaborate to analyze student work and modify instruction according to student performance.	Direct Instruction	08/10/2016	12/31/2017	$0	Department Chairperson
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Bear PRIDE Guide	Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0	PBIS Lead, Principal, PBIS Team Members
Internet-Based Intervention Programs	Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	Principal
Formative Assessments	Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/10/2016	12/31/2017	$0	Social Studies teachers

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Infinite Campus Parent Portal	School staff will ensure that all parents have access to Infinite Campus Parent Portal and the school will encourage parents to monitor regularly their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	Principal, Secretary, STC
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Common Goals and Objectives	Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Learning Targets	Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Teacher Training on Writing Strategies	Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Writing to learn and demonstrate learning	Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Learning Targets	Music teachers will utilize the district created "Essential Learning Target" checklists.	Direct Instruction	08/10/2016	12/31/2017	$0	Music Teachers
CORE Integration	Arts teachers will provide reading selections for Language Arts teacher to utilize when delivering their instruction. They will also provide art and music selections that relate to the social studies content to social studies teachers.	Direct Instruction	08/10/2016	12/31/2017	$0	Arts teachers
Preview Samples	The school will request and leaders will review available instructional resources.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chairs, teachers
Professional Learning Community Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Curriculum Maps	Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Diagnostic and Proficiency Assessments	Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair

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Development of Common Learning Targets	Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Parent Night	Families will be invited to a night for analyzing their student's ILP and listening to a variety of speakers on college and career topics. .	Community Engagement	08/10/2016	12/31/2017	$0	counselor, grade level administrator
Department Meetings	Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/10/2016	12/31/2017	$0	Department chair, principal
Analysis of student work	PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/10/2016	12/31/2017	$0	PLC members, staff developer
Analyze Data	Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Formative Assessments	Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Student laptops	Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/10/2016	12/31/2017	$0	Department chairs
Analysis of Data	Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
CORE Integration	Arts teachers will provide reading selections for Language Arts teacher to utilize when delivering their instruction. They will also provide art and music selections that relate to the social studies content to social studies teachers.	Direct Instruction	08/10/2016	12/31/2017	$0	Arts teachers
Student Performance Opportunities	Arts teachers will utilize the Meyzeek in a Minute locations as well as the announcements to publicize opportunities for all students to participate in arts related events, contests and performances outside the school environment.	Other	08/10/2016	12/31/2017	$0	Arts Teachers

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Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$0	Principal
Common Assessments	Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/10/2016	12/31/2017	$0	Social Studies teachers
Department Pacing Guide	Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Tier 2 Intervention	Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
Parent Feedback	Parents will receive communication outlining the steps to provide input to school personnel and to find resolution to concerns that may arise during the school year. Methods include: One Call Now School Website Daily Video Announcements Parent/Teacher/Student Conferences scheduled by teachers or requested by parents/guardians	Community Engagement	08/10/2016	12/31/2017	$0	Principal
Online Assessment Programs	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
After-School Academic Support	Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, ESS Coordinator
Cascade/Dashboard analysis	Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
Extended Response Questions	Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair

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Class Novel Sets	Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Teacher Training - Grammar Instruction	Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Technology-Based Math Intervention Program	Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Computerized Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/20/2017	$0	Principals, Teachers, Counselors, YSC, Goal Clarity Coach
Writing Plan	Maintenance of a school-wide writing plan outlining expectations for students writing opportunities- Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication	Direct Instruction	08/10/2016	12/31/2017	$0	All teachers
Tier 3 Program	Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
Development of Common Learning Targets	Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Study Island and Successmaker	Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	Administrators
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach

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Summative Assessment	Students will complete summative assessments at the end of each investigation (midsummative exams, district common assessments) in order to demonstrate learning. Data analysis of these summative items will include indentification of overall trends for the purpose of informing instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Analysis of Student Work	Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Progress Reports	All students earning a "D" or "U" at the mid-point of each grading period in math, LA, science, or social studies will receive a printed progress report in the mail to inform parents of their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	Counselor, Teachers
Data Monitoring Room	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Staff Developer
Response to Intervention Courses	Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Grade Level Unit Development	Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0	Math Department Chair
Bear PRIDE Guide	Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0	PBIS Lead, Principal, PBIS Team Members
District Curriculum Map	Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Homework	Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/10/2016	12/31/2017	$0	Department Chair
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	principal

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Thinking Strategies	Students will utilize double entry journals and Marzano's 6 step vocabulary practice in order to help them make connections and better understand science content.	Academic Support Program	01/01/2017	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
On-Demand Writing	Sixth and eight grade students will have an opportunity to experience writing on-demand at least three times prior to May 1. Teachers will collaborate to analyze student work and modify instruction according to student performance.	Direct Instruction	08/10/2016	12/31/2017	$0	Department Chairperson
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Writing Plan	Maintenance of a school-wide writing plan outlining expectations for students writing opportunities- Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication	Direct Instruction	08/10/2016	12/31/2017	$0	All teachers
Response to Intervention Courses	Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
Learning Targets	Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
CORE Integration	Arts teachers will provide reading selections for Language Arts teacher to utilize when delivering their instruction. They will also provide art and music selections that relate to the social studies content to social studies teachers.	Direct Instruction	08/10/2016	12/31/2017	$0	Arts teachers
Common Goals and Objectives	Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Thinking Strategies	Professional development will be embedded for teachers addressing the school-wide adopted thinking strategies.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, GCC, Department Chairs

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Formative Assessment	Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Use of Authentic Scientific Equipment	Students will use authentic scientific equipment (microscopes, electronic scales, probeware, etc) in order to complete their investigations.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Standards-Based Instruction	Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Standards-based Instruction	Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Common Goals and Objectives	Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Internet-Based Intervention Programs	Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	Principal
Cascade/Dashboard	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, staff developer, grade level administrators
Professional Learning Community Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Diagnostic and Proficiency Assessments	Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Practical Living Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All Teachers
Data Monitoring Room	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Staff Developer

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Technology-Based Math Intervention Program	Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Student Performance Opportunities	Arts teachers will utilize the Meyzeek in a Minute locations as well as the announcements to publicize opportunities for all students to participate in arts related events, contests and performances outside the school environment.	Other	08/10/2016	12/31/2017	$0	Arts Teachers
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, Department Chair
Development of Common Learning Targets	Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Admin Team PLCs	Administrators and ECE coordinator will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Principal, Assistant Principal, Counselors, Resource Personnel
District Curriculum Map	Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Diagnostic/Proficiency Tests	Teachers will work togehter within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	staff developer, teachers, principal
Reading Intervention PD	Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	Staff developers, Teacher leaders
Technology	Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Analyze Data	Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Professional Learning Community PD	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Writing to Demonstrate Learning	Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal

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Class Novel Sets	Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Analysis of Student Work	Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Development of Common Learning Targets	Teachers will develop common learning targets for each science curriculum unit within PLC groups.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Diagnostic/Proficiency Tests	Teachers will work togehter within their PLCs to discuss the diagnostic and proficiency exams provided by the district. The data from diagnostics and proficiency exams will be used to guide instruction.	Academic Support Program	08/10/2016	12/31/2017	$0	staff developer, teachers, principal
Internet-Based Intervention Programs	Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	Principal
On-Demand Writing	Sixth and eight grade students will have an opportunity to experience writing on-demand at least three times prior to May 1. Teachers will collaborate to analyze student work and modify instruction according to student performance.	Direct Instruction	08/10/2016	12/31/2017	$0	Department Chairperson
Thinking Strategies	Professional development will be embedded for teachers addressing the school-wide adopted thinking strategies.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, GCC, Department Chairs
PTSA Regular meetings	Principal is invited regularly to join the PTSA regular meetings in order to give and receive feedback regarding school improvement and celebrations.	Community Engagement	08/10/2016	12/31/2017	$0	Principal
Advanced Science Literacy	Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the Literacy intervention plan.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Close Reading	Teachers will utilize the close reading strategy to decode challenging texts.	Direct Instruction	08/10/2016	12/31/2017	$0	M.Seckman
Writing for Publication	Students will complete at least one piece of writing, using all stages of the writing process, for the portfolio.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Formative Assessments	Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/10/2016	12/31/2017	$0	Social Studies teachers
Parent Symposium	Parents will have the opportunity to communicate views, needs, successes to the school through 2 organized parent symposiums during the year	Community Engagement	08/10/2016	12/31/2017	$0	Counselors, Principal

