



KDE Comprehensive School Improvement Plan

Martin County Middle School

Martin County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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.

Executive Summary

Introduction

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

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

Description of the School

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

Martin County Middle School is currently serving a population consisting of four hundred eighty-one students. Within this population of students there are over seventy percent of them qualifying for free and reduced lunch benefits. We currently house twenty-seven teachers, eight assistants, four custodians, six cafeteria staff, fifteen bus drivers, twenty-one coaches, two youth service coordinators and a plethora of volunteers. Martin County Middle School is the only middle school in the district. Inez Middle and Warfield Middle School consolidated to make MCMS in the year of 2013-2014. Martin County Middle School is located in the town of Warfield, Kentucky with a population of 265 people. It is a community experiencing many changes over the course of the last few years. There is a declining population in this community due to the closure of many of the community mines and businesses that once occupied this community. This is a result of the decrease in local employment within our coal mining community. Over the course of the last several years our coal industry has closed many mines and reduced the work force of employment at the current locations. Another challenge with educating our students is the decaying value associated with education and the need for this. A large population of our students is unable to envision a future enriched in educational experiences beyond the school setting. Martin County Middle School is committed to submersing students with a culture enriched in educational experiences.

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.

It's the Cardinal Way, Expect Respect, Give it Get it. A place where everyone wants to be! Making a difference one child at a time! We at MCMS are going through a transformation of culture. This is being accomplished through a Tier I approach of Positive Behavior Supports called The Battle of the Classes and the onset of implementing PBIS. Once again, are accomplishing a system where everyone wants to attend.

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.

MCMS had many accomplishments in the year of 2013-2014. Some of those are countless local achievements. Most impressively were the countless number of achievements in the state and national levels. We had 8 students compete at the state level in FCCLA and four of those students advanced on to nationals at San Antonio Texas. There was also a first place state finish in the National History Day projects advancing a students on to Nationals in Washington, D.C., of which a 2nd place finish was achieved. Our Academic team experienced much success in the district and region while advancing our quick recall team on to the state competition in Louisville, Ky. Although, our academics within the regular school content took a hit with all of the adversity that our school faced we obtained our AMO. However, we have much improvement to be made in the areas of Math and Reading.

Additional Information

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

This year MCMS is working very hard to start the first Middle School Soccer team. We have many community members doing their best to help innate this response. We are looking forward to what it presents for the future.

Martin County Middle School 2014-2015

Overview

Plan Name

Martin County Middle School 2014-2015

Plan Description

MCMS CSIP for the 2014-2015 school year. Designed by CSIP committee for school based data driven decision making purposes.

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	6th and 8th grade Martin County Middle School students will become proficient writers as assessed by K-Prep by increasing the writing score 4.4 percentage points for a score of 65.0 meeting state requirements for 2015.	Objectives: 2 Strategies: 4 Activities: 12	Academic	\$55200
2	Increase the math K-Prep scores from a 49.6 to a 60.00 with a 10.0 increase in the NAPD calculation for 6th, 7th and 8th grade students at Martin County Middle School by 2015.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$73000
3	Provide a vigorous RTI/ Intervention program for students	Objectives: 1 Strategies: 6 Activities: 13	Organizational	\$560000
4	The overall NAPD calculation in reading will increase from 59.4 to 75.0.	Objectives: 1 Strategies: 6 Activities: 13	Academic	\$29400
5	2014-2015 combined proficiency rating for all students in reading and math will increase from 34.7 to 41.2 by May of 2015	Objectives: 1 Strategies: 6 Activities: 11	Organizational	\$19700
6	To increase students College and Career Readiness by increasing the composite score of EXPLORE from 14.3 in 2014 to a composite of 15.4 by May 2015	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
7	Martin County Middle School will focus instruction on the target gap group as noted by KPREP data for Special Education students in the subject area of Reading.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$53000
8	All teachers at Martin County Middle School will foster an environment of continuous improvement for themselves, students and the community, teachers will focus on core academic areas and areas to promote a culture of education and efficiency.	Objectives: 1 Strategies: 6 Activities: 13	Organizational	\$1524800
9	To increase the percentage of effective teachers from _____% in 2015 to _____% in 2020. (Note: Data not available for setting targets at this time.)	Objectives: 2 Strategies: 1 Activities: 2	Organizational	\$0
10	All instruction at Martin County Middle School will be facilitated by highly qualified teachers.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$3900

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11	Martin County Middle School will attract high quality, highly qualified teachers for teaching positions.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
12	All students at Martin County Middle School will participate in character education in order to integrate good character traits into school environment.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$4800
13	MCMS will ensure equitable access to the the Arts & Humanities, PLVS, & writing programs yearly.	Objectives: 3 Strategies: 3 Activities: 5	Academic	\$0
14	Martin County Middle School will provide professional development opportunities to all teachers for the purpose of improving program review in the areas of writing, arts and humanities, and practical living and career studies.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: 6th and 8th grade Martin County Middle School students will become proficient writers as assessed by K-Prep by increasing the writing score 4.4 percentage points for a score of 65.0 meeting state requirements for 2015.

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

Measurable Objective 1:

A 4% increase of Sixth and Eighth grade students will demonstrate a proficiency in writing in English Language Arts by 05/29/2015 as measured by a variety of formative & summative assessments..

Strategy 1:

Daily Oral Language - All grade levels will complete daily oral language activities as bell ringers in their Language Arts class to help assist in improving grammar skills for writing.

Category: Continuous Improvement

Research Cited: Whittingham, Jeff. April 2007

This study examines the Daily Oral Language (DOL) program aimed at helping students learn mechanics of writing through daily editing exercises. This nine-month study sought to determine if DOL improved editing skills and actual writing skills of seventy fourth-grade students. While the results of this study did not statistically demonstrate the effectiveness of the DOL program, there were indications of improvement in children's writing and editing skills.

Activity - DOL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Great Source Dailies Student Book of Daily Oral Language 6-8 grades.	Direct Instruction	08/18/2014	05/12/2015	\$0	No Funding Required	Samuel Miller Amy Kerr Cletus Turner

Strategy 2:

Portfolio Writing - As students complete writing tasks, it is placed in a portfolio and sent to the next grade level. Students may use the writing tasks/pieces from previous years and revise to make improvements.

Category: Continuous Improvement

Research Cited: According to KDE, a writing portfolio provides an opportunity for an entire faculty to meet together as professionals with one common goal: to improve student performance. The goal of writing portfolios are "objectives are to "analyze portfolios to determine instructional implications for a school, to help schools gather evidence of instructional strengths and needs, and to target professional development and consolidated planning."

Activity - Journal Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students write daily in journals to respond to learning or reading; express opinions; or express thoughts.	Other	08/18/2014	05/15/2015	\$0	No Funding Required	Janette Jude Amy Kerr Cletus Turner Samuel Miller
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Activity - LDC Writing Tasks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students complete Literacy Design Collaborative writing tasks that require analysis of text. Students respond to the text by answering an essential question and prompt. The writing piece may take several days to complete.	Other	08/18/2014	05/15/2015	\$0	No Funding Required	Teachers in content areas such as reading, social studies, science, arts and humanities, etc...

Activity - Revision Stations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Revision Stations are twelve steps students complete to revise and edit writing tasks. Each station is user friendly and has examples and steps that will guide students to independently make necessary writing changes. This activity also allows for differentiation in the classroom setting.	Other	08/18/2014	05/12/2015	\$0	No Funding Required	Amy Kerr Samuel Miller Cletus Turner

Strategy 3:

Creative Writing/Journalism Class - Students will be given an extra writing class as an elective to increase writing skills.

Category: Continuous Improvement

Activity - Cardinal Courier Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students write to create article for school newspaper which is available to students, faculty, district, and community. Students write articles in class about school and extra-curricular activities.	Other	08/18/2014	05/11/2015	\$0	No Funding Required	Greg Crum

Activity - School Television News Feed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create newscasts for television newsfeed.	Other	11/07/2014	11/14/2014	\$0	No Funding Required	Greg Crum

Measurable Objective 2:

100% of All Students will demonstrate a proficiency in program review indicators to achieve a score of 8 or above school wide in Writing by 05/12/2015 as measured by Writing Program Review indicators.

Strategy 1:

Intentional Writing - Teachers will provide intentional writing opportunities in class and extra-curricular activities.

Category: Continuous Improvement

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Activity - History Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MCMS History Club members choose a historical figure. They will research this figure and write about him/her. This writing piece will be submitted for state and national recognition.	Extra Curricular	10/14/2014	11/28/2014	\$0	No Funding Required	Brian Farley Dustin Woods Claudine Sweeney
Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL is a computer-based program where students are assessed to check level of language mechanics and writing level. They will complete lessons that teach language mechanics and writing skills. Students are assessed frequently to monitor progress.	Academic Support Program	01/05/2015	05/12/2015	\$5200	Other	Language Arts staff
Activity - Gifted and Talented Writing Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students create writing pieces such as campaign posters, "Why I Should be Elected President," response to literature videos, acronym sentence games, and scripts for news reports for school news program.	Academic Support Program	08/25/2014	05/08/2015	\$50000	District Funding	Sheila Preece
Activity - Book Club Book Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The book club will write book reviews about books read and create an iMovie or Power Point for school television.	Other	10/21/2014	05/08/2015	\$0	No Funding Required	Janine Raines Janette Jude
Activity - MyOn Book Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in sixth, seventh, and eighth grades will write a book review on MyOn books they have read.	Other	10/31/2014	05/08/2015	\$0	No Funding Required	Janette Jude Amy Kerr Cletus Turner
Activity - Program Review Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Program Review committee meets bi-monthly to monitor program review indicators.	Policy and Process	08/25/2014	05/08/2015	\$0	No Funding Required	All Language Arts teachers (Cletus Turner and Samuel Miller - lead teachers) Greg Crum Brent Haney

Goal 2: Increase the math K-Prep scores from a 49.6 to a 60.00 with a 10.0 increase in the NAPD calculation for 6th, 7th and 8th grade students at Martin County Middle School by 2015.

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

Measurable Objective 1:

A 10% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency that exceeds the average performance of other students within the same grade level throughout the state in Mathematics by 05/29/2015 as measured by K-Prep testing data. .

Strategy 1:

RTI - Eligible eighth grade students will have an RTI class for math 5 days a week for 50 minutes each day

Category: Continuous Improvement

Activity - Catch Up Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This program was implemented for the purpose of developing Tier II students. These students were chosen by KPREP and MAP data. Students are grouped according to the level of intervention needed.	Academic Support Program	08/11/2014	05/25/2015	\$4500	Title I Schoolwide	Math intervention teachers and regular education teachers.

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I level of instruction given to all students through a cooperative teaching approach. This is a systems approach to teaching in the regular classroom in cooperation with the special education teacher.	Academic Support Program	08/04/2014	05/25/2015	\$0	No Funding Required	Math, ELA, and special education staff.

Activity - Math Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing at a Tier II level of intervention based upon MAP and KPREP data are receiving an additional math intervention class. During this class time, they are working on Catch Up math or basic drill down math using the data from their Catch Up Math reports.	Academic Support Program	08/04/2014	05/12/2015	\$50000	General Fund	Math Interventionist

Activity - ESS Morning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS is standards based instruction for all Tier III students. ESS take place two days a week for an hour each setting.	Academic Support Program	11/03/2014	05/01/2015	\$13000	Other	All Math and ELA teachers.

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A computer based program for Tier III students. This program requires them to take an entrance level exam. Students are then placed in their ability level and begin working on IXL math at their level. This is done daily and is reported in our data room.	Academic Support Program	09/01/2014	05/01/2015	\$5500	Title I SIG	Math teachers

Goal 3: Provide a vigorous RTI/ Intervention program for students

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

Measurable Objective 1:

collaborate to to analyze data and provide students with structured Intervention classes to meet their individual needs. by 05/29/2015 as measured by Using MAP data, as well as, formative assessments inside the classroom in math, reading and writing.

Strategy 1:

RTI/ Intervention program - Students will be placed in intervention classrooms based on MAP scores, K-PREP scores and formative assessment. We will utilize programs such as Reading Plus and ALEKS to improve student scores in math, reading and writing. We will also provide individualized instruction and mini lessons in areas of need or concern with individual students or small group sessions.