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Learning Targets	Music teachers will utilize the district created "Essential Learning Target" checklists.	Direct Instruction	08/10/2016	12/31/2017	$0	Music Teachers
Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Career Seminar	Community members, representing a variety of careers, will speak to students who are grouped by career interest. Additional guest speakers will include KHEAA and ILP.	Community Engagement	08/10/2016	12/31/2017	$0	counselor, grade level administrator, 8th grade teachers
Career Seminar	Community members, representing a variety of careers, will speak to students who are grouped by career interest. Additional guest speakers will include KHEAA and ILP.	Community Engagement	08/10/2016	12/31/2017	$0	counselor, grade level administrator, 8th grade teachers
Admin Team PLCs	Administrators and ECE coordinator will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Principal, Assistant Principal, Counselors, Resource Personnel
Department Pacing Guide	Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Formative Assessment	Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Leveled Novels	Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Grade Level Unit Development	Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0	Math Department Chair

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Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, ESS Coordinator
Communication	Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/10/2016	12/31/2017	$0	Building Assessment Coordinator and 7th grade teachers
Formative Assessment	Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Standards-based Instruction	Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Assembly	Motivation speakers will visit Meyzeek to encourage a caring environment and complete a workshop with select students training them to be leaders creating a positive school climate.	Community Engagement	08/10/2016	12/31/2017	$0	School Counselor
Graphing Calculators	Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$0	Principal
Independent Reading	Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Tier 3 Program	Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
Reading Intervention PD	Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	Staff developers, Teacher leaders
Technology	Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0	Math Department Chair

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Professional Learning Community PD	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Writing to Demonstrate Learning	Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/10/2016	12/31/2017	$0	Department Chair
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, ESS Coordinator
Math Intervention Placement	Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Staff Developer, Department Chair
Online Assessment Programs	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Data Monitoring	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Communication	Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Assistant Principals
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Preview Samples	The school will request and leaders will review available instructional resources.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chairs, teachers
Technology-based reading intervention program training	Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, staff developers
Technology	Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair

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Incentives	Students earn public recognition for having perfect attendance each grading period. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies. Additional incentives will be provided as available.	Behavioral Support Program	08/20/2013	12/31/2017	$0	Counselor, Attendance Clerk, Technology Coordinator
Advisory lessons	Students will participate in Practical Living/Career Studies lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	K.Southerland
Inquiry-Based Classrooms	Students will particpate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Response to Intervention Courses	Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Language Arts Department Chair
PBIS Leadership Team	The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0	PBIS Lead, Principal
District Assessments	Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Data Monitoring	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Writing to Learn	Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
CR Classroom Support	Teachers intentionally design instruction anchored in College and Career Readiness standards.	Direct Instruction	08/10/2016	12/31/2017	$0	All teachers
Collaborative Modification of Instruction	Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Homework	Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/10/2016	12/31/2017	$0	Department Chair
Common Assessments	Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/10/2016	12/31/2017	$0	Social Studies teachers

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Writing to Learn	Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Learning Targets	Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Admin Team PLCs	Administrators and ECE coordinator will meet in PLCs at least bi-weekly to analyze behavior data for targeted students with the goal of removing antecedent behaviors or conditions that lead to repetitive infractions.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Principal, Assistant Principal, Counselors, Resource Personnel
Technology-Based Math Intervention Program	Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Student Performance Opportunities	Arts teachers will utilize the Meyzeek in a Minute locations as well as the announcements to publicize opportunities for all students to participate in arts related events, contests and performances outside the school environment.	Other	08/10/2016	12/31/2017	$0	Arts Teachers
Claim Evidence Reasoning Statements	Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Department Chair
Collaboration with Staff Developer	Staff developer will work with department members to implement the PLC.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair, Staff Developer
Interventions	Assign students still not meeting benchmarks after the fall assessment to appropriate interventions including differentiated intervention class placement and course recovery through Edgenuity.	Academic Support Program	08/10/2016	12/31/2017	$0	Response to Intervention Lead and 7th grade teachers
Technology-based Reading Intervention Programs	Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Language Arts Department Chair
Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair

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Online Assessment Programs	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
District Assessments	Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Technology-based reading intervention program training	Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, staff developers
Progress Reports	All students earning a "D" or "U" at the mid-point of each grading period in math, LA, science, or social studies will receive a printed progress report in the mail to inform parents of their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	Counselor, Teachers
Online Assessment Programs	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Tier 2 Intervention	Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Department Chair
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, Department Chair
Writing to Demonstrate Learning	Students will use constructed responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Advanced Science Literacy	Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the Literacy intervention plan.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Formative Assessment	Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
PTSA Regular meetings	Principal is invited regularly to join the PTSA regular meetings in order to give and receive feedback regarding school improvement and celebrations.	Community Engagement	08/10/2016	12/31/2017	$0	Principal
Common Assessments	Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal

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Cascade/Dashboard analysis	Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
Writing to Demonstrate Learning	Students will use constructed responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Incentives	Students earn public recognition for having perfect attendance each grading period. Students with perfect attendance throughout the school year will earn a certificate and reward during their end of the year award ceremonies. Additional incentives will be provided as available.	Behavioral Support Program	08/20/2013	12/31/2017	$0	Counselor, Attendance Clerk, Technology Coordinator
Cascade/Dashboard analysis	Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, Department Chair
Interventions	Assign students still not meeting benchmarks after the fall assessment to appropriate interventions including differentiated intervention class placement and course recovery through Edgenuity.	Academic Support Program	08/10/2016	12/31/2017	$0	Response to Intervention Lead and 7th grade teachers
Analysis of student work	PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/10/2016	12/31/2017	$0	PLC members, staff developer
Writing to Learn	Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers). Teachers will implement the RACE strategy for answering extended responses (Restate, Answer, Cite Evidence, Explain).	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Reading Intervention PD	Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0	Staff developers, Teacher leaders
Graphing Calculators	Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Analysis of student work	PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/10/2016	12/31/2017	$0	PLC members, staff developer
Study Island and Successmaker	Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	Administrators

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Writing for Publication	Students will complete at least one piece of writing, using all stages of the writing process, for the portfolio.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Student Laptop Carts	Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator, department chair
Guest Artists	Arts teachers will bring in at least one guest artist each school year.	Community Engagement	08/10/2016	12/31/2017	$0	Arts teachers
Develop Common Assessments	Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Communication	Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Assistant Principals
Study Island and Successmaker	Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	Administrator s
Curriculum Maps	Teachers will use the curriculum maps to guide instruction and design lesson plans. Curriculum maps will also be used to form common and formative assessments to ensure that all students are learning the content.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, ESS Coordinator
Summative Assessments	Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Learning Targets	Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Standards-Based Instruction	Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Extended Response Questions	Teachers will use extended response questions to assess student learning. Teachers will model their expectations for writing out answers and share these with students. Students will be given feedback on what they write and be given the chance to improve their scores.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Online Assessment Programs	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0	Principal

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Formative Assessment	Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
CR Classroom Support	Teachers intentionally design instruction anchored in College and Career Readiness standards.	Direct Instruction	08/10/2016	12/31/2017	$0	All teachers
Graphing Calculators	Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Class Novel Sets	Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Coordinated School Health Committee	A Coordinated School Health Committee will be formed and meet at least two times each school year.	Other	08/10/2016	12/31/2017	$0	Principal
Writing to Demonstrate Learning	Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Behavior Management Plan	Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Principal, Assistant Principals
Professional Learning Communities	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0	Staff developer, principal
Computerized Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair, ESS Coordinator
Internet-Based Intervention Programs	Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0	Principal
Common Assessments	Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/10/2016	12/31/2017	$0	Social Studies teachers
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, ESS Coordinator

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Writing to learn and demonstrate learning	Teachers will have students participate in various activities to demonstrate their learning through writing. Examples of these activities are: letters, close reading with analysis, current events and peer reviews.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, department chair
Advanced Science Literacy	Advanced Science literacy courses are available for students who demonstrate proficiency during the diagnostic phase of the Literacy intervention plan.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Standards-Based Instruction	Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Behavior Incident Log Professional Development	Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, Assistant Principals, ECE Coordinator
Leveled Novels	Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Writing for Publication	Students will complete at least one piece of writing, using all stages of the writing process, for the portfolio.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Writing to Learn	Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers). Teachers will implement the RACE strategy for answering extended responses (Restate, Answer, Cite Evidence, Explain).	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Professional Learning Communities	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0	Staff developer, principal
Writing Portfolio	Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All teachers
Progress Reports	All students earning a "D" or "U" at the mid-point of each grading period in math, LA, science, or social studies will receive a printed progress report in the mail to inform parents of their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0	Counselor, Teachers

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Formative Assessment	Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Formative Assessments	Formative assessments such as: exit slips, active participation and quizzess will be used to monitor student learning and reteach concepts when necessary. Formative assessments may be formed around data gathered after students have taken either a diagnostic or proficiency exam.	Academic Support Program	08/10/2016	12/31/2017	$0	Social Studies teachers
Coordinated School Health Committee	A Coordinated School Health Committee will be formed and meet at least two times each school year.	Other	08/10/2016	12/31/2017	$0	Principal
Technology-Based Math Intervention Program	Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Arts and Humanities Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All Teachers
Reading Intervention (Literacy)	Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Language Arts Department Chair
Communication	Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/10/2016	12/31/2017	$0	Building Assessment Coordinator and 7th grade teachers
Parent Symposium	Parents will have the opportunity to communicate views, needs, successes to the school through 2 organized parent symposiums during the year	Community Engagement	08/10/2016	12/31/2017	$0	Counselors, Principal
Collaboration to Modify Instruction	Teachers will collaborate to modify instruction based on formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Student Performance Opportunities	Arts teachers will utilize the Meyzeek in a Minute locations as well as the announcements to publicize opportunities for all students to participate in arts related events, contests and performances outside the school environment.	Other	08/10/2016	12/31/2017	$0	Arts Teachers

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Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Technology-Based Math Intervention Program	Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Science Curriculum	Students will complete the science curriculum as approved by the Meyzeek Middle School SBDM Council.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Principal
District Assessments	Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Staff Developer, Department Chair
Technology	Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Data Monitoring Room	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Staff Developer
Collaborative Modification of Instruction	Teachers will modify their daily instruction based upon the data collected during the formative assessment cycle. PLC meetings will provide an opportunity for teachers to do so in a collaborative setting.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Thinking Strategies	Professional development will be embedded for teachers addressing the school-wide adopted thinking strategies.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, GCC, Department Chairs
Standards-Based Instruction	Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach

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Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Learning Targets	Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Teacher Training on Writing Strategies	Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
PTSA Regular meetings	Principal is invited regularly to join the PTSA regular meetings in order to give and receive feedback regarding school improvement and celebrations.	Community Engagement	08/10/2016	12/31/2017	$0	Principal
Data Monitoring	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Study Island and Successmaker	Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0	Administrator s
Technology	Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0	Math Department Chair
Collaboration with Staff Developer	Staff developer will work with department members to implement the PLC.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair, Staff Developer
Formative Assessment	Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
PBIS Leadership Team	The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0	PBIS Lead, Principal
Tier 2 Intervention	Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Department Chair

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Behavior Incident Log Professional Development	Teachers and administrators will receive professional development in the appropriate use of the BIL for targeted students.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, Assistant Principals, ECE Coordinator
Teacher Training - Grammar Instruction	Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Formative Assessment	Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Writing to Demonstrate Learning	Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/10/2016	12/31/2017	$0	Department Chair
Formative Assessments	Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Administration and analysis of common assessments	Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/10/2016	12/31/2017	$0	prinicpal, department chair
Tier 3 Program	Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Department Chair
Common Assessments	Common Assessments will be given across grade levels during the appropriate time that is provided by the district. Results will analyzed within Professional Learning Communities and lessons will be designed to reteach any content that was missed.	Academic Support Program	08/10/2016	12/31/2017	$0	Social Studies teachers
Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Technology-based reading intervention program training	Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0	Principal, staff developers

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Data Monitoring	Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Writing to Demonstrate Learning	Students will use constructed responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Professional Learning Community Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
PBIS Leadership Team	The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0	PBIS Lead, Principal
Analyze Data	Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Technology-Based Math Intervention Program	Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Advisory Lessons	All students will participate in Arts & Humanities lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	E.Whitaker
Administration of District Common Assessments	Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Writing to Learn	Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/10/2016	12/31/2017	$0	Principal
Tier 3 Program	Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Department Chair
Arts and Humanities Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All Teachers
Cascade/Dashboard	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, staff developer, grade level administrators

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District Benchmark Assessments	Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Interventions	Assign students still not meeting benchmarks after the fall assessment to appropriate interventions including differentiated intervention class placement and course recovery through Edgenuity.	Academic Support Program	08/10/2016	12/31/2017	$0	Response to Intervention Lead and 7th grade teachers
Parent Symposium	Parents will have the opportunity to communicate views, needs, successes to the school through 2 organized parent symposiums during the year	Community Engagement	08/10/2016	12/31/2017	$0	Counselors, Principal
PTSA Regular meetings	Principal is invited regularly to join the PTSA regular meetings in order to give and receive feedback regarding school improvement and celebrations.	Community Engagement	08/10/2016	12/31/2017	$0	Principal
Student Laptop Usage	Students will have regular access to the science laptop carts and/or computer labs upon which they can participate in a wide variety of multimedia experiences (fossweb.com, phet.edu, Brainpop.com, mobymax) that support and enhance the module curriculum.	Technology	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Analysis of student work	PLC members will discuss student work and analyze whether or not students have mastered the content. Lessons will be designed to ensure students are understanding and mastering the content.	Academic Support Program	08/10/2016	12/31/2017	$0	PLC members, staff developer
Practical Living Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All Teachers
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, Department Chair
Inquiry-Based Classrooms	Students will particpate in hands-on, inquiry-based explorations as a part of a rigorous science curriculum.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Department Meetings	Social Studies teachers will meet to discuss the curriculum maps, do grade level planning and align goals for the school year.	Academic Support Program	08/10/2016	12/31/2017	$0	Department chair, principal
Develop Common Assessments	Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair

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Communication	Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/10/2016	12/31/2017	$0	Building Assessment Coordinator and 7th grade teachers
Advisory	Advisors will utilize lessons designed to analyze Individual Learning Plans to set college and career goals.	Direct Instruction	08/10/2016	12/31/2017	$0	counselor, grade level administrator and 8th grade advisors
Interactive Instruction Support	Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$0	Principal
District Benchmark Assessments	Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator, Department Chair
Modules	Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
Professional Learning Community Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Tier 3 Program	Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrator s, Department Chair
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Advisory lessons	Students will participate in Practical Living/Career Studies lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0	K.Southerland

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Parent Feedback	Parents will receive communication outlining the steps to provide input to school personnel and to find resolution to concerns that may arise during the school year. Methods include: One Call Now School Website Daily Video Announcements Parent/Teacher/Student Conferences scheduled by teachers or requested by parents/guardians	Community Engagement	08/10/2016	12/31/2017	$0	Principal
Student Success Team	6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program, Behavioral Support Program	08/10/2016	12/31/2017	$0	Principals, teachers, counselors, YSC, goal clarity coach
Interventions	Assign students still not meeting benchmarks after the fall assessment to appropriate interventions including differentiated intervention class placement and course recovery through Edgenuity.	Academic Support Program	08/10/2016	12/31/2017	$0	Response to Intervention Lead and 7th grade teachers
Independent Reading	Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/10/2016	12/31/2017	$0	Language Arts Department Chair
Tier 2 Intervention	Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
Student Laptop Carts	Teachers utilize the laptop carts in order for students to research within their content area, work on group projects or for any other task that is relevant to the content.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator, department chair
Laptop Carts	Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/10/2016	12/31/2017	$0	Department Chair
Practical Living Program Review Committee	Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, All Teachers
Professional Learning Community Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Coordinated School Health Committee	A Coordinated School Health Committee will be formed and meet at least two times each school year.	Other	08/10/2016	12/31/2017	$0	Principal