Category: Continuous Improvement

Research Cited: Many schools across the nation have had success when using individualized instruction and RTI programs. Research has proven it's success.

Activity - MAP TESTS/FORMATIVE ASSESSMENT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be tested to gain knowledge of their proficiency levels.	Other	01/01/2013	05/31/2014	\$0	District Funding	School and District Administrative Staff

Activity - Provide Intervention Classrooms in the Schedule and place students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Place students into RTI classrooms for individualized instruction based on formative assessment data	Academic Support Program	01/01/2013	05/31/2014	\$0	General Fund	Administrative Staff @ WMS

Activity - Monitor and Evaluate RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate student progress in RTI or intervention classrooms. Using MAP and other types of formative assessment to determine proficiency levels of students and adapting these classrooms and rosters to fit the individualized needs of our students.	Academic Support Program	01/01/2013	05/31/2014	\$0	General Fund	Administrative Staff @ WMS

Strategy 2:

Tier I Reading - Classroom instruction to include: standards-based instruction, added rigor and relevance, differentiated instruction, other classroom interventions to help all students.

Category: Continuous Improvement

Activity - Stop, Drop and Read!	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will read aloud to students from selected reading.	Other	10/28/2014	05/29/2015	\$0	No Funding Required	All staff with a 4th period class
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Activity - MyOn Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Myon reading	Other	11/07/2014	05/29/2015	\$0	No Funding Required	Language Arts Teachers

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th grade Language Arts and Special education teachers will collaborate to help all students	Other	08/07/2014	05/29/2015	\$0	No Funding Required	7th grade Language Arts teacher 7th grade Special Education teacher

Strategy 3:

Tier II Reading - Striated based on RTI bands, instruction based on prescribed curriculum from RTI bands.

Category: Continuous Improvement

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Plus	Other	11/05/2014	05/29/2015	\$0	No Funding Required	Janine Raines

Activity - A 2nd Reading Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at risk for poor learning outcomes will take an additional reading course	Other	11/05/2014	05/29/2015	\$0	No Funding Required	Language Arts Teachers

Strategy 4:

Tier I Math - Classroom instruction to include: standards-based instruction, added rigor and relevance, differentiated instruction, other classroom interventions to help all students.

Category: Continuous Improvement

Activity - CT4GC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Regular Education and Special Education teachers will collaborate in the general education setting to help all students.	Other	08/07/2014	05/29/2015	\$0	No Funding Required	Special Education teachers (6th, 7th, and 8th) Math Teachers (6th and 8th)
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Strategy 5:

Tier II Math - Strategies will be implemented to target students at the Tier II level of instruction. These students are identified by Map and KPREP scores. Students fall into the Apprentice and a few of them are high novice students.

Category: Continuous Improvement

Activity - Math Intervention Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Tier II students are placed in an additional math course. This course is where they will receive drill down from data that was received from the CatchUp math reports that each student is working on.	Academic Support Program	08/04/2014	05/04/2015	\$500000	General Fund	Math Interventionist

Activity - Catch Up Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use the computer based system as a daily practice in addition to their regular math class. Each student will have daily practice and will use the data from the program to drill down with direct instruction.	Academic Support Program	08/04/2014	05/04/2015	\$4500	Title I Schoolwide	Math and ESS teachers.

Strategy 6:

Tier III Math Intervention - Student will be assigned Tier III work based upon Map and KPREP data. Students data will be assessed in a bi-monthly manner to indicate progress or the lack of progress. This level of instruction is the most intense level of instruction that our students will receive.

Category: Continuous Improvement

Activity - ESS Morning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will be used to give standard based instruction to students that are most at risk. This instruction is given two days a week for 1 hour each day.	Academic Support Program	11/03/2014	05/04/2015	\$50000	General Fund	Math Teachers

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based program students are given an entrance exam to determine their level of instruction needed. This is a daily activity that yields data used for ESS.	Academic Support Program	09/01/2014	05/01/2015	\$5500	Other	Math teachers and intervention personal

Goal 4: The overall NAPD calculation in reading will increase from 59.4 to 75.0.

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

Measurable Objective 1:

A total of 386 Sixth, Seventh and Eighth grade students will demonstrate a proficiency on myON reading program of Lexile level in English Language Arts by 05/29/2015 as measured by myON reading assessment..

Strategy 1:

Literacy Centers - Students are divided into groups or will work individually on activities based on their needs and the Common Core Standards. The regular classroom teacher and the collaborative teacher work with students individually and in groups. Groups include reading comprehension, writing, grammar, basic reading skills, individual reading. Students work and progress at their own pace to meet literacy goals.

Category: Continuous Improvement

Research Cited: Literacy centers promote student collaboration, facilitate student motivation, provide targeted practice on reading skills, and allow for one-on-one instruction as needed (Daniels & Bizar, 1998).

Activity - Small Group Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in small groups based on their literacy needs. The teacher works with students to help students with various comprehension skills and strategies. This group reads a variety of print including fiction, non-fiction, and poetry.	Direct Instruction	08/18/2014	05/11/2015	\$0	General Fund	ELA teachers, collaborative teachers
Activity - Response to Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students read individually and respond by writing by making connections to self, other text, or real world; take a character's point of view to retell a story; make predictions before, during, and after reading; describe characters; explain central problem of the story; question the author; summarize selections; analyze theme; reflect on personal feelings about text; discuss issues in the text; discuss inferences or conclusions; describe plot.	Other	08/18/2014	05/08/2015	\$0	No Funding Required	ELA teachers, collaborative teachers
Activity - Individual Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students choose text to read independently to help build fluency, increase vocabulary, and build background knowledge.	Other	08/18/2014	05/08/2015	\$0	No Funding Required	ELA teachers, collaborative teachers

Strategy 2:

Stop, Drop, and Read! - Stop, Drop, and Read! takes place during the extra twenty minutes of fourth period. It is a way to bring awareness to the importance of strong reading skills. This takes place in the form of teacher read-alouds, silent sustained reading, and round robin reading.

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Category: Continuous Improvement

Research Cited: According to research, reading 20 per day, whether being read to or reading, activates many areas of the brain allowing the memory to make connections between what you know and the content; reading aloud improves listening skills; there is a strong correlation between a child's ability to read and academic performance.

K12 Reading Reading Instruction Resources

Activity - Teacher Read-Aloud	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will read aloud to students from selected reading.	Other	10/28/2014	05/29/2015	\$0	No Funding Required	All teachers who have a fourth period class will read aloud to students on a daily basis for at least twenty minutes.

Activity - Silent Sustained Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read independently to themselves for 20 minutes in fourth period class if the teacher does not read aloud.	Other	10/28/2014	05/29/2015	\$0	No Funding Required	All staff with a fourth period class

Strategy 3:

Word Walls - An organized collection of words are displayed in the classroom. Words include weekly vocabulary words and content area words. Word walls provide reference support for children during reading and writing activities. Words are gradually added.

Category: Continuous Improvement

Research Cited: Using a word wall as a teaching tool began as a way for teachers to motivate children as they worked to internalize newly learned terminology; The Word Wall: Teaching Vocabulary Through Immersion (1993) by J. Green.

Activity - Word Wall Bingo Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students write down words on a grid. The teacher randomly reads definitions or sentences that could be used with the words. Students highlight words as they are used.	Other	08/18/2014	05/08/2015	\$0	No Funding Required	All teachers at MCMS

Activity - I Have, Who Has	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are given sentence strips with sentences "I have (vocabulary word). Who has a word that means (definition)?" Other students in group reply with their strips that match previous sentence. Vocabulary words are aligned with word walls.	Other	09/23/2013	05/30/2014	\$0	No Funding Required	Any teacher
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Strategy 4:

Response to Intervention - Students are targeted based on MAP, KPREP, and teacher discretion. Seventh grade students attend a class for 50 minutes where they participate in small group or individual instruction to improve reading skills. Sixth grade students

Category: Continuous Improvement

Research Cited: Learning Disabilities Research & Practice, Volume 18, Issue 3, pages 201 - 211, August 2003.

Activity - Milestone Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Milestone Reading is a reading program for Tier III students in seventh grade. Reading materials are designed to match students' language levels and progress in small steps to ensure continued success in reading. Students work individually or in small group with teacher. The program incorporates the five essential components recommended by the National Reading Panel (NRP, 2000): 1) Phonemic Awareness 2) Phonics 3) Fluency 4) Vocabulary 5) Comprehension	Direct Instruction	10/13/2014	05/08/2015	\$5000	Title I Schoolwide	Janine Haney

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Plus is a computer/Internet based program that assesses a student's reading level and places the student at a level comfortable to that student. The student is given vocabulary activities, fluency activities, and reading comprehension activities on their level. Students progress based on their own ability and are rewarded with each progression. The program provides teachers with each student's reading problem so that the teacher can meet with that student. This program targets Tier II students.	Academic Support Program	08/15/2014	05/08/2015	\$5000	Title I Schoolwide	Janine Haney Rhonda Horn

Activity - Literature Circles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups of students read the same book and gather on a regular basis to discuss their reading. The students discuss, respond to, and think about real literature.	Academic Support Program	08/18/2014	05/08/2015	\$0	No Funding Required	Janine Raines

Activity - Morning ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students from targeted gap group will attend morning ESS. These sessions will be Common Core based.	Academic Support Program	11/13/2014	05/01/2015	\$13000	Other	ESS Staff

Strategy 5:

Independent Reading - Students will be required to read independently at home for at least 20 minutes each day.

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Category: Continuous Improvement

Research Cited: Cullinan, B. (2000). Independent Reading and School Achievement. School Library Media Research. www.ala.org/ala/aasl/aaslpubsandjournals/slmrb.
“Collectively, research supports the fact that during primary and elementary grades, even a small amount of independent reading helps increase students’ reading comprehension, vocabulary growth, spelling facility, understanding of grammar, and knowledge of the world.”

Activity - MyOn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MyOn is a digital reading program that is personalized based on interests and ratings of previous books read. Initially, students are given an Interest Inventory and a reading placement assessment. Students then choose books based on interest and Lexile levels. After each book read, students will be assessed again to assess reading level gains. Students will read independently at home and will be given time in classes.	Technology	10/16/2014	05/08/2015	\$6400	Title I Schoolwide	ELA teachers

Strategy 6:

Standards Based Grading - Students will be graded based on knowledge of Common Core standards. Students will be given opportunities to retest in order to learn each standard proficiently.

Category: Continuous Improvement

Activity - Standards-Based Units of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create units that focus on specific standards that are rigorous and align directly with each Common Core standard.	Other	08/07/2014	05/19/2015	\$0	No Funding Required	All teachers

Goal 5: 2014-2015 combined proficiency rating for all students in reading and math will increase from 34.7 to 41.2 by May of 2015

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

Measurable Objective 1:

demonstrate a proficiency in the areas Reading/ Lang. Arts and Math from 42.2 to 53.8 for Martin County Middle School by 05/29/2015 as measured by K-PREP.

Strategy 1:

Math and Reading/Lang. Arts. - Provide a vigorous RTI intervention program for students in the area of Math and Reading/Lang. Arts. This intervention program will utilize data from MAP, K-PREP and Classroom formative assessments to place students into intervention classrooms who are below proficiency. Data will be analyze data on a 9 week basis and students will be scheduled according to student needs.

Category: Continuous Improvement

Research Cited: RTI is a nationally recognized strategy to address student needs.

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Activity - MAP TESTS/FORMATIVE ASSESSMENT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be tested to gain knowledge of their proficiency levels. MAP testing is administered three times a year, and formative assessment is ongoing.	Other	01/01/2013	05/31/2014	\$0	District Funding	School and District Administrative staff
Activity - Provide Intervention Classrooms in the Schedule and place students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Place students into RTI/enrichment classrooms based on formative assessment data and universal screenings.	Academic Support Program	01/01/2013	05/31/2014	\$0	General Fund	School Administrative Staff
Activity - Monitor and Evaluate RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and evaluate student progress in RTI/interventions and enrichment classrooms using MAP and other forms of formative assessment. This data will be used to determine proficiency levels of students and adapt classrooms and rosters to meet the individualized needs of our students.	Academic Support Program	01/01/2013	05/31/2014	\$0	General Fund	Administrative Staff

Strategy 2:

Catch-up Math - Students will work on Catch-up math, a computer based program, completing mini lessons. The RTI teacher will analyze data of daily progress and complete small group/ individual skill math lessons based upon the data. After this lesson, the teacher will assign work for the student to complete on Catch-up based upon the skill taught. A summative assessment will determine if student can move on to the next math skill .