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Claim Evidence Reasoning Statements	Students will construct written scientific explanations in the form of claim-evidence-reasoning statements in order to support their arguments.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Department Chair
Professional Learning Community Training	Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0	Principal
Collaboration to Modify Instruction	Teachers will collaborate to modify instruction based on formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal
Inquiry-based Instruction	Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/10/2016	12/31/2017	$0	Principal, Department Chair
Behavior Management Plan	Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0	Principal, Assistant Principals
Curriculum Maps	Teachers will utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Department Chair
Analysis of Data	Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0	principal
Learning Targets	Teachers will write learning targets that are based on the core content and curriculum maps. Learning targets will be written in student friendly language and will be based on core content standards.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, grade level administrator
District Assessments	Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Staff Developer, Department Chair
Cascade/Dashboard	Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0	principal, staff developer, grade level administrators
Math Intervention Placement	Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0	Principal, Grade Level Administrators, Staff Developer, Department Chair
				Total	$0	

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Phase II - KDE Assurances - Schools

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Introduction

KDE Assurances - School

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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.	N/A	Meyzeek is a middle school grades 6-8.	

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
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.	N/A	Meyzeek is not a Title I program school.	

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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	School does not have a schoolwide Title I program. Parental involvement is included in several SBDM policies.	

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.	Yes		

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.	Yes		

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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
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.	Yes		

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.	Yes		

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.	Yes	School does not have a schoolwide Title I program. Parental involvement is included in several SBDM policies.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components 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 serve identified Title I students.	N/A	Meyzeek does not have a Title I program. Our school provided appropriate PD for staff members who serve students in the gap.	

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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 (provide the website link below).	Yes	http://schools.jefferson.kyschools.us/middle/meyzeek/csip.html	

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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	N/A	Meyzeek is not a Title I school.	

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.	Yes		

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators 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.	Yes		

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

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

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Phase II - KDE Compliance and Accountability - Schools

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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 2015. 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.

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Planning and Accountability Requirements

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

Goal 1:

All students at Meyzeek Middle School will report positive adult support in the school by 2019.

Measurable Objective 1:

collaborate to meet the social and emotional needs of all students by 05/25/2016 as measured by the Comprehensive School Survey and TELL Survey which will reflect an increase in positive interactions between students and adults..

Strategy1:

PBIS Implementation - The PBIS Leadership Team and school administration will implement with fidelity the school-wide proactive and reactive behavior management plans foundational to the Positive Behavior Interventions and Supports program.

Category: Management Systems

Research Cited:

Activity - Bear PRIDE Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement the lesson plans included in the Bear PRIDE Guide at least twice per year and will re-teach and reinforce as necessary.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	PBIS Lead, Principal, PBIS Team Members

Activity - Behavior Management Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals will develop, implement, enforce, and revise the school-wide behavior plan.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Assistant Principals

Activity - PBIS Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PBIS Leadership Team will meet monthly to analyze data and behavior management systems and make changes as necessary and appropriate.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	PBIS Lead, Principal

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assistant Principals will communicate with teachers regarding behavior intervention decisions (resolutions) within 24-48 hours after a behavior incident.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Assistant Principals

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Strategy2:

Community Building - School counselor, the YSC coordinator, and the PBIS Leadership Team will develop programming that will increase the visibility and avaliablity of support services to students. The school counselor and YSC coordinator will also collaborate to increase the knowledge of faculty and staff on the importance of positive interaction strategies with students.

Category: Other - Social and Emotional Needs

Research Cited:

Activity - Student Success Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Behavioral Support Program Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school counselor will implement guidance lessons to every team throughout the school year on various topics as needed.	Behavioral Support Program	08/10/2016	12/31/2017	$100 - General Fund	School counselor

Activity - Skill building groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Psychoeducational programming will be implemented to improve basic social skills, communication skills, self esteem, and feelings management.	Behavioral Support Program	08/10/2016	12/31/2017	$5000 - State Funds	YSC Coordinator, school counselor, and outside providers

Measurable Objective 2:

collaborate to inform families of their children's learning progress using multiple modes of communication (phone, email, Infinite Campus Parent Portal, conferences, etc.) by 05/25/2016 as measured by teacher phone call logs and electronic records.

Strategy1:

Communication and Feedback - All parents will receive multiple opportunities to monitor their child's progress and provide input to the school.

Category: Management Systems

Research Cited:

Activity - PTSA Regular meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal is invited regularly to join the PTSA regular meetings in order to give and receive feedback regarding school improvement and celebrations.	Community Engagement	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

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Activity - Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students earning a "D" or "U" at the mid-point of each grading period in math, LA, science, or social studies will receive a printed progress report in the mail to inform parents of their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0 - No Funding Required	Counselor, Teachers

Activity - Parent-Teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will receive an invitation to attend 2 parent-teacher conferences per year where they will be informed of their child's progress and have the opportunity to give feedback and input to their child's teachers.	Community Engagement	08/10/2016	12/31/2017	$32000 - District Funding	Principal, School Secretary, Team Leaders

Activity - Infinite Campus Parent Portal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will ensure that all parents have access to Infinite Campus Parent Portal and the school will encourage parents to monitor regularly their child's progress.	Community Engagement	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Secretary, STC

Activity - Parent Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will receive communication outlining the steps to provide input to school personnel and to find resolution to concerns that may arise during the school year. Methods include: One Call Now School Website Daily Video Announcements Parent/Teacher/Student Conferences scheduled by teachers or requested by parents/guardians	Community Engagement	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Parent Symposium	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will have the opportunity to communicate views, needs, successes to the school through 2 organized parent symposiums during the year	Community Engagement	08/10/2016	12/31/2017	$0 - No Funding Required	Counselors, Principal

Goal 2:

By 2018 the number of students that report that verbal, physical and internet bullying is not a problem, will increase by 10%.

Measurable Objective 1:

collaborate to reduce the amount of reported incidents of bullying by 05/25/2016 as measured by the results of the Comprehensive School Survey.

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Strategy1:

Streamline reporting process - Students will have ready access to multiple means of reporting bullying. i.e. bully box in the library, online bully report on the Meyzeek website, counselor referral box, staff email.

Category: Management Systems

Research Cited:

Activity - Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Motivation speakers will visit Meyzeek to encourage a caring environment and complete a workshop with select students training them to be leaders creating a positive school climate.	Community Engagement	08/10/2016	12/31/2017	$0 - No Funding Required	School Counselor

Activity - Guidance Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school counselor will visit classrooms to implement guidance lessons focusing on bullying prevention and intervention.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - General Fund	School counselor

Activity - Peer mediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school counselor, YSC coordinator and assistant principals, and trained peer mediators will mediate bullying issues between students.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - General Fund	YSC coordinator, assistant principals, school counselor

Activity - Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisory lessons through out the school year will strategically rotate between conflict resolution, empathy, preventing conflict, bullying, respect and other related topics.	Behavioral Support Program	08/10/2016	12/31/2017	$0 - General Fund	Teachers, assistant principals, school counselor, YSC coordinator, teaching assistants

Activity - Bullying box	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will report issues in writing to a bully box located in various places around the school, faculty email, counselor request box or the bully box link on www.meyzeek.org	Behavioral Support Program	08/10/2016	12/31/2017	$0 - General Fund	YSC coordinator, school counselor, web master, assistant principals and security staff

Goal 3:

Meyzeek Middle School will use 100% of the Instructional Resource (textbook) allocation within two years to support student access to high quality resources.

Measurable Objective 1:

collaborate to determine which textbooks and instructional resources aligned with the Kentucky Core Academic Standards meet student needs by 05/25/2016 as measured by the Comprehensive School Survey.

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Strategy1:

Resource Analysis - The principal, Department Chair, and Teachers will analyze sample textbooks and other instructional resources to determine which option(s) most closely align with state adopted content standards.

Category: Stakeholder Engagement

Research Cited:

Activity - Purchasing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After researching all options, the principal will authorize the purchase of selected materials according to SBDM, district, and state policies and procedures	Academic Support Program	08/10/2016	12/31/2017	$40522 - Text Books	Principal, department chairs, teachers

Activity - Preview Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will request and leaders will review available instructional resources.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	principal, department chairs, teachers

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

Goal 1:

80.7% of students will demonstrate proficiency in reading by 2019.

Measurable Objective 1:

73% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L. Calkins

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Activity - Close Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the close reading strategy to decode challenging texts.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	M.Seckman

Activity - Standards-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop units of instruction and learning target that align with state reading standards.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet state standards.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adapt and utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines. Teachers will meet vertically to address gaps in student learning and develop strategies to meet student needs.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Strategy2:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create common assessments to monitor student progress.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Common Goals and Objectives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop common goals and objectives for instruction and student learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

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Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze student work and modify instruction according to demonstrated student learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy3:

Professional Development - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be embedded for teachers addressing the school-wide adopted thinking strategies.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, GCC, Department Chairs

Activity - Intervention Program Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be offered Study Island and Success Maker training in order to service at risk students.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, GCC

Strategy4:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Student laptops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to laptops for conducting research, publication of student communication, and multimedia activities.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Department chairs

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Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy5:

Balanced Assessment of and for learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data from summative assessments (both district and teacher-generated) to determine trends and determine student needs.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessments (e.g. exit slips, writing to learn, teacher observation, peer interaction) to assess student progress toward proficiency and inform instruction.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy6:

Classroom Libraries - Language Arts classrooms will have libraries of independent reading books for student use. This strategy and all associated activities are measured by district common assessments in reading and the Scholastic Reading Inventory administered three times per year.

Category: Learning Systems

Research Cited: N. Atwell

Activity - Class Novel Sets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and students have access to class sets of novels for classroom use.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Language Arts Department Chair

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Activity - Independent Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Independent reading will be used as an instructional technique in each Language Arts classroom.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Language Arts Department Chair

Strategy7:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Student Success Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Strategy8:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measured by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will communicate their learning through writing-to-learn activities (e.g. exit slips, written conversations, graphic organizers). Teachers will implement the RACE strategy for answering extended responses (Restate, Answer, Cite Evidence, Explain).	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

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Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use constructed responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Measurable Objective 2:

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, staff developers

Strategy2:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

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Activity - District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy3:

Balanced Assessment 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - District Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy4:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Strategy5:

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Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Leveled Novels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Language Arts Department Chair

Activity - Response to Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Strategy6:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000 - Other	Principal, ESS Coordinator

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Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, ESS Coordinator

Measurable Objective 3:

33% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Reading by 05/24/2017 as measured by K-PREP.

Strategy1:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Student Success Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Strategy2:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

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Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000 - Other	Principal, ESS Coordinator

Strategy3:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Strategy4:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, staff developers

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Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Staff developers, Teacher leaders

Goal 2:

79.6% of students will demonstrate proficiency in mathematics by 2019.

Measurable Objective 1:

71% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy1:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - Summative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize summative assessments(teacher-written assessments, district-made assessments) to inform of student learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative assessments in daily instruction (for example: exit slips, student self-assessment, question-answer strategies, observation).	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Strategy2:

Professional Development 2016-17 - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop lessons that incorporate technology into student-centered activities.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Math Department Chair

Activity - Grade Level Unit Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers will meet to adapt district KCAS Curriculum Resource Map. Teachers will meet vertically between grade levels to discuss gaps in the curriculum and determine strategies to meet these needs. Common strategies and terminology will be determined so that there is consistency among grade levels. Vertical alignment meetings will occur at the beginning of each cycle.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Math Department Chair

Strategy3:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - Graphing Calculators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of graphing calculators in lessons and activities. Students will use the calculators to explore concepts and develop generalizations.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Department Chair

Activity - SMART Technologies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of SMART Technologies(SMART document camera, SMARTBoard, SMART Tools) in lessons and activities to enhance student learning.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Department Chair

Activity - Laptop Carts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the use of department laptop carts into lessons and activities.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Department Chair

Strategy4:

Writing Plan - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

Category: Continuous Improvement

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Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students on the structure of answering a mathematics extended response question. Students will be expected to explain their procedures and reasoning, as well as include an answer statement.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Department Chair

Strategy5:

Professional Learning Communities - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Collaboration with Staff Developer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff developer will work with department members to implement the PLC.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair, Staff Developer

Activity - Develop Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop common assessments in order to determine gaps in students' knowledge of content.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers collaborate to develop common learning targets for grade level units.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Collaboration to Modify Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to modify instruction based on formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

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Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to analyze data from commonly used assessments and determine next steps for instruction based on the trends in the data.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Strategy6:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to either Kentucky Core Content 4.1 or the Kentucky Core Academic Standards, depending upon the content area. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Learning Systems

Research Cited: L. Calkins

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning targets will be utilized by teachers to help define understandings, skills, and concepts in which students should reach proficiency by that grade level.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Homework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign homework to be scored for completion at least three times a week.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Department Chair

Activity - District Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the district KCAS Curriculum Resource Map.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate student-centered, hands-on technology into units at least once every six weeks for all students.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Activity - Department Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the pacing curriculum guide developed per grade level.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Measurable Objective 2:

25% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by

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10% in Mathematics by 05/24/2017 as measured by K-PREP.

Strategy1:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000 - Other	Principal, ESS Coordinator

Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, ESS Coordinator

Strategy2:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy3:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs,

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classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Staff Developer, Department Chair

Strategy4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Staff Developer

Strategy5:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

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Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program Behavioral Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Principals, Teachers, Counselors, YSC, Goal Clarity Coach

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Strategy6:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for

professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

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Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Administrators

Measurable Objective 3:

54% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

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Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Behavioral Support Program Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Department Chair

Strategy2:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000 - Other	Principal, ESS Coordinator

Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, ESS Coordinator

Strategy3:

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Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Staff Developer

Strategy4:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Administrators

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

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Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy5:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Staff Developer, Department Chair

Strategy6:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

All children-were screened for kindergarten readiness. If yes, name the assessment.

N/A (this question does not apply)

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The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

N/A (this question does not apply)

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

N/A (this question does not apply)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:
80.7% of students will demonstrate proficiency in reading by 2019.

Measurable Objective 1:
56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:
Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused on the SMART goal cycle of instruction. PLCs comprised of grade-level, common content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data, and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.
Category: Professional Learning & Support
Research Cited: DuFour

Activity - District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize district diagnostic and proficiency assessments to monitor progress of gap students and determine individual interventions needed.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Data Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of an electronic data database for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy2:

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Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Strategy3:

Balanced Assessment 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating progress and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins, J. Chappuis

Activity - District Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use district-provided reading diagnostic and reading proficiency assessments to determine progress toward proficiency and determine individual student needs.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy4:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000 - Other	Principal, ESS Coordinator

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Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, ESS Coordinator

Strategy5:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island. Tier 3 and Tier 2 students will have access to lab at least once per week.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Activity - Leveled Novels	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in tiered reading intervention will have priority access to leveled novels for use in conjunction with intervention programs	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Language Arts Department Chair

Activity - Response to Intervention Courses	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency will be grouped into intervention programs based upon diagnostic assessment. Resources include: ReadXL, 9 Good Habits, Corrective Reading, and Common Core Coach Books.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Strategy6:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

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Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Staff developers, Teacher leaders

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, staff developers

Measurable Objective 2:

33% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Reading by 05/24/2017 as measured by K-PREP.

Strategy1:

Professional Development 2016-2017 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Technology-based reading intervention program training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty using technology-based reading intervention programs were offered professional development to learn how to better use the programs to monitor student progress.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, staff developers

Activity - Reading Intervention PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty who are teaching reading intervention programs have access to program-specific professional development.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Staff developers, Teacher leaders

Strategy2:

Integration of Technology 2016-2017 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st-century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: J. Sandholtz, H. Gardner

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Activity - Technology-based Reading Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and Tier 3 students not demonstrating proficiency in reading will have first priority on technology-based reading intervention programs. Programs include SuccessMaker and Study Island.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Strategy3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000 - Other	Principal, ESS Coordinator

Strategy4:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, SRI three times per year, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Student Success Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

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Activity - Reading Intervention (Literacy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier two and tier three students are identified beginning and mid-year based on rubric (SRI scores, diagnostics, Cascade data) and placed in small literacy classes. Instruction is based on reading strategies, vocabulary, and weekly standards-based practice on Study Island and Success Maker programs.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Language Arts Department Chair

Goal 2:

79.6% of students will demonstrate proficiency in mathematics by 2019.