Category: Continuous Improvement

Research Cited: Catchup Math is for students in grades 7 and above, but will "drill down" to review material taught in elementary school as necessary. Rigorous research has identified the factors influencing student achievement in secondary mathematics. Results consistently confirm that 1) differentiated instructional software raises student scores for underachieving students, 2) multi-modal presentation of lesson material enhances learning, and 3) providing worked-out solutions develops problem solving skills.

Activity - Catch-up Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily Work on computer based program	Technology	11/05/2014	05/29/2015	\$3500	Title I Schoolwide	RTI Staff/teachers

Strategy 3:

Tutoring-Math - Morning tutoring will be available 2 days a week for all grade levels in math.

Category: Continuous Improvement

Research Cited: Research indicates that regular, high-quality one-on-one tutoring may be the most effective afterschool activity for improving academic achievement. One-on-one and small-group mathematics tutoring allows afterschool programs to target students' individual strengths, weaknesses, and interests by providing direct, diagnostic mathematics instruction and mentoring.

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Activity - Morning tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Morning tutoring is available 2 days a week for all grade levels in Math and Reading. Math is available on Monday and Wednesday mornings and Reading is available on Tuesday and Thursday mornings.	Tutoring	11/05/2014	05/29/2015	\$3500	Other	Administrative staff and Math/ELA teachers

Strategy 4:

Response to Intervention in Reading - Students are targeted based on MAP, KPREP, and teacher discretion. Seventh grade students attend an RTI class for 50 minutes where they participate in an online reading program, Reading Milestones, and small group or individual instruction to improve reading skills.

Category: Continuous Improvement

Research Cited: Learning Disabilities Research and Practice, Volume 18, Issue 3, pages 201 - 211 August 2003

Activity - Reading Milestones	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Milestones is a reading program for Tier III students. Reading materials are designed to match students' language levels and progress in small steps to ensure continued success in reading. Students work individually or in small group with teacher. The program incorporates the five essential components recommended by the National Reading Panel (NRP, 2000): 1) Phonemic Awareness 2) Phonics 3) Fluency 4) Vocabulary 5) Comprehension	Academic Support Program	10/13/2014	05/29/2015	\$800	General Fund	7th Grade Lang. Arts teacher Janine Raines

Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Plus is a computer/Internet based program that assesses a student's reading level and places the student at a level comfortable to that student. The student is given vocabulary activities, fluency activities, and reading comprehension activities on their level. Students progress based on their own ability and are rewarded with each progression. The program provides teachers with each student's reading problem so that the teacher can meet with that student.	Academic Support Program	08/18/2014	05/29/2015	\$0	General Fund	Janine Raines

Activity - MyOn Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MyOn is a digital reading program that is personalized based on interests and ratings of previous books read. Initially, students are given an interest inventory and a reading placement assessment. Students then choose books based on interest and Lexile levels. After each book read, students will be assessed again to assess reading level gains. Students will read independently at home and will be given time in classes.	Technology	10/16/2014	05/08/2015	\$6400	Title I Schoolwide	ELA teachers

Strategy 5:

Stop, Drop and Read! - Stop, Drop, and Read! takes place during the extra twenty minutes of fourth period. It is a way to bring awareness to the importance of strong reading skills. This takes place in the form of teacher read-alouds, silent sustained reading, and round robin reading.

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Category: Continuous Improvement

Research Cited: According to research, reading 20 per day, whether being read to or reading, activates many areas of the brain allowing the memory to make connections between what you know and the content; reading aloud improves listening skills; there is a strong correlation between a child's ability to read and academic performance.

K12 Reading Reading Instruction Resources

Activity - Teacher Read Aloud	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will read aloud to students from selected reading.	Other	10/28/2014	05/29/2015	\$0	No Funding Required	All staff with a fourth period class

Activity - Silent Sustained Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read independently to themselves for 20 minutes.	Other	10/28/2014	05/29/2015	\$0	No Funding Required	All staff with a fourth period class

Strategy 6:

IXL Math - IXL Math is a computer based program for Tier III students. This program requires them to take an entrance level exam. Students are then placed in their ability level and begin working on IXL math at their level. This is done daily and is reported in our data room.

Category: Continuous Improvement

Research Cited: The mathematics performance for students in IXL Math classrooms versus comparison students corresponds to a 5-percentile gain on the test. This gain is equivalent to 6.2 weeks of extra instructional time over the average duration of a school year. Based on a year containing 170 days of instruction, this translates to 18% more teaching time.

Activity - IXL Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A computer based program for Tier III students. This program requires them to take an entrance level exam. Students are then placed in their ability level and begin working on IXL math at their level. This is done daily and is reported in our data room.	Academic Support Program	09/01/2014	05/01/2015	\$5500	Title I SIG	Math teachers

Goal 6: To increase students College and Career Readiness by increasing the composite score of EXPLORE from 14.3 in 2014 to a composite of 15.4 by May 2015

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

Measurable Objective 1:

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collaborate to show an increase in the overall EXPLORE composite of 15.7 by 05/31/2014 as measured by Unbridled Learning Formula .

Strategy 1:

Targeted Interventions - RTI and Interventions classrooms based on needs assessment in the areas of Math, Reading and Writing.

For details and Activities of RTI program refer to Goal #3 strategies and activities.

Category:

Activity - Provide Intervention Classrooms in the Schedule and place students.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using data analysis, place students below proficiency into intervention classrooms as needed.	Academic Support Program	08/07/2014	05/29/2015	\$0	Other	Administrative staff

Strategy 2:

Acadmic and Career Advising - Meet with students in ILP advisory meeting, Operation Preparation, and to go over Explore results.

Category:

Activity - Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned as an advisor to a specified group of students for ensuring each student completes their ILP. They will also conduct the annual review and conference with the students about their ILP.	Career Preparation/Orientation	01/01/2013	05/31/2014	\$0	Other	Administrative Staff ILP Advisors

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Operation Preparation is a joint effort of the Kentucky Department of Education and the Department of Workforce Development and provides a powerful opportunity for schools, students, parents and communities to collaborate in the process of effective advising and focus attention on the importance of planning for college and/or career. In March, trained volunteer community advisors will meet one-on-one with every 8th grade student. The community advisor will use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE results) to discuss the student's: career aspirations, required education/training and workforce skills whether the student is on target to meet their goals whether the student is taking the courses recommended to prepare them for a successful future.	Career Preparation/Orientation	03/02/2015	03/31/2015	\$0	No Funding Required	8th grade teachers, principal, counselor, and trained community volunteers

Strategy 3:

EXPLORE Practice - The EXPLORE practice test would be administered to the 7th grade students. The EXPLORE test is an indicator of how the students will perform on the ACT.

Category: Continuous Improvement

Research Cited: Our longitudinal data and long-standing commitment to all students becoming college and career ready uniquely established ACT as a valuable partner SY 2014-2015

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in—and advocate for—the Common Core State Standards Initiative. ACT's College Readiness Standards, upon which EXPLORE is based, are aligned with the Common Core State Standards. ACT data were used to develop the Common Core State Standards, which reflect a shared goal of preparing students for credit-bearing college courses and for careers and are consistent with international standards that promote high student performance.

Activity - EXPLORE Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EXPLORE practice will be administered to the seventh grade students.	Academic Support Program	12/01/2014	05/29/2015	\$0	Other	7th grade teachers

Goal 7: Martin County Middle School will focus instruction on the target gap group as noted by KPREP data for Special Education students in the subject area of Reading.

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

Measurable Objective 1:

demonstrate a proficiency rating with an increase in Special Education population scores in the subject area of Reading for the 2014-2015 school. by 05/31/2014 as measured by map, teacher formative and summative assessments, and learning checks..

Strategy 1:

Differentiated Instruction - All teachers will use research based best practice on instructional strategies that target at risk students (gap students) and students with a disability.

Category: Continuous Improvement

Research Cited: Research shows positive results when instruction is differentiated in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K–12 classrooms in Alberta. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008).

Activity - Instructional Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will group students based upon the skills needed to differentiate instruction for the needs of the students within the gap group. This will be monitored by lesson plans, formal and informal observations.	Direct Instruction	08/18/2014	05/08/2015	\$0	No Funding Required	Teachers

Activity - Data Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The Data Room is a room that displays data from KPREP and MAP. After each MAP assessment, data will be updated. Teachers meet on a weekly basis to analyze and discuss data. Students are targeted and progress is monitored based on the data. Goals are set based on the information. Also displayed in the data room are curriculum maps and Battle of the Classes data.	Other	08/18/2014	05/08/2015	\$0	No Funding Required	All teachers
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Activity - Focus on Five	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will choose five students from achievement gap group. Teachers will motivate these students to perform better academically by: 1) Discussing their KPREP and MAP scores; 2) Checking on grades and performance in other classes; 3) Rewarding and praising students for achievement; 4) Providing assistance and support in all academic areas when needed.	Other	08/18/2014	05/08/2015	\$0	No Funding Required	All teachers

Activity - Reading Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention reading classes are provided three to four times weekly to students who are in gap group. Teachers work with students in small groups or individually. Students will participate in Milestone Reading and Reading Plus.	Direct Instruction	08/11/2014	05/08/2015	\$40000	Title I Schoolwide	Janine Raines Haney

Strategy 2:

Support Services - Students identified in our gap targeted groups will be assigned extra services to monitor their progress in meeting the goals.

Category:

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students identified by the gap analysis report will be assigned ESS or in school support. The identified gap students will receive additional instructional assistance. This instruction is standards based.	Academic Support Program	11/10/2014	04/30/2015	\$13000	Other	ESS/ELA Staff

Goal 8: All teachers at Martin County Middle School will foster an environment of continuous improvement for themselves, students and the community, teachers will focus on core academic areas and areas to promote a culture of education and efficiency.

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

Measurable Objective 1:

demonstrate a behavior that fosters continuous improvement for the staff, students, and community by 05/31/2014 as measured by sign-in sheets, evaluations, lesson plan, classroom observations, PD request forms, learning checks..

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Strategy 1:

Regional, State and National Conferences - Teachers will gain an awareness of activities to enhance instruction and promote the academic achievement of students in target gap areas.

Category:

Activity - Pre-Conference Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guide will maximize the conference experience by ensuring the CSIP goals will be addressed through attendance at the conference.	Professional Learning	09/03/2013	05/31/2014	\$4000	Title I Schoolwide	Principal/Teachers
Activity - Post Conference Guide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Complete a conference action plan tool that will embed instructional strategies learned in classroom practices.	Professional Learning	09/03/2013	05/31/2014	\$4000	Title I SIG	Principal/Attending Teachers

Strategy 2:

Summer academies - Teachers will be given opportunities to attend academies related to their core content areas either in-district and out-of-district.

Category:

Activity - Academy attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will become knowledgeable of research based strategies, resources and programs to target gaps and target instructional practices.	Professional Learning	09/03/2013	05/31/2014	\$5000	Title I School Improvement (ISI)	Principal

Strategy 3:

ESS - Students will be assigned ESS based upon data analysis of map results, teacher formative and summative assessments, and teacher recommendations.

Students will be instructed in areas of need based upon the above criteria.

Category:

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified gap students will receive additional assistance.	Academic Support Program	09/03/2013	05/31/2014	\$2000	State Funds	Principal/ESS Coordinator

Strategy 4:

Job embedded instructional best practice - Staff will participate in instructional best practices that enhance the educational experience of students for students.