Measurable Objective 1:

54% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/24/2017 as measured by KPREP.

Strategy1:

Intervention Plan 2016-17 - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Student Success Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Behavioral Support Program Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

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Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, MobyMax, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island, MobyMax, and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy2:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Administrators

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

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Strategy3:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Staff Developer

Strategy5:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention

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progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000 - Other	Principal, ESS Coordinator

Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, ESS Coordinator

Strategy6:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Staff Developer, Department Chair

Measurable Objective 2:

25% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will collaborate to reduce novices by 10% in Mathematics by 05/24/2017 as measured by K-PREP.

Strategy1:

Balanced Assessment of and for Learning 2016-17 - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

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Category: Continuous Improvement

Research Cited: J. Chappius and R. Stiggins

Activity - District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Mathematics Diagnostic Assessments to determine gaps in student content knowledge. Teachers will use Mathematics Proficiency Assessments to determine student understanding of content knowledge.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Staff Developer, Department Chair

Strategy2:

Intervention Plan - Teachers will collaborate to administer diagnostics and assess student needs. Teachers will analyze data from the diagnostics to evaluate student proficiency in order to prioritize student needs and ensure placement in appropriate intervention coursework or enrichment studies. This strategy and all associated activities are measured by intervention progress reports printed and analyzed bi-weekly by all teachers, classroom assessments, and other RTI data tracked by the counselor and RTI lead througout the school year.

Category: Learning Systems

Research Cited: Carol A. Tomlinson

Activity - Technology-Based Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students placed in tier 2 and tier 3 math intervention classes will have access to Study Island and Successmaker.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Tier 3 Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instructing students in tier 3 for math intervention will utilize resources available (CMP, NY Exchange, etc.).	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Department Chair

Activity - Math Intervention Placement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who need tier 2 and tier 3 interventions in math will be placed in a math intervention class. Grade level teachers will meet to determine placement based on diagnostic assessment.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Staff Developer, Department Chair

Activity - Student Success Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program Behavioral Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Principals, Teachers, Counselors, YSC, Goal Clarity Coach

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Activity - Tier 2 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers instructing students in Tier 2 math intervention will base instruction on students' needs determined by district benchmark assessments. Teachers will utilize the Support Coach books during intervention time.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrators, Department Chair

Strategy3:

Extended School Services 2016-17 - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, ESS Coordinator

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$5000 - Other	Principal, ESS Coordinator

Strategy4:

Professional Learning Communities 2016-17 - Teachers will participate in professional learning communities that are focused upong the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Data Monitoring Room	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by making student performance public within the confines of a data room for the purpose of identifying additional supports needed for each student.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Staff Developer

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Activity - Diagnostic and Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze results of Mathematics Diagnostic Assessments and Mathematics Proficiency Assessments and determine next steps for instruction.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy5:

Professional Development - Based on faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for

professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R.C. Wei

Activity - Professional Learning Community Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Study Island and Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training on the use of Study Island and Successmaker in order to implement these programs during mathematics intervention classes.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Administrators

Activity - Online Assessment Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy6:

Integration of Technology 2016-17 - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address mulitple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner and J. Sandholtz

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Activity - Internet-Based Intervention Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier 2 and tier 3 students who perform below proficiency will have access to Study Island and Successmaker programs. The programs will be used during the scheduled intervention classes.	Technology	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Goal 3:

85.2% of students will demonstrate proficiency in science by 2019.

Measurable Objective 1:

62% of Seventh grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Science by 05/28/2015 as measured by KPREP.

Strategy1:

Professional Learning Communities - Based upon faculty self-assessment and feedback, district, administration, or teacher leaders will provide opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and student growth plans. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

Category: Professional Learning & Support

Research Cited: Dufour

Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district as appropriate. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance and intervention.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy2:

Balanced Assessment of and for Learning - Teachers will incorporate a variety of balanced assessment strategies in their instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: Chapuis and Stiggins

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Activity - Administration of District Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete the Science Proficiency Assessments that are provided by the district. The results of those assessments will be uploaded into CASCADE and Dashboard for data analysis within the Professional Learning Community meetings. Emphasis of that data analysis will focus on Gap student performance.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete formative assessment strategies in class (e.g. exit slips, think-pair-share, bellringer, whip arounds, etc.) and participate in self-assessment and reflection.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy3:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Community PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair

Strategy4:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be identified as being eligible for services based upon teacher referral, classroom performance data, and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - After-School Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional instruction have access to after-school small group and individualized instruction.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

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Activity - Computerized Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning. The modules will be provided to students through the ESS Coordinator.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Grade Level Administrator, Department Chair, ESS Coordinator

Goal 4:

84.5% of students will demonstrate proficiency in social studies by 2019.

Measurable Objective 1:

65% of Eighth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the state standards in Social Studies by 05/24/2017 as measured by KPREP.

Strategy1:

Balanced Assessment of and for learning - Teachers will incorporate a variety of balanced assessment strategies in their daily instruction. Formative assessment strategies will be implemented for student self-assessment and driving teachers' daily instructional planning. Summative assessment strategies will be implemented for the purpose of communicating learning and determining student progress toward proficiency. This strategy and all associated activities are measured through PLC minutes, learning target walkthroughs, classroom observations, and lesson plans. The principal, staff developer, and administrative PLC monitor assessment data weekly.

Category: Continuous Improvement

Research Cited: R. Stiggins

J. Chappius

Activity - Administration and analysis of common assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the Cascade data monitoring program to assess student results on common assessments. Teachers will be able to monitor gap students and whether or not they met the standard that was being assessed on the common assessment. Teachers can use the data to design lessons.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	prinicpal, department chair

Strategy2:

Professional Development 2016-17 - Based upon faculty self-assessment and feedback, district, administration and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

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Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing professional development in order to maximize the efficiency of the professional learning community meetings. Trainings will emphasize the use of Gap Student data analysis in instructional planning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Staff developer, principal

Activity - Cascade/Dashboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the CASCADE and Dashboard online assessment analysis programs in order to be able to pull data pertinent to Gap Student performance.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	principal, staff developer, grade level administrators

Strategy3:

Extended School Services - Teachers will collaborate to provide enrichment instruction for students who are in need of content recovery. An emphasis will be placed upon differentiated instruction based upon student need. Opportunities will be provided via multiple outlets with the common goal of increasing student proficiency. Students will be indentified as being eligible for services based upon teacher referral, classroom performance data and assessment data. This strategy and all associated activities are measured by classroom performance data, district common assessments, RTI data tracked throughout the year by the counselor and RTI lead, and intervention progress reports printed and analyzed bi-weekly by all teachers.

Category: Persistance to Graduation

Research Cited: Carol A. Tomlinson

Activity - Modules	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students needing additional support or instruction in content will have access to computerized modules which will supplement their classroom learning.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	principal

Strategy4:

PLCs - Teachers will participate in professional learning communities that are focused upon the SMART Goal cycle of instruction and assessment. PLCs comprised of grade-level, common-content colleagues will meet at least three times per month during dedicated time to analyze student work and assessment data and collaborate to determine common instructional practices in response to that analysis. This strategy and all associated activities are measured and monitored by PLC minutes, other required work products, administrator participation in each PLC, and classroom walkthoughs. Assessment data is monitored by the principal, staff developer, and administrator PLC.