Category:

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Activity - Word Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use word walls to reinforce vocabulary. An emphasis will be placed on power verbs and content vocabulary. Students will learn core content vocabulary.	Academic Support Program	09/03/2013	05/31/2014	\$0	No Funding Required	Staff
Activity - School Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School schedule will be revised to implement a class that targets at-risk students in reading.	Other	01/21/2014	05/31/2014	\$0	No Funding Required	Principal/Counselor
Activity - Purchase of Reading and Math Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math content and reading content materials will be purchased. Students will gain a better knowledge of reading across the curriculum. Revision: Items included will be Lexia reading, Accelerated Math, IXL math, Great Leaps Alex, Accelerated math and reading, Reading Plus, Reading Revisited, SRA, and Study Island and any other programs needed to improve student learning.	Academic Support Program	09/03/2013	05/31/2014	\$5000	Title I School Improvement (ISI)	All teachers
Activity - Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers refine a curriculum map/pacing guide, with timeline, to inform instruction throughout the year.	Other	09/03/2013	05/31/2014	\$0	Other	Staff
Activity - Home visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home visits and phone calls will be made to those students identified on targeted assistance list to acquire assistance of the parents in the inclusion of the students in ESS or in school tutoring.	Policy and Process	09/03/2013	05/31/2014	\$0	No Funding Required	Staff

Strategy 5:

Parent Involvement - Martin County Middle School teachers will take every step necessary to involve parents in the educational process to keep them informed of all events.

Category:

Activity - Assessment results meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to an assessment results meeting. Communication between parents and school will increase.	Parent Involvement	09/03/2013	05/31/2014	\$0	Other	Title I YSC Counselor
Activity - Parent involvement meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Title I representatives along with YSC will host four parent involvement meetings per year to establish a school volunteer program. Parents and community leaders will feel appreciated for their assistance and will continue to be involved with the school.	Parent Involvement	09/03/2013	05/31/2014	\$0	Other	Counselor Title I Teachers YSC Coordinator
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Strategy 6:

Character Education - Students will be pulled out of class by the guidance counselor to meet in small groups at least once a semester to discuss issues relevant to their growth and well being.

Category:

Activity - Rachel's Challenge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A series of empowering, educator motivating programs and strategies called "awaken the learner; 5 step school improvement process" that equips students and adults to create and sustain safe, caring, and supportive learner environments essential for academic achievement.	Behavioral Support Program	10/27/2014	05/19/2015	\$4800	Other	All staff of MCMS

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Positive Behavior Interventions Supports for altering negative behavior in a positive manner.	Behavioral Support Program	08/03/2015	05/29/2020	\$1500000	Grant Funds	All staff of MCMS

Goal 9: To increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

(Note: Data not available for setting targets at this time.)

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

Measurable Objective 1:

demonstrate a proficiency as school principal on the PGES observation process by 07/29/2014 as measured by principal proficiency on TeachScape observation assessment.

(shared) Strategy 1:

Professional Development - School leadership team will collaborate with district level personal to ensure that all teachers are trained in new PGES system prior to 2014-2015 school year.

Category: Other - Teacher Preparation

Activity - Completion of PGES PD 360 Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All district and school administration will complete	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Superintendent, Central Office Staff, Principal
Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and support on multiple measures that will make up the teacher effectiveness system (i.e., student voice, self-reflection, observations, and student growth).	Professional Learning	07/28/2014	05/19/2015	\$0	No Funding Required	All teachers Principal Vice Principal Counselor

Measurable Objective 2:

demonstrate a behavior to be highly effective teachers by 05/22/2015 as measured by PGES observation process.

(shared) Strategy 1:

Professional Development - School leadership team will collaborate with district level personal to ensure that all teachers are trained in new PGES system prior to 2014-2015 school year.

Category: Other - Teacher Preparation

Activity - PGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training and support on multiple measures that will make up the teacher effectiveness system (i.e., student voice, self-reflection, observations, and student growth).	Professional Learning	07/28/2014	05/19/2015	\$0	No Funding Required	All teachers Principal Vice Principal Counselor

Goal 10: All instruction at Martin County Middle School will be facilitated by highly qualified teachers.

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

Measurable Objective 1:

demonstrate a behavior to be highly qualified in content area by 05/29/2015 as measured by LEAD report.

Strategy 1:

Professional Development - High quality professional development for teachers to enable all children in school be taught by highly qualified teachers.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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National conferences; professional development; PLCs	Professional Learning	08/11/2014	05/15/2015	\$3900	District Funding	Teachers
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Goal 11: Martin County Middle School will attract high quality, highly qualified teachers for teaching positions.

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

Measurable Objective 1:

demonstrate a behavior to recruit high quality, highly qualified teachers in new positions by 08/14/2015 as measured by LEAD report.

Strategy 1:

Interviews - The Site Base Council will interview only teachers who possess qualifications of highly skilled educators.

Category: Other - Policy

Activity - Strategic Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The counsel will prepare strategic questions when interviewing those applying for teaching positions.	Other	08/01/2014	05/08/2015	\$0	No Funding Required	Principal; Site Base Council Members

Goal 12: All students at Martin County Middle School will participate in character education in order to integrate good character traits into school environment.

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

Measurable Objective 1:

demonstrate a behavior to educate students in the area of character education by 05/19/2015 as measured by discipline referrals.

Strategy 1:

Character Education Program - Complete character education programs that promote positive character traits.

Category: Other - Behavior Management

Activity - Rachel's Challenge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A series of empowering, educator motivating programs and strategies called "Awaken the Learner; Five-Step School Improvement Process" that equips students and adults to create and sustain safe, caring, and supportive learning environments essential for academic achievement.	Behavioral Support Program	10/27/2014	05/19/2015	\$4800	Other	Counselors, administration, teachers

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Activity - Bullying Prevention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In arts and humanities, students will be introduced to effects of bullying and how to prevent it through role playing and drama activities.	Behavioral Support Program	10/13/2014	10/31/2014	\$0	Other	Mary Ann Farley
Activity - FOR Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Friends of Rachel Club provides the opportunity for MCMS to partner with Rachel's Challenge to continue the chain reaction of kindness and compassion in the school and community. The main goal of this club is to help create a permanent cultural change in your school.	Behavioral Support Program	10/27/2014	05/19/2015	\$0	No Funding Required	Susan Stevens Amy Kerr Amber Jewell Pete Greene Greg Crum Claudine Sweeney
Activity - Make Someone's Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, staff, and students are encouraged to do something to make another individual's day. The act can be a kind word or a gift to someone for no reason.	Behavioral Support Program	08/11/2014	05/19/2015	\$0	No Funding Required	All staff and students

Goal 13: MCMS will ensure equitable access to the the Arts & Humanities, PLVS, & writing programs yearly.

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

Measurable Objective 1:

A total of 486 All Students will demonstrate a proficiency in the Arts & Humanities programs ensuring that proficient levels are obtained in Program Review. in Art & Humanities by 06/10/2014 as measured by PLC documentation and Program Review data..

Strategy 1:

Arts & Humanities Committees - Committees will meet bi-monthly to ensure that program requirements are being met.

Category:

Activity - Drama Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Offering full access to a drama productions and skits for students to broaden their understanding of the arts through program offerings.	Extra Curricular	01/02/2014	05/30/2014	\$0	General Fund	Arts & Humanities teacher

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Activity - Creative Zone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will meet 3 days a week at the beginning of the school day to work on creative drawing projects. This is a time set aside for students to create their expressive exhibits of art work.	Extra Curricular	08/04/2014	05/19/2015	\$0	No Funding Required	Art Teacher

Activity - Autograph Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will exhibit and write about autographs that they have requested and received from various starts around the world.	Extra Curricular	08/04/2014	05/19/2015	\$0	No Funding Required	Art Teacher

Measurable Objective 2:

A total of 486 All Students will demonstrate a proficiency by participating in music programs offered in Music by 05/30/2014 as measured by PLC documentation and Program Review data..

Strategy 1:

Dance & Sing - Students will be offered a class to learn more about music and movement. This will be incorporated during, before, or after school.

Category:

Activity - Dance and Sing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Music and Movement exploration	Extra Curricular	01/02/2014	05/30/2014	\$0	General Fund	Arts & Humanities Teachers

Measurable Objective 3:

A total of 486 All Students will demonstrate a proficiency of movement while obtaining physical activity in Practical Living by 05/30/2014 as measured by PLC documentation and Program Review data..

Strategy 1:

Fun Movement - Students will be given a daily exercise to do during their 6th Period Class. This will ensure that all students will receive physical activity each day.

Category:

Activity - Fun Movement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Physical Activity	Academic Support Program	01/02/2014	05/30/2014	\$0	No Funding Required	All staff

Goal 14: Martin County Middle School will provide professional development opportunities to all teachers for the purpose of improving program review in the areas of writing, arts and humanities, and practical living and career studies.

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

Measurable Objective 1:

collaborate to provide activities, writing, and experiences in arts and humanities, practical living and career studies, and writing in all content areas by 05/18/2015 as measured by evidence in lesson plans, writing activities, and student work across all content areas.

Strategy 1:

Professional Learning Communities - Teachers meet weekly to discuss content issues and receive training in lesson planning, unit planning, and assessments.

Teachers also analyze data from KPREP and MAP testing and discuss interventions needed for students who are in gap groups.

Category: Professional Learning & Support

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIITS district coordinator met with teachers to teach them how to complete lesson plans and submit unit plans.	Technology	08/12/2013	05/30/2014	\$0	No Funding Required	CIITS district coordinator; all MCMS teachers

Activity - Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers met to analyze KPREP and MAP scores.	Other	08/18/2014	05/19/2015	\$0	No Funding Required	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EXPLORE Practice	The EXPLORE practice will be administered to the seventh grade students.	Academic Support Program	12/01/2014	05/29/2015	\$0	7th grade teachers
IXL	IXL is a computer-based program where students are assessed to check level of language mechanics and writing level. They will complete lessons that teach language mechanics and writing skills. Students are assessed frequently to monitor progress.	Academic Support Program	01/05/2015	05/12/2015	\$5200	Language Arts staff
ESS	The students identified by the gap analysis report will be assigned ESS or in school support. The identified gap students will receive additional instructional assistance. This instruction is standards based.	Academic Support Program	11/10/2014	04/30/2015	\$13000	ESS/ELA Staff
Assessment results meeting	Parents will be invited to an assessment results meeting. Communication between parents and school will increase.	Parent Involvement	09/03/2013	05/31/2014	\$0	Title I YSC Counselor
Curriculum Map	All math teachers refine a curriculum map/pacing guide, with timeline, to inform instruction throughout the year.	Other	09/03/2013	05/31/2014	\$0	Staff
Parent involvement meeting	Title I representatives along with YSC will host four parent involvement meetings per year to establish a school volunteer program. Parents and community leaders will feel appreciated for their assistance and will continue to be involved with the school.	Parent Involvement	09/03/2013	05/31/2014	\$0	Counselor Title I Teachers YSC Coordinator
Morning ESS	Students from targeted gap group will attend morning ESS. These sessions will be Common Core based.	Academic Support Program	11/13/2014	05/01/2015	\$13000	ESS Staff
IXL Math	Computer based program students are given a entrance exam to determine their level of instruction needed. This is a daily activity that yields data used for ESS.	Academic Support Program	09/01/2014	05/01/2015	\$5500	Math teachers and intervention personal
Rachel's Challenge	A series of empowering, educator motivating programs and strategies called "Awaken the Learner; Five-Step School Improvement Process" that equips students and adults to create and sustain safe, caring, and supportive learning environments essential for academic achievement.	Behavioral Support Program	10/27/2014	05/19/2015	\$4800	Counselors, administration , teachers

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Provide Intervention Classrooms in the Schedule and place students.	Using data analysis, place students below proficiency into intervention classrooms as needed.	Academic Support Program	08/07/2014	05/29/2015	\$0	Administrative staff
Rachel's Challenge	A series of empowering, educator motivating programs and strategies called "awaken the learner; 5 step school improvement process" that equips students and adults to create and sustain safe, caring, and supportive learner environments essential for academic achievement.	Behavioral Support Program	10/27/2014	05/19/2015	\$4800	All staff of MCMS
ESS Morning	ESS is standards based instruction for all Tier III students. ESS take place two days a week for an hour each setting.	Academic Support Program	11/03/2014	05/01/2015	\$13000	All Math and ELA teachers.
Advising	Teachers will be assigned as an advisor to a specified group of students for ensuring each student completes their ILP. They will also conduct the annual review and conference with the students about their ILP.	Career Preparation/Orientation	01/01/2013	05/31/2014	\$0	Administrative Staff ILP Advisors
Morning tutoring	Morning tutoring is available 2 days a week for all grade levels in Math and Reading. Math is available on Monday and Wednesday mornings and Reading is available on Tuesday and Thursday mornings.	Tutoring	11/05/2014	05/29/2015	\$3500	Administrative staff and Math/ELA teachers
Bullying Prevention	In arts and humanities, students will be introduced to effects of bullying and how to prevent it through role playing and drama activities.	Behavioral Support Program	10/13/2014	10/31/2014	\$0	Mary Ann Farley
Total					\$62800	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Catch Up Math	Students will use the computer based system as a daily practice in addition to their regular math class. Each student will have daily practice and will use the data from the program to drill down with direct instruction.	Academic Support Program	08/04/2014	05/04/2015	\$4500	Math and ESS teachers.
MyOn	MyOn is a digital reading program that is personalized based on interests and ratings of previous books read. Initially, students are given an Interest Inventory and a reading placement assessment. Students then choose books based on interest and Lexile levels. After each book read, students will be assessed again to assess reading level gains. Students will read independently at home and will be given time in classes.	Technology	10/16/2014	05/08/2015	\$6400	ELA teachers
Reading Intervention Classes	Intervention reading classes are provided three to four times weekly to students who are in gap group. Teachers work with students in small groups or individually. Students will participate in Milestone Reading and Reading Plus.	Direct Instruction	08/11/2014	05/08/2015	\$40000	Janine Raines Haney

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Milestone Reading	Milestone Reading is a reading program for Tier III students in seventh grade. Reading materials are designed to match students' language levels and progress in small steps to ensure continued success in reading. Students work individually or in small group with teacher. The program incorporates the five essential components recommended by the National Reading Panel (NRP, 2000): 1) Phonemic Awareness 2) Phonics 3) Fluency 4) Vocabulary 5) Comprehension	Direct Instruction	10/13/2014	05/08/2015	\$5000	Janine Haney
Pre-Conference Guide	Guide will maximize the conference experience by ensuring the CSIP goals will be addressed through attendance at the conference.	Professional Learning	09/03/2013	05/31/2014	\$4000	Principal/Teachers
Catch Up Math	This program was implemented for the purpose of developing Tier II students. These students were chosen by KPREP and MAP data. Students are grouped according to the level of intervention needed.	Academic Support Program	08/11/2014	05/25/2015	\$4500	Math intervention teachers and regular education teachers.
MyOn Reading	MyOn is a digital reading program that is personalized based on interests and ratings of previous books read. Initially, students are given an interest inventory and a reading placement assessment. Students then choose books based on interest and Lexile levels. After each book read, students will be assessed again to assess reading level gains. Students will read independently at home and will be given time in classes.	Technology	10/16/2014	05/08/2015	\$6400	ELA teachers
Reading Plus	Reading Plus is a computer/Internet based program that assesses a student's reading level and places the student at a level comfortable to that student. The student is given vocabulary activities, fluency activities, and reading comprehension activities on their level. Students progress based on their own ability and are rewarded with each progression. The program provides teachers with each student's reading problem so that the teacher can meet with that student. This program targets Tier II students.	Academic Support Program	08/15/2014	05/08/2015	\$5000	Janine Haney Rhonda Horn
Catch-up Math	Daily Work on computer based program	Technology	11/05/2014	05/29/2015	\$3500	RTI Staff/teachers
Total					\$79300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Make Someone's Day	Teachers, staff, and students are encouraged to do something to make another individual's day. The act can be a kind word or a gift to someone for no reason.	Behavioral Support Program	08/11/2014	05/19/2015	\$0	All staff and students

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Operation Preparation	Operation Preparation is a joint effort of the Kentucky Department of Education and the Department of Workforce Development and provides a powerful opportunity for schools, students, parents and communities to collaborate in the process of effective advising and focus attention on the importance of planning for college and/or career. In March, trained volunteer community advisors will meet one-on-one with every 8th grade student. The community advisor will use the student's Individual Learning Plan or ILP (including career interest inventory and EXPLORE results) to discuss the student's: career aspirations, required education/training and workforce skills whether the student is on target to meet their goals whether the student is taking the courses recommended to prepare them for a successful future.	Career Preparation/Orientation	03/02/2015	03/31/2015	\$0	8th grade teachers, principal, counselor, and trained community volunteers
History Club	The MCMS History Club members choose a historical figure. They will research this figure and write about him/her. This writing piece will be submitted for state and national recognition.	Extra Curricular	10/14/2014	11/28/2014	\$0	Brian Farley Dustin Woods Claudine Sweeney
PGES Training	Teachers will receive training and support on multiple measures that will make up the teacher effectiveness system (i.e., student voice, self-reflection, observations, and student growth).	Professional Learning	07/28/2014	05/19/2015	\$0	All teachers Principal Vice Principal Counselor
Instructional Grouping	Teachers will group students based upon the skills needed to differentiate instruction for the needs of the students within the gap group. This will be monitored by lesson plans, formal and informal observations.	Direct Instruction	08/18/2014	05/08/2015	\$0	Teachers
School Television News Feed	Students will create newscasts for television newsfeed.	Other	11/07/2014	11/14/2014	\$0	Greg Crum
Silent Sustained Reading	Students will read independently to themselves for 20 minutes in fourth period class if the teacher does not read aloud.	Other	10/28/2014	05/29/2015	\$0	All staff with a fourth period class
Strategic Questioning	The counsel will prepare strategic questions when interviewing those applying for teaching positions.	Other	08/01/2014	05/08/2015	\$0	Principal; Site Base Council Members
Reading Plus	Reading Plus	Other	11/05/2014	05/29/2015	\$0	Janine Raines
Standards-Based Units of Instruction	Teachers will create units that focus on specific standards that are rigorous and align directly with each Common Core standard.	Other	08/07/2014	05/19/2015	\$0	All teachers
Home visits	Home visits and phone calls will be made to those students identified on targeted assistance list to acquire assistance of the parents in the inclusion of the students in ESS or in school tutoring.	Policy and Process	09/03/2013	05/31/2014	\$0	Staff
MyOn Book Reviews	Students in sixth, seventh, and eighth grades will write a book review on MyOn books they have read.	Other	10/31/2014	05/08/2015	\$0	Janette Jude Amy Kerr Cletus Turner

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A 2nd Reading Course	Students at risk for poor learning outcomes will take an additional reading course	Other	11/05/2014	05/29/2015	\$0	Language Arts Teachers
Assessment Analysis	Teachers met to analyze KPREP and MAP scores.	Other	08/18/2014	05/19/2015	\$0	All teachers
MyOn Reading	Myon reading	Other	11/07/2014	05/29/2015	\$0	Language Arts Teachers
DOL	Great Source Dailies Student Book of Daily Oral Language 6-8 grades.	Direct Instruction	08/18/2014	05/12/2015	\$0	Samuel Miller Amy Kerr Cletus Turner
I Have, Who Has	Students are given sentence strips with sentences "I have (vocabulary word). Who has a word that means (definition)?" Other students in group reply with their strips that match previous sentence. Vocabulary words are aligned with word walls.	Other	09/23/2013	05/30/2014	\$0	Any teacher
Stop, Drop and Read!	Teachers will read aloud to students from selected reading.	Other	10/28/2014	05/29/2015	\$0	All staff with a 4th period class
Data Room	The Data Room is a room that displays data from KPREP and MAP. After each MAP assessment, data will be updated. Teachers meet on a weekly basis to analyze and discuss data. Students are targeted and progress is monitored based on the data. Goals are set based on the information. Also displayed in the data room are curriculum maps and Battle of the Classes data.	Other	08/18/2014	05/08/2015	\$0	All teachers
Literature Circles	Small groups of students read the same book and gather on a regular basis to discuss their reading. The students discuss, respond to, and think about real literature.	Academic Support Program	08/18/2014	05/08/2015	\$0	Janine Raines
Autograph Club	Students will exhibit and write about autographs that they have requested and received from various starts around the world.	Extra Curricular	08/04/2014	05/19/2015	\$0	Art Teacher
CT4GC	7th grade Language Arts and Special education teachers will collaborate to help all students	Other	08/07/2014	05/29/2015	\$0	7th grade Language Arts teacher 7th grade Special Education teacher
Individual Reading	Students choose text to read independently to help build fluency, increase vocabulary, and build background knowledge.	Other	08/18/2014	05/08/2015	\$0	ELA teachers, collaborative teachers
Response to Reading	Students read individually and respond by writing by making connections to self, other text, or real world; take a character's point of view to retell a story; make predictions before, during, and after reading; describe characters; explain central problem of the story; question the author; summarize selections; analyze theme; reflect on personal feelings about text; discuss issues in the text; discuss inferences or conclusions; describe plot.	Other	08/18/2014	05/08/2015	\$0	ELA teachers, collaborative teachers

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Revision Stations	Revision Stations are twelve steps students complete to revise and edit writing tasks. Each station is user friendly and has examples and steps that will guide students to independently make necessary writing changes. This activity also allows for differentiation in the classroom setting.	Other	08/18/2014	05/12/2015	\$0	Amy Kerr Samuel Miller Cletus Turner
FOR Club	The Friends of Rachel Club provides the opportunity for MCMS to partner with Rachel's Challenge to continue the chain reaction of kindness and compassion in the school and community. The main goal of this club is to help create a permanent cultural change in your school.	Behavioral Support Program	10/27/2014	05/19/2015	\$0	Susan Stevens Amy Kerr Amber Jewell Pete Greene Greg Crum Claudine Sweeney
CIITS Training	CIITS district coordinator met with teachers to teach them how to complete lesson plans and submit unit plans.	Technology	08/12/2013	05/30/2014	\$0	CIITS district coordinator; all MCMS teachers
Completion of PGES PD 360 Module	All district and school administration will complete	Professional Learning	08/01/2013	06/30/2014	\$0	Superintendent, Central Office Staff, Principal
Teacher Read-Aloud	Teachers will read aloud to students from selected reading.	Other	10/28/2014	05/29/2015	\$0	All teachers who have a fourth period class will read aloud to students on a daily basis for at least twenty minutes.
Creative Zone	Student will meet 3 days a week at the beginning of the school day to work on creative drawing projects. This is a time set aside for students to create their expressive exhibits of art work.	Extra Curricular	08/04/2014	05/19/2015	\$0	Art Teacher
School Schedule	School schedule will be revised to implement a class that targets at-risk students in reading.	Other	01/21/2014	05/31/2014	\$0	Principal/Counselor
Teacher Read Aloud	Teachers will read aloud to students from selected reading.	Other	10/28/2014	05/29/2015	\$0	All staff with a fourth period class
CT4GC	Regular Education and Special Education teachers will collaborate in the general education setting to help all students.	Other	08/07/2014	05/29/2015	\$0	Special Education teachers (6th, 7th, and 8th) Math Teachers (6th and 8th)