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Category: Professional Learning & Support

Research Cited: R. DuFour

Activity - Analysis of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor the progress of gap students toward proficiency by analyzing student data that is available after students have taken either the diagnostic or proficiency exam. PLCs will examine data together and use the data to write lesson plans or formative assessments.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	principal

Activity - Cascade/Dashboard analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Cascade and Dashboard data monitoring systems to analyze test results for gap students. Teachers will decide which standards were mastered and which standards need to be retaught based on the results.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	principal, grade level administrator

Activity - Student Success Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade teams will meet to name and claim 5 students per team for targeted Tier 2 and 3 interventions. Teams will collaborate to implement, monitor, and evaluate the interventions at 6 week intervals.	Academic Support Program Behavioral Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principals, teachers, counselors, YSC, goal clarity coach

Strategy5:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the Study Island program to reenforce ideas that have been taught through the core content. Study Island will be used to help students review concepts and relearn material that has been previously taught.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	principal, grade level administrator

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

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The school identified specific strategies to increase the percentage of students who are college and career ready.

Goal 1:

College and Career Readiness: Increase the overall percentage of students on track for meeting or exceeding college benchmarks as measured by KPREP Reading, Math, and Writing scores.

Measurable Objective 1:

demonstrate a proficiency by increasing the percentage of students scoring proficient and distinguished in Reading to 80.7%, in Math to 79.6%, and in Writing to 76.4% by 05/31/2019 as measured by KPREP.

Strategy1:

Reading and Math Intervention - Utilize data from KPREP, from District Proficiencies, and from school administered SRI to provide students with differentiated instruction in Reading and Math.

Category: Continuous Improvement

Research Cited: Allington

Activity - CR Classroom Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers intentionally design instruction anchored in College and Career Readiness standards.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	All teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assign students still not meeting benchmarks after the fall assessment to appropriate interventions including differentiated intervention class placement and course recovery through Edgenuity.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Response to Intervention Lead and 7th grade teachers

Activity - Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communicate data to students and parents via the school created Individual Student Report Form.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Building Assessment Coordinator and 7th grade teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintenance of a school-wide writing plan outlining expectations for students writing opportunities- Writing to Learn, Writing to Demonstrate Learning, and Writing for Publication	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	All teachers

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Goal 2:

100% of students will report an increased awareness of college and career opportunities after participating in Operation Preparation by 2019.

Measurable Objective 1:

demonstrate a behavior of a 75% increased awareness of college and career opportunities by 05/25/2016 as measured by a survey.

Strategy1:

Operation Preparation - All 8th grade students will participate in Operation Preparation.

Category: Persistance to Graduation

Research Cited:

Activity - Poster Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will create a poster to publicize a career or college of their choice.	Other	08/10/2016	12/31/2017	$50 - General Fund	counselor, grade level administrator, art teachers

Activity - Advisory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Advisors will utilize lessons designed to analyze Individual Learning Plans to set college and career goals.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	counselor, grade level administrator and 8th grade advisors

Activity - Career Seminar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community members, representing a variety of careers, will speak to students who are grouped by career interest. Additional guest speakers will include KHEAA and ILP.	Community Engagement	08/10/2016	12/31/2017	$0 - No Funding Required	counselor, grade level administrator, 8th grade teachers

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families will be invited to a night for analyzing their student's ILP and listening to a variety of speakers on college and career topics. .	Community Engagement	08/10/2016	12/31/2017	$0 - No Funding Required	counselor, grade level administrator

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

Goal 1:

76.4% of students will demonstrate proficiency in writing by 2019.

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Measurable Objective 1:

67% of Sixth and Eighth grade students will demonstrate a proficiency in the Common Core Standards in English Language Arts by 05/24/2017 as measured by KPREP.

Strategy1:

Integration of Technology - Teachers will regularly provide access to technology to all students. Technology-based instruction will be tightly linked to the standards and promote 21st century literacy. Teachers will use both student-based and classroom-based technology to enhance instruction and address multiple learning styles. This strategy and all associated activities are measured by the Comprehensive School Survey and the Computer Applications Skills Assessment (CASA).

Category: Learning Systems

Research Cited: H. Gardner, J. Sandholtz

Activity - Interactive Instruction Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to interactive instruction supports (e.g. SMART Boards, SMART Response Clickers, wikis, interactive websites, blogs) to foster student engagement and increase communication of student learning.	Technology	08/10/2016	12/31/2017	$20000 - General Fund	Principal

Activity - Student Access	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to computer labs, laptops for conducting research, publication of student communication, and multimedia activities such as Google Docs will be used to foster peer-collaboration.	Technology	08/10/2016	12/31/2017	$9000 - General Fund	Department Chairs

Strategy2:

Curriculum Implementation - Teachers will implement the curriculum that has been adopted for their content by the Site Based Decision Making Council with fidelity. All adopted curricula are tightly linked to the Kentucky Core Academic Standards. This strategy and all associated activities are measured by classroom walkthoughs and teacher evaluations.

Category: Continuous Improvement

Research Cited: L. Calkins

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize district curriculum maps to ensure that instruction is aligned with state and district guidelines.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

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Activity - Standards-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop units of instruction and learning targets that align with state writing standards.	Academic Support Program	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sixth and eight grade students will have an opportunity to experience writing on-demand at least three times prior to May 1. Teachers will collaborate to analyze student work and modify instruction according to student performance.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Department Chairperson

Activity - Inquiry-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use best practices of workshop and inquiry-based units to foster student engagement and meet standards.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, Department Chair

Strategy3:

Professional Development - Based upon faculty self-assessment and feedback, district, administration, and teacher leaders will provide multiple opportunities for professional development that is focused upon forwarding the goals of the CSIP. Teachers will participate in the sessions that best address their professional growth plans and build individual capacity. This strategy and all associated activities are measured by PD evaluations, growth plan evidence/artifiacts, and teacher evaluations.

Category: Professional Learning & Support

Research Cited: R. C. Wei

Activity - Teacher Training - Grammar Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to implement best practices for grammar instruction and adhere to grade-level grammar focus areas.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Teacher Training on Writing Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive ongoing training to better understand the three modes of writing (Argumentation/Opinion, Explanatory/Informational & Narrative) and the Criteria for Evaluating Writing (Purpose/Focus, Idea Development, Structure & Language Mechanics) at district Cycle PDs.	Professional Learning	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Strategy4:

Writing Plan - In accordance with the school Writing Plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas. This strategy and all associated activities are measure by student portfolios, on-demand writing assessment data, program review benchmarks, and classroom walkthroughs and teacher evaluations.

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Category: Continuous Improvement

Research Cited: D. Graves

Activity - Writing to Demonstrate Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use extended responses to communicate their understanding of texts. Students will show their ability to analyze texts and provide textual evidence.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Writing for Publication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete at least one piece of writing, using all stages of the writing process, for the portfolio.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will communicate their learning through writing to learn activities (e.g. exit slips, written conversations, graphic organizers).	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Goal 2:

All program reviews will receive an average score of 3 out of 4.

Measurable Objective 1:

collaborate to achieve an average of 3 out of 4 in all areas of the Writing Program Review by 05/25/2016 as measured by the rubric.

Strategy1:

Writing Plan 2016-17 - In accordance with the school writing plan, teachers will provide students with multiple authentic opportunities for writing across content areas in order to enhance the content addressed within that course and encourage sophisticated communication of student ideas.

Category: Integrated Methods for Learning

Research Cited: D. Graves

Activity - Writing Portfolio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every student will have a writing portfolio that includes samples of work that show interests and growth over time, follows the student from grade to grade, and follows the student to any school he/she attends, and will include three categories of writing: writing to learn, writing to demonstrate learning to the teacher, and writing for publication. At least one piece of the writing portfolio will come from a class other than English/language arts.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, All teachers

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Measurable Objective 2:

collaborate to achieve a 3 out of 4 in all areas of the Practical Living Program Review by 05/25/2016 as measured by the rubric.

Strategy1:

Practical Living Program Review - The faculty will contribute substantially to the Practical Living Program Review.

Category: Continuous Improvement

Research Cited:

Activity - Advisory lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Practical Living/Career Studies lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	K.Southerland

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Coordinated School Health Committee will be formed and meet at least two times each school year.	Other	08/10/2016	12/31/2017	$0 - No Funding Required	Principal

Activity - Practical Living Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, All Teachers

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Wellness Policy will be drafted and proposed to the Site Based Decision Making Council.	Other	08/10/2016	12/31/2017	$0 - Other	Principal SBDM

Measurable Objective 3:

collaborate to achieve a 3 out of 4 in all areas of the Arts and Humanities Program Review by 05/25/2016 as measured by the rubric.

Strategy1:

Arts and Humanities Program Review Committee - The faculty will contribute substantially to the Arts and Humanities Program Review.

Category: Continuous Improvement

Research Cited:

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Activity - Arts and Humanities Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide evidence through lesson plans, student work, photographs, reflections, etc. of integration of the practical living standards in curriculum. The program review committee will meet at least three times annually to assess our school's program, review evidence collected, and identify areas of improvement.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Principal, All Teachers

Activity - Guest Artists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will bring in at least one guest artist each school year.	Community Engagement	08/10/2016	12/31/2017	$0 - No Funding Required	Arts teachers

Activity - Advisory Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in Arts & Humanities lessons during their assigned Advisory time.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	E.Whitaker

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Music teachers will utilize the district created "Essential Learning Target" checklists.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Music Teachers

Activity - CORE Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will provide reading selections for Language Arts teacher to utilize when delivering their instruction. They will also provide art and music selections that relate to the social studies content to social studies teachers.	Direct Instruction	08/10/2016	12/31/2017	$0 - No Funding Required	Arts teachers

Activity - Student Performance Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will utilize the Meyzeek in a Minute locations as well as the announcements to publicize opportunities for all students to participate in arts related events, contests and performances outside the school environment.	Other	08/10/2016	12/31/2017	$0 - No Funding Required	Arts Teachers

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Executive Summary

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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.

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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?

The rich academic tradition at Meyzeek Middle School extends historically through multiple generations. Prior to the merger of the City of Louisville and Jefferson County school systems, the campus hosted Booker T. Washington Elementary School and Jackson Junior High School. These institutions were prestigious schools for African Americans. Many of today's civic leaders are their alumni. Over time, the two buildings joined into a larger Jackson Junior High School. In the early 1970s, the Jefferson County Public School (JCPS) District adopted the middle school model. In 1977, the school was renamed Albert E. Meyzeek Middle School in honor of Louisville's premier principal and civil rights activist who fought for all students' right to education. He is credited with many acts of social justice, including starting the first integrated Carnegie public library dedicated to African-American studies.

Meyzeek is located in downtown Louisville in the heart of the Smoketown neighborhood. Our school resides in the 40203 zip code, the 13th poorest in the United States. Current enrollment stands at more than 1100. Approximately 46% of our students are enrolled in the Math-Science-Technology magnet program, which attracts talented students from the northern and eastern third of Jefferson County.

The Meyzeek community is very supportive of our school. We are proud of a high level of parental involvement and an extremely active PTSA that provides much-needed resources to our classrooms and the school. Meyzeek hosts a Community School that provides afterhours programming to all school-aged children in our community regardless of where they attend school. Students and families participate in free music lessons, financial fitness classes, tutoring and mentoring programs, among others. The Community School operates during evening hours and some weekends. Many families in the Smoketown community have been displaced over the past few years, as the Louisville Metro Housing Authority has been successful at obtaining a Hope VI grant from the Department of Housing and Urban Development. This grant called for the razing of the Sheppard Square housing development to be replaced with mixed income housing. This demolition project relocated many families to scattered sites throughout the county. At this point, the construction is complete and many new students have arrived at our school as they move into their new homes in our neighborhood. The entire school staff works diligently to meet the needs of a very diverse population. While our Youth Services Center makes connections with families living near and far from our school, we always strive to reach even more of our families with the greatest needs.

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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 school continues to uphold Albert E. Meyzeek's ideals today. The mission of Meyzeek Middle School is to offer a rigorous education in a developmentally appropriate setting. This means that the unique nature of adolescents is honored and that all students are nurtured to meet their full potential academically, socially, emotionally, and physically. All staff members conduct a weekly advisor/advisee period to address proactively the social and emotional learning needs of all children. Meyzeek envisions that all students will be prepared to succeed in high school and to reach their full potential, contributing to our 21st-century society throughout life. We are certain that our laser-focus on teaching the state and district-adopted standards using appropriate instructional practices, effective leadership, allocation of resources, and monitoring of student assessments will help us turn the vision into reality.

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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.

Meyzeek is proud to have been designated recently as a "proficient" school based on the spring 2016 administration of the KPREP test. We attribute our success to a number of factors, and believe that no single strategy or effort alone is responsible for our students' achievement. Meyzeek strives to be the definition of a rigorous educational program for all students. Our governance systems and shared leadership set our students up for success because all stakeholders have a voice when critical decisions are made. Teacher leadership is in abundance at Meyzeek and staff members take full responsibility for the organization's accomplishments and areas for growth. During the past few years, Meyzeek has focused on its implementation of research-based programs, high leverage instructional strategies, targeted learning interventions, extracurricular activities, and infusing 21st century learning tools into our classrooms. Teachers have successfully transitioned to the Kentucky Core Academic Standards in language arts, math, and literacy in social studies, science, and technical subjects. Using the Multi-tiered System of Supports protocol, student achievement is monitored and appropriate interventions are prescribed to students who need additional support. The professional learning community (PLC) concept allows teachers to plan together, analyze student work and assessment data together, and revise instruction based on student achievement results. PLCs meet weekly to engage in ongoing conversations focused on continuous improvement.

In addition to a rich academic program, Meyzeek offers a robust menu of extracurricular activities to engage students outside the classroom. Students may take advantage of the opportunity to take part in any of sixteen athletic programs, eight clubs, eleven academic teams, and several other leadership and service organizations. The trophy cases at Meyzeek are stuffed with proof of our culture of excellence, and our list of national, state, and local awards and recognitions is just too numerous to mention in its entirety.

Our next steps for improvement include a continued focus on sharpening the implementation of PLCs and enhancing our capacity to analyze data and make instructional decisions based on our conclusions. We will maintain our focus of addressing the common core standards in tight alignment, and will continue studying high leverage instructional strategies that will maximize student learning results. We will continue developing a learning environment that is age and grade appropriate so that each student feels a connection to his/her school. We will continue embedding technology into our instruction and will ensure that each classroom is equipped with 21st century learning tools.

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Additional Information

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

Beyond the core, all students have the opportunity to engage in a wide variety of related arts options at Meyzeek Middle School.

Music
With a long history of excellence, the music program at Meyzeek is thriving. Our band and orchestra participate in a number of performances and contests throughout the school year, consistently receiving high marks. Additionally, students learn technique,music-reading skills, and performance skills.

PE/Health
PE uses physical activity to contribute to the total growth and development of each student, while health education provides a foundation of knowledge, attitudes, skills, and behaviors that encourage healthy lifestyles.

Advanced Literacy
Students who demonstrate reading proficiency (on grade level), as determined by school-based assessments, may choose to follow their passion in one of several advanced literacy options. Students may enrich their language arts experience by taking an advanced literacy class that focuses on young adult novels, the mystery genre, or even journalism. Our students take their learning well beyond the core program.

Visual Arts
In Meyzeek's Visual Arts Program, students produce hands-on art projects. In addition to the hands-on experience, students learn about art history, including the various eras of art and historically and culturally significant artists. This program is designed to promote a positive, creative environment for students.

World Language
Currently, Meyzeek offers French to 7th and 8th graders and Spanish for all grade levels. It is possible for a student to take three years of proficiency-based instruction and enter an advanced-level course in that language as a ninth grader. All eighth graders have the opportunity to take the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) to assess their language proficiency. Classroom instruction also focuses on connections using the literacy skills of reading, writing, listening, and speaking.

Engineering
Promoting creativity and innovation for all students, Meyzeek offers an engaging robotics elective. This class creates excitement for science content and sparks interest for many students to explore a career in engineering. Students learn the engineering process by designing, building, testing, and modifying their robots to create working models. Our students highlight their coursework in an evening Robo-Olympics event that is open to the community.

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