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Focus on Five	Teachers will choose five students from achievement gap group. Teachers will motivate these students to perform better academically by: 1) Discussing their KPREP and MAP scores; 2) Checking on grades and performance in other classes; 3) Rewarding and praising students for achievement; 4) Providing assistance and support in all academic areas when needed.	Other	08/18/2014	05/08/2015	\$0	All teachers
Word Walls	All teachers will use word walls to reinforce vocabulary. An emphasis will be placed on power verbs and content vocabulary. Students will learn core content vocabulary.	Academic Support Program	09/03/2013	05/31/2014	\$0	Staff
Word Wall Bingo Review	Students write down words on a grid. The teacher randomly reads definitions or sentences that could be used with the words. Students highlight words as they are used.	Other	08/18/2014	05/08/2015	\$0	All teachers at MCMS
CT4GC	Tier I level of instruction given to all students through a cooperative teaching approach. This is a systems approach to teaching in the regular classroom in cooperation with the special education teacher.	Academic Support Program	08/04/2014	05/25/2015	\$0	Math, ELA, and special education staff.
Program Review Meetings	Writing Program Review committee meets bi-monthly to monitor program review indicators.	Policy and Process	08/25/2014	05/08/2015	\$0	All Language Arts teachers (Cletus Turner and Samuel Miller - lead teachers) Greg Crum Brent Haney
Book Club Book Reviews	The book club will write book reviews about books read and create an iMovie or Power Point for school television.	Other	10/21/2014	05/08/2015	\$0	Janine Raines Janette Jude
LDC Writing Tasks	Students complete Literacy Design Collaborative writing tasks that require analysis of text. Students respond to the text by answering an essential question and prompt. The writing piece may take several days to complete.	Other	08/18/2014	05/15/2015	\$0	Teachers in content areas such as reading, social studies, science, arts and humanities, etc...
Journal Writing	Students write daily in journals to respond to learning or reading; express opinions; or express thoughts.	Other	08/18/2014	05/15/2015	\$0	Janette Jude Amy Kerr Cletus Turner Samuel Miller
Fun Movement	Physical Activity	Academic Support Program	01/02/2014	05/30/2014	\$0	All staff
Silent Sustained Reading	Students will read independently to themselves for 20 minutes.	Other	10/28/2014	05/29/2015	\$0	All staff with a fourth period class

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Cardinal Courier Newsletter	Students write to create article for school newspaper which is available to students, faculty, district, and community. Students write articles in class about school and extra-curricular activities.	Other	08/18/2014	05/11/2015	\$0	Greg Crum
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Class	All Tier II students are placed in an additional math course. This course is where they will receive drill down from data that was received from the CatchUp math reports that each student is working on.	Academic Support Program	08/04/2014	05/04/2015	\$500000	Math Interventionist
Reading Milestones	Reading Milestones is a reading program for Tier III students. Reading materials are designed to match students' language levels and progress in small steps to ensure continued success in reading. Students work individually or in small group with teacher. The program incorporates the five essential components recommended by the National Reading Panel (NRP, 2000): 1) Phonemic Awareness 2) Phonics 3) Fluency 4) Vocabulary 5) Comprehension	Academic Support Program	10/13/2014	05/29/2015	\$800	7th Grade Lang. Arts teacher Janine Raines
ESS Morning	This will be used to give standard based instruction to students that are most at risk. This instruction is given two days a week for 1 hour each day.	Academic Support Program	11/03/2014	05/04/2015	\$50000	Math Teachers
Dance and Sing	Music and Movement exploration	Extra Curricular	01/02/2014	05/30/2014	\$0	Arts & Humanities Teachers
Provide Intervention Classrooms in the Schedule and place students.	Place students into RTI classrooms for individualized instruction based on formative assessment data	Academic Support Program	01/01/2013	05/31/2014	\$0	Administrative Staff @ WMS
Small Group Direct Instruction	Students are placed in small groups based on their literacy needs. The teacher works with students to help students with various comprehension skills and strategies. This group reads a variety of print including fiction, non-fiction, and poetry.	Direct Instruction	08/18/2014	05/11/2015	\$0	ELA teachers, collaborative teachers
Monitor and Evaluate RTI	Monitor and evaluate student progress in RTI or intervention classrooms. Using MAP and other types of formative assessment to determine proficiency levels of students and adapting these classrooms and rosters to fit the individualized needs of our students.	Academic Support Program	01/01/2013	05/31/2014	\$0	Administrative Staff @ WMS

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Reading Plus	Reading Plus is a computer/Internet based program that assesses a student's reading level and places the student at a level comfortable to that student. The student is given vocabulary activities, fluency activities, and reading comprehension activities on their level. Students progress based on their own ability and are rewarded with each progression. The program provides teachers with each student's reading problem so that the teacher can meet with that student.	Academic Support Program	08/18/2014	05/29/2015	\$0	Janine Raines
Provide Intervention Classrooms in the Schedule and place students.	Place students into RTI/enrichment classrooms based on formative assessment data and universal screenings.	Academic Support Program	01/01/2013	05/31/2014	\$0	School Administrative Staff
Math Intervention Class	Students performing at a Tier II level of intervention based upon MAP and KPREP data are receiving an additional math intervention class. During this class time, they are working on Catch Up math or basic drill down math using the data from their Catch Up Math reports.	Academic Support Program	08/04/2014	05/12/2015	\$50000	Math Interventionist
Monitor and Evaluate RTI	Monitor and evaluate student progress in RTI/interventions and enrichment classrooms using MAP and other forms of formative assessment. This data will be used to determine proficiency levels of students and adapt classrooms and rosters to meet the individualized needs of our students.	Academic Support Program	01/01/2013	05/31/2014	\$0	Administrative Staff
Drama Club	Offering full access to a drama productions and skits for students to broaden their understanding of the arts through program offerings.	Extra Curricular	01/02/2014	05/30/2014	\$0	Arts & Humanities teacher
Total					\$600800	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	Positive Behavior Interventions Supports for altering negative behavior in a positive manner.	Behavioral Support Program	08/03/2015	05/29/2020	\$1500000	All staff of MCMS
Total					\$1500000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	National conferences; professional development; PLCs	Professional Learning	08/11/2014	05/15/2015	\$3900	Teachers
Gifted and Talented Writing Activities	Students create writing pieces such as campaign posters, "Why I Should be Elected President," response to literature videos, acronym sentence games, and scripts for news reports for school news program.	Academic Support Program	08/25/2014	05/08/2015	\$50000	Sheila Preece

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MAP TESTS/FORMATIVE ASSESSMENT	Students will be tested to gain knowledge of their proficiency levels. MAP testing is administered three times a year, and formative assessment is ongoing.	Other	01/01/2013	05/31/2014	\$0	School and District Administrative staff
MAP TESTS/FORMATIVE ASSESSMENT	Students will be tested to gain knowledge of their proficiency levels.	Other	01/01/2013	05/31/2014	\$0	School and District Administrative Staff
Total					\$53900	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase of Reading and Math Materials	Math content and reading content materials will be purchased. Students will gain a better knowledge of reading across the curriculum. Revision: Items included will be Lexia reading, Accelerated Math, IXL math, Great Leaps Alex, Accelerated math and reading, Reading Plus, Reading Revisited, SRA, and Study Island and any other programs needed to improve student learning.	Academic Support Program	09/03/2013	05/31/2014	\$5000	All teachers
Academy attendance	Teachers will become knowledgeable of research based strategies, resources and programs to target gaps and target instructional practices.	Professional Learning	09/03/2013	05/31/2014	\$5000	Principal
Total					\$10000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	Identified gap students will receive additional assistance.	Academic Support Program	09/03/2013	05/31/2014	\$2000	Principal/ESS Coordinator
Total					\$2000	

Title I SIG

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Post Conference Guide	Complete a conference action plan tool that will embed instructional strategies learned in classroom practices.	Professional Learning	09/03/2013	05/31/2014	\$4000	Principal/Attending Teachers

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IXL Math	A computer based program for Tier III students. This program requires them to take an entrance level exam. Students are then placed in their ability level and begin working on IXL math at their level. This is done daily and is reported in our data room.	Academic Support Program	09/01/2014	05/01/2015	\$5500	Math teachers
IXL Math	A computer based program for Tier III students. This program requires them to take an entrance level exam. Students are then placed in their ability level and begin working on IXL math at their level. This is done daily and is reported in our data room.	Academic Support Program	09/01/2014	05/01/2015	\$5500	Math teachers
Total					\$15000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Martin County Middle School will focus instruction on the target gap group as noted by KPREP data for Special Education students in the subject area of Reading.		Warfield Middle School has been consolidated with another middle school in the district. We are in the process of compiling a new CSIP document using the compressed data from both schools to redetermine our GAP groups. However, Warfield Middle did increase there score for the Gap group listed. This intensive approach of RTI will continue. The extent of this will depend upon the results of all of the new data analysis results.	September 30, 2013	Mrs. Patricia L Murphy
Objective	demonstrate a proficiency rating with an increase in Special Education population scores in the subject area of Reading for the 2014-2015 school. by 05/31/2014 as measured by map, teacher formative and summative assessments, and learning checks..	Not Met	This was not met. However, there was an increase in proficiency. This process will be refined and based upon the combined data analysis from both schools.	September 30, 2013	Mrs. Patricia L Murphy
Strategy	Differentiated Instruction		RTI intervention programs are being completely changed because of the increase of # of students and teachers. RTI will be ran during one class period for approximately 15 to 25 minutes a day.	September 30, 2013	Mrs. Patricia L Murphy
Activity	Instructional Grouping	Completed	This was completed but must be completely redone due to the fact that we have consolidated schools. The process will begin during the window of October 7-11.	September 30, 2013	Mrs. Patricia L Murphy
Activity	School Schedule		completed	November 03, 2014	Mr. Brent J Haney

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

By using data analysis we can better understand where our areas of weakness and strengths may be. Also it allows us to better understand and prioritize our areas of need. Martin Middle School uses data from MAP, K-PREP, Explore and summative test results to schedule students in RTI or individualized classes based on student proficiency in the areas of math, reading and writing. We look for gaps in our sub-populations and address those needs, as well. Teaching staff looks at specific content and standard deficiencies to address content coverage and teaching strategies. PLC's are conducted on a weekly basis to ensure that data analysis is driving instruction within MCMS.

This is a baseline school year for MCMS data. We are very limited to cross-referencing data. We have combined all data from Inez Middle School and Warfield Middle School as a starting point.

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?

Based on the combined scores the three main areas of strength. Science, Social Studies and College and Career Readiness. We noted that our Explore scores/College and Career Ready scores have seen an significant increase for the past 3 years. We have emphasized these areas and our staff is committed to maintaining and increasing these scores in all subject areas. We will continue to improve through the use of data analysis, formative assessment, and the use of effective instructional strategies. Also, our extra-curricular activities have experienced many tremendous accomplishments worthy of celebrating.

MCMS will be implementing best practices throughout the 2014-2015 school year such as; CT4GC, LDC, MDC, Continuous Improvement Modules and Battle of Classes. Each of these will ensure that we will maintain levels of achievement and increase areas of need. We are also implementing a different process of data collection and RTI within our building.

Opportunities for Improvement

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

Martin County Middle School has three areas in need of improvement according to our latest needs assessment. These areas are Math, Reading and Writing. MCMS plans to implement a vigorous RTI or intervention program to address these needs. Monitoring student proficiency through MAP and using formative assessment in the classroom we will be able to assign students to RTI classrooms for needed assistance in these subject areas. Meeting students needs through programs, such as, Reading Plus, Catchup Math, MyOn Reading, ALEKS math is part of our strategy, as well as, individualized instruction, tutoring and mini lessons in areas of weakness.

Conclusion

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

Continuous monitoring of our RTI program is imperative to the success of our students. We will be monitoring student progress and making adjustments on a 9 week basis during the 2014-2015 school year. We also will be implementing 2 new programs for the school year 2014-2015, (1) CatchUp Math and (2) MyOn Reading.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Teachers, SBDMC, and administration were all involved in the development and completion of the CSIP. Teachers are as follows: Kim Spence, Claudine Sweeney, Lana Jude, Brian Farley, Jimmy Horn, Mary Fields, and Samuel Miller. SBDMC members are as follows: Darrell Combs, Brian Farley, Claudine Sweeney, Pauletta Davis, and Angie Robinson. Lisa Kirk at the central office was corresponded with also.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.57

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
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 has limited involvement with parents of new and ESL students.	Novice

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Some parents report they are welcome to visit school.	Apprentice

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
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

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

	Statement or Question	Response	Rating
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
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 that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
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
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
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

KDE Comprehensive School Improvement Plan

Martin County Middle School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.29

	Statement or Question	Response	Rating
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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
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
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 seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
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 action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done.	Novice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Martin County Middle School

	Statement or Question	Response	Rating
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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.67

	Statement or Question	Response	Rating
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
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
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
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 staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
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.	District and school staff ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.	Distinguished

	Statement or Question	Response	Rating
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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.83

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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. 	Apprentice

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

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

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.</p>	Distinguished

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that allows parents access to most classrooms by appointment only.</p>	Apprentice

KDE Comprehensive School Improvement Plan

Martin County Middle School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Parent leaders regularly work with all parents to develop ways to improve parent understanding of learning issues.	Distinguished

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
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 make active use of school 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 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
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

Reflection

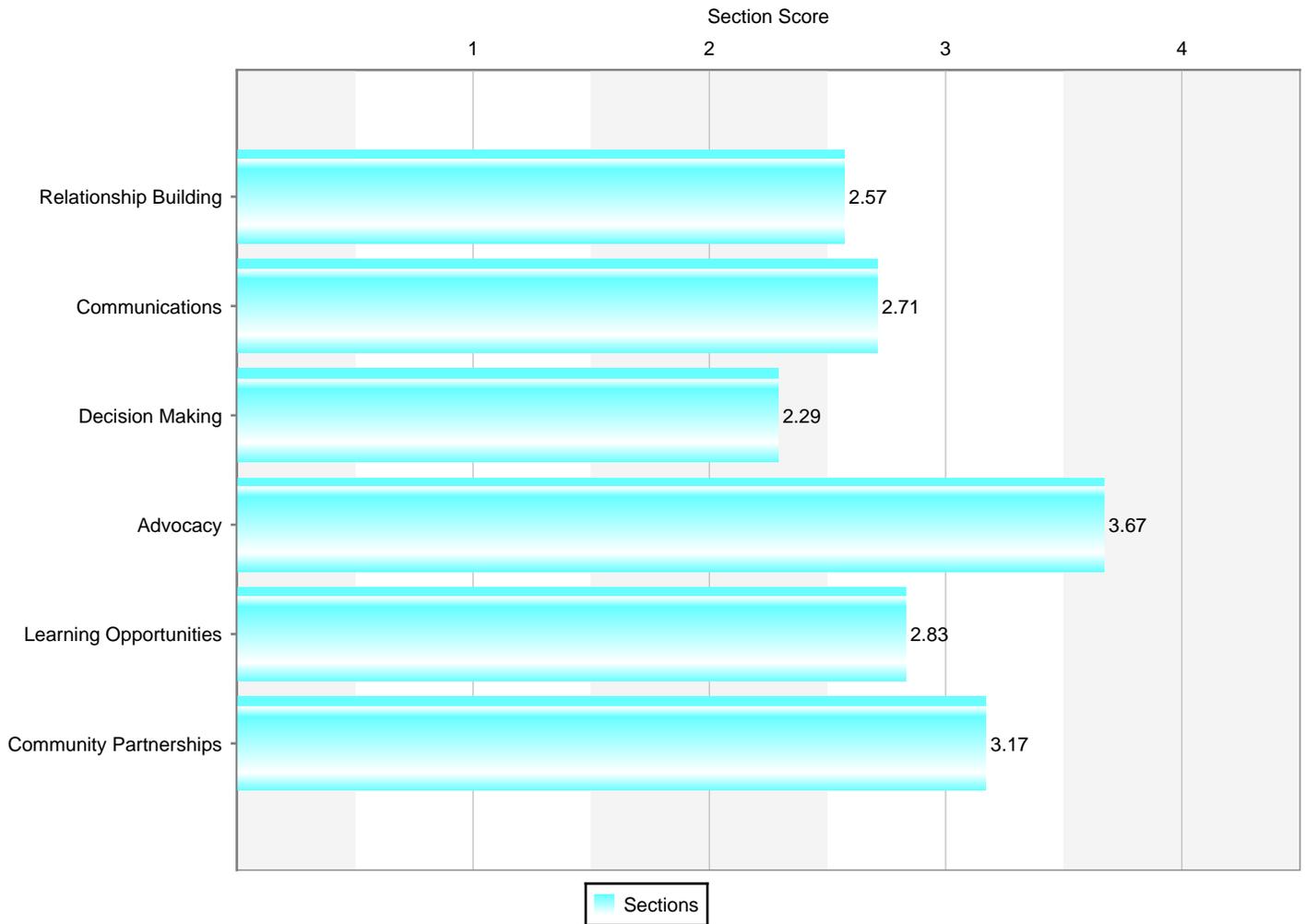
Reflect upon your responses to each of the Missing Piece objectives.

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

MCMS is lacking in a consistent way of communication to all of our parent stakeholders. Some parents are worked with routinely but there is not a precise well designed plan to actively engage all parents. MCMS has a very active role with communication through parent letters, newsletters, phone calls, emails and communication at SBDMC meetings and District Board of Education meetings. We are working on improvements in these areas by placing our Teacher leaders with responsibilities of ensuring that they communicate more frequently with our stakeholders.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

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.

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.

Leadership teams were designed at the onset of the school year. These leadership teams consisted of one lead teacher and four other staff members at MCMS. Each of the lead people came to improvement plan meetings to develop the CSIP. They also held the responsibility of informing/questioning the entire staff.

SBDMC had a very integral role in developing our CSIP through our routine council meetings, emails, and designed meetings just for discussion of the CSIP. Parents were asked to give input on the development of the CSIP.

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

Representations for the improvement plan came from the staff of MCMS, SBDMC, and administration. Their responsibilities involved collection and dissemination of materials for successful completion of the CSIP. Meetings were held during SBDMC times, PL Days, and PLC's at school.

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

Final CSIP was communicated through placing the CSIP in our SBDMC notebook and our MCMS webpage. Monthly progress was reported to the stakeholders involved in the development of MCMS CSIP.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	The school staff, both as a whole group and smaller groups organized by content areas, analyzed K-Prep data from the previous year as soon as it was made available in order to develop a comprehensive Response to Intervention program that would target each students greatest academic need. In addition, MAP data and summative assessment data from each teacher was analyzed throughout the school year to drive instruction of all students in every academic area.	

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	School staff developed and implemented a comprehensive Response to Intervention program to address the needs of each student, emphasizing fundamental math and reading skills. A thirty minute block of time was allotted to our daily schedule to provide each student of the school additional support in the core subject of reading and mathematics.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	No	Preschool transition strategies and implementation processes are not applicable for our middle school.	

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	School staff developed and implemented a comprehensive Response to Intervention program to address the needs of each student, emphasizing fundamental math and reading skills. A thirty minute block of time was allotted to our daily schedule to provide each student of the school additional support in the core subject of reading and mathematics.	

KDE Comprehensive School Improvement Plan

Martin County Middle School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Our school, in conjunction with our district, works closely with local colleges and universities, as well as the Teach for America program to identify and pursue highly qualified teachers. These educational organizations and institutions submit pools of eligible candidates to us and we then are able to identify the best candidates for our school's specific needs. In addition, our school utilizes media (newsletters, local newspapers, school website) to promote the positive aspects of our school in attempts to draw the most qualified teachers (new or experienced) to our school.	

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

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

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	The school implemented strategies to increase parental involvement by meeting with parents to develop a Parent Compact and develop/revise a Parent Involvement Policy. Staff met with parents formally on three different occasions to discuss the Compact, Involvement Policy, and Assessment results. Records of these interactions are filed in our school's Title I Notebook.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Martin County Middle School is incorporating the 10 schoolwide planning criteria that exists in the CSIP.	

KDE Comprehensive School Improvement Plan

Martin County Middle School

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	The Professional Development is based on data analysis needs and gap analysis needs and is approved at the district level and through SBDMC.	

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	We monitor and implement comprehensive plans through, PLC, SBDMC, and District level meetings.	

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	Martin County Middle School conducted a comprehensive needs assessment and established criteria for identifying eligible Title I students. Our assessment (including extensive review of academic achievement data) revealed needed improvement in the areas of reading and writing. Any teacher paid with Title I funds work in the areas that we have identified as pressing needs for our school's students.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Martin County Middle School uses Reading Plus and ALEX (for math) and have purchased MyOn reading and CatchUp math for the school year 2014-2015.	

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	Working with YSC to bring outside agencies to work with students; for example, Mountain Comprehensive Care, Dental Care, Creekside Counselors, etc.	

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	All the students at MCMS have access to ALL programs that will benefit them in their education.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Since we are a Title I school, all our activities coordinate with federal, state and local programs.	

KDE Comprehensive School Improvement Plan

Martin County Middle School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Martin County Middle School planned and coordinated activities and clubs that supported the regular educational program at our school. Examples include our annual Science and Social Studies fairs, and our F.C.C.L.A., History, Drama, and F.C.A. clubs.	

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	Martin County Middle School developed strategies to monitor and evaluate the success of our targeted assistance activities (RTI, Reading Plus, Alex Math). These evaluative strategies will be used to improve instructional strategies and professional development in the future.	

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	Martin County Middle follows all mandated requirements in assigning paraprofessionals who work in our building.	

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	Since MCMS is a Title I school, the federal money that is spent is to enhance achievement scores and purchase programs to increase the level of understanding of all students. The financial records are kept by the finance clerk at MCMS and also at the district level.	

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	The school implemented strategies to increase parental involvement by meeting with parents to develop a Parent Compact and develop/revise a Parent Involvement Policy. Staff met with parents formally to discuss the Compact, Involvement Policy, and targeted assistance activities. Records of these interactions are filed in our school's Title I Notebook.	

KDE Comprehensive School Improvement Plan

Martin County Middle School

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	MCMS existing plan is developed with the eight Targeted Assistance planning components in mind. However, this will be addressed at a deeper level for the 2014-2015 school year to better ensure its accuracy.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Since MCMS is a Title I school all the professional development is geared toward student's needs.	

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	CSIP is addressed annually in PLC, SBDMC, and district level meetings.	

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

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	This is done by the local district. They send letters to notify the parents.	

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	We use ILP's Career Cruising, Data analysis, Gap analysis and SBDMC approval for all professional development needs of the staff at MCMS.	

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

KDE Comprehensive School Improvement Plan

Martin County Middle 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	Para-educators must follow IEP's and district mandates with working with students and they do not provide any clerical work.	

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	Para-educators must follow IEP's and district mandates with working with students and they do not provide any clerical work.	

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

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	Para-educators schedules are defined by one of two ways, (1) district created schedule for interrate teachers (2) schedule ARC meetings with all faculty needed present to determine least restricted environments and minutes needed for scheduling para-educators time with students.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	The school met its cap size of student/teacher ratio by using General Funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	We do not get Title II funds.	

Compliance and Accountability - Middle Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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.

Planning and Accountability Requirements

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

Goal 1:

Increase the math K-Prep scores for 6th, 7th and 8th grade students at Martin County Middle School by 2014.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency that exceeds the average performance of other students within the same grade level throughout the state in Mathematics by 05/31/2014 as measured by K-Prep testing data. .

Strategy1:

RTI - Students will have an RTI class for math 2 days a week for 30 minutes each day

Category:

Research Cited:

Activity - RTI Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade Math Teachers will receive a stipend to provide activities/strategies for teachers to use during the 30 minute RTI classes in the afternoon at Martin County Middle School.	Other			01/21/2014	05/31/2014	\$0 - No Funding Required	All teachers.

Strategy2:

Tutoring - After school tutoring will be available 2 days a week for all grade levels. Individualized instruction will be given during tutoring based on student need.

Category:

Research Cited: Response to Intervention is a requirement and tutoring is only one response to our student needs here at Martin County Middle School

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring 2 days a week for all grade levels.	Tutoring			08/26/2013	05/31/2014	\$1500 - Other	Darrell Combs Kimberly Sheppard Kimberly Spence Katina Ward

Goal 2:

Provide a vigorous RTI/ Intervention program for students

Measurable Objective 1:

collaborate to to analyze data and provide students with structured Intervention classes to meet their individual needs. by 05/31/2014 as measured by Using MAP data, as well as, formative assessments inside the classroom in math, reading and writing.

Strategy1:

RTI/ Intervention program - Students will be placed in intervention classrooms based on MAP scores, K-PREP scores and formative assessment. We will utilize programs such as Reading Plus and ALEKS to improve student scores in math, reading and writing. We will also provide individualized instruction and mini lessons in areas of need or concern with individual students or small group sessions.

Category:

Research Cited: Many schools across the nation have had success when using individualized instruction and RTI programs. Research has proven it's success.

Activity - Provide Intervention Classrooms in the Schedule and place students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Place students into RTI classrooms for individualized instruction based on formative assessment data	Academic Support Program			01/01/2013	05/31/2014	\$0 - General Fund	Administrative Staff @ WMS

Goal 3:

An overall increase in reading scores to meet the 4 point overall gain.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency on STAR Reading Test of 1 grade equivalent level. in English Language Arts by 05/31/2014 as measured by the STAR Reading program. .

Strategy1:

Literacy Centers - Students are divided into groups or will work individually on activities based on their needs and the Common Core Standards. The regular classroom teacher and the collaborative teacher work with students individually and in groups. Groups include reading comprehension, writing, grammar, basic reading skills, individual reading. Students work and progress at their own pace to meet literacy goals.

Category:

Research Cited: Literacy centers promote student collaboration, facilitate student motivation, provide targeted practice on reading skills, and allow for one-on-one instruction as needed (Daniels & Bizar, 1998).

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Martin County Middle School

Activity - Small Group Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in small groups based on their literacy needs. The teacher works with students to help students with various comprehension skills and strategies. This group reads a variety of print including fiction, non-fiction, and poetry.	Direct Instruction			09/23/2013	05/30/2014	\$0 - General Fund	ELA teachers, collaborative teachers

Activity - Response to Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read individually and respond by writing by making connections to self, other text, or real world; take a character's point of view to retell a story; make predictions before, during, and after reading; describe characters; explain central problem of the story; question the author; summarize selections; analyze theme; reflect on personal feelings about text; discuss issues in the text; discuss inferences or conclusions; describe plot.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	ELA teachers, collaborative teachers

Activity - Individual Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students choose text to read independently to help build fluency, increase vocabulary, and build background knowledge.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	ELA teachers, collaborative teachers

Goal 4:

Continue to provide a Two Full Time Counselor at Martin County Middle School

Measurable Objective 1:

collaborate to provide services to our students, by providing two full-time counselors here at Martin County Middle School. by 05/31/2014 as measured by the number students seen on a daily basis by our school counselor..

Strategy1:

Make services available for our students - By providing counseling services to our students we can in fact remove barriers to learning, which may occur in our students lives.

Category:

Research Cited:

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Martin County Middle School

Activity - Fund the position for 2013-2014	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To fund our two full time counselor, using Title I funds on a year to year basis.	Other			01/01/2013	05/31/2014	\$32500 - Title I Schoolwide	Brent Haney - Principal District Staff

Goal 5:

To provide a full time Youth Service Center facility at Martin County Middle School,

Measurable Objective 1:

collaborate to provide services to our students, by providing a full-time Youth Service Center facility at Martin County Middle School for the school year 2013-2014 by 05/31/2014 as measured by the number of referrals, and students seen on a daily basis by our Youth Service Center Coordinator...

Strategy1:

Continue Support of the Youth Service Center - The school will collaborate with Youth Service Center, by providing referrals of needs of our students. We will also help the Youth Service Center by providing additional funding when needed, pending funding is available. With this support of the Youth Service Center we hope to remove most or all economic barriers to the education of our students.

Category:

Research Cited:

Activity - Continued Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide Financial Assistance to the operation and coordinator of our Youth Service Center as needed, and as funds are available to support the work being done for our students.	Other			01/01/2013	05/31/2014	\$3000 - Other	David Nichols - Principal District staff

Goal 6:

2012-2014 combined proficiency rating for all students in reading and math will increase from 42.2 to 53.8 by May of 2014

Measurable Objective 1:

demonstrate a proficiency in the areas Reading/ Lang. Arts and Math from 42.2 to 53.8 for Warfield Middle by 05/31/2014 as measured by K-PREP.

Strategy1:

Increase Reading/Lang. Arts - Intensive RTI,READO, Writing in RTI, Daily Oral Language, RTI training in STAR, Study Island usage in RTI and Silent Sustained Reading are among the strategies that will be used to increase Reading and Lang. Arts skills at WMS.

Category:

Research Cited:

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Martin County Middle School

Activity - Silent Sustained Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts teachers provide selected sustained silent reading texts so they are reading at grade appropriate level.	Direct Instruction			01/01/2013	05/31/2014	\$0 - Other	Reading and Lang. Arts teachers

Goal 7:

To increase students College and Career Readiness by increasing the composite score of EXPLORE from 15.5 in 2012 to a composite of 15.7 by May 2014

Measurable Objective 1:

collaborate to show an increase in the overall EXPLORE composite of 15.7 by 05/31/2014 as measured by Unbridled Learning Formula .

Strategy1:

Academic and Career Advising - Meet with students in ILP advisory meeting, Operation Preparation, and to go over Explore results.

Category:

Research Cited:

Activity - Advising	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be assigned as an advisor to a specified group of students for ensuring each student completes their ILP. They will also conduct the annual review and conference with the students about their ILP.	Career Preparation/Orientation			01/01/2013	05/31/2014	\$0 - Other	Administrative Staff ILP Advisors

Goal 8:

All teachers at Martin County Middle School will foster an environment of continuous improvement for themselves, students and the community, teachers will focus on core academic areas and areas to promote a culture of education and efficiency.

Measurable Objective 1:

demonstrate a behavior that fosters continuous improvement for the staff, students, and community by 05/31/2014 as measured by sign-in sheets, evaluations, lesson plan, classroom observations, PD request forms, learning checks..

Strategy1:

Culture Day - Teachers, staff, and students will work together to participate in a culture day that will support real-life experiences, content, and culture. Community will be involved setting up booths to display content that will enrich students knowledge of our culture.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Martin County Middle School

Activity - Heritage Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the event that places students in awareness with their culture. This event will be one enriched in our roots. Community, staff, and students will all participate in this event.	Community Engagement			09/03/2013	05/31/2014	\$2000 - Other	Staff

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

Goal 1:

6th and 8th grade Martin County Middle school students will become proficient writers as assessed by K-Prep by increasing the writing score 8 percentage points for a score of 33.1 meeting state requirements for 2013

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 03/31/2014 as measured by A variety of formative & summative assessments during RTI. .

Strategy1:

Portfolio Writing - As students complete writing tasks, it is placed in a portfolio and sent to the next grade level. Students may use the writing tasks/pieces from previous years and revise to make improvements.

Category:

Research Cited:

Activity - Writing Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete teacher designed writing tasks that require analysis of text. Students respond to the text by answering an essential question and prompt. The writing piece may take several days to complete.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	Teachers in content areas such as reading, social studies, science, arts and humanities, etc...

Activity - Journal Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students write daily in journals to respond to learning or reading; express opinions; or express thoughts.	Other			09/16/2013	05/30/2014	\$0 - No Funding Required	Janette Jude Amy Kerr Maria Giezendanner

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Activity - Revision Stations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revision Stations are twelve steps students complete to revise and edit writing tasks. Each station is user friendly and has examples and steps that will guide students to independently make necessary writing changes. This activity also allows for differentiation in the classroom setting.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	Amy Kerr Joe Wells Marie Giezendanner

Strategy2:

Daily Oral Language - All grade levels will complete daily oral language activities as bell ringers in their Language Arts class to help assist in improving grammar skills for writing.

Category:

Research Cited:

Activity - DOL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Great Source Dailies Student Book of Daily Oral Language 6-8 grades.	Direct Instruction			08/31/2012	05/31/2014	\$1000 - General Fund	Rhonda Collier Joe Wells Cletus Turner Joann Jude Susan Stephens

Strategy3:

Making Middle Grades Work - All teachers were introduced to Literacy Design Collaborative to better understand writing standards in content areas. Teachers were shown how to connect reading to writing using the Common Core Standards.

Category:

Research Cited:

Activity - Literacy Design Collaborative Module	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers create a writing task based on templates. Students read or research and then answer an essential question provided. Students then complete a writing piece based on the task demands.	Other			09/16/2013	05/30/2014	\$0 - Title I School Improvement (ISI)	Janette Jude aided in training and introduction of LDC modules. All teachers are responsible for completing module.

Goal 2:

Increase the math K-Prep scores for 6th, 7th and 8th grade students at Martin County Middle School by 2014.

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency that exceeds the average performance of other students within the same grade level throughout the state in Mathematics by 05/31/2014 as measured by K-Prep testing data. .

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Strategy1:

Tutoring - After school tutoring will be available 2 days a week for all grade levels. Individualized instruction will be given during tutoring based on student need.

Category:

Research Cited: Response to Intervention is a requirement and tutoring is only one response to our student needs here at Martin County Middle School

Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring 2 days a week for all grade levels.	Tutoring			08/26/2013	05/31/2014	\$1500 - Other	Darrell Combs Kimberly Sheppard Kimberly Spence Katina Ward

Strategy2:

RTI - Students will have an RTI class for math 2 days a week for 30 minutes each day

Category:

Research Cited:

Activity - RTI Classes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
6th, 7th, and 8th grade Math Teachers will receive a stipend to provide activities/strategies for teachers to use during the 30 minute RTI classes in the afternoon at Martin County Middle School.	Other			01/21/2014	05/31/2014	\$0 - No Funding Required	All teachers.

Goal 3:

Provide a vigorous RTI/ Intervention program for students

Measurable Objective 1:

collaborate to to analyze data and provide students with structured Intervention classes to meet their individual needs. by 05/31/2014 as measured by Using MAP data, as well as, formative assessments inside the classroom in math, reading and writing.

Strategy1:

RTI/ Intervention program - Students will be placed in intervention classrooms based on MAP scores, K-PREP scores and formative assessment. We will utilize programs such as Reading Plus and ALEKS to improve student scores in math, reading and writing. We will also provide individualized instruction and mini lessons in areas of need or concern with individual students or small group sessions.

Category:

Research Cited: Many schools across the nation have had success when using individualized instruction and RTI programs. Research has proven it's success.

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Activity - MAP TESTS/FORMATIVE ASSESSMENT	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested to gain knowledge of their proficiency levels.	Other			01/01/2013	05/31/2014	\$0 - District Funding	School and District Administrative Staff

Activity - Monitor and Evaluate RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and evaluate student progress in RTI or intervention classrooms. Using MAP and other types of formative assessment to determine proficiency levels of students and adapting these classrooms and rosters to fit the individualized needs of our students.	Academic Support Program			01/01/2013	05/31/2014	\$0 - General Fund	Administrative Staff @ WMS

Activity - Provide Intervention Classrooms in the Schedule and place students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Place students into RTI classrooms for individualized instruction based on formative assessment data	Academic Support Program			01/01/2013	05/31/2014	\$0 - General Fund	Administrative Staff @ WMS

Goal 4:

An overall increase in reading scores to meet the 4 point overall gain.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency on STAR Reading Test of 1 grade equivalent level. in English Language Arts by 05/31/2014 as measured by the STAR Reading program. .

Strategy1:

Response to Intervention - Students are targeted based on MAP, KPREP, and teacher discretion. For thirty minutes each day, all students attend reading intervention classes in order to help raise reading levels. Groups are intentional in that they are small, ability-based, and activities are intended to be beneficial for the growth in reading skills.

Category:

Research Cited: Learning Disabilities Research & Practice, Volume 18, Issue 3, pages 201 - 211, August 2003.

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Activity - Timed Readings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Timed readings help readers increase their reading speed while more fully comprehending what has been read. It allows students to self-monitor both their reading speed and comprehension responses to expository passages at their instructional level. The process engages a reader in silent reading of a passage and answering comprehension questions in a multiple-choice format. The questions relate to various aspects of text comprehension, i.e. recalling, making inferences, drawing conclusions. Discussions of correct answers, format of questions follow each reading.	Other			02/03/2014	05/30/2014	\$0 - No Funding Required	All teachers, principal, counselors

Activity - Activity Skills' Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work in small groups based on skills which they need specific instruction.	Other			02/03/2014	05/30/2014	\$0 - No Funding Required	All teachers, principals, counselors

Activity - SRA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assessed individually. Based on their assessment, students are provided individualized instruction at different levels. Each lesson focuses on comprehension skills, decoding skills, and fluency. Students score their own work and keep accurate accounts of their own progress. Timed reading tests are given to students at their own levels. Students progress at their own level.	Other			02/03/2014	05/30/2014	\$0 - No Funding Required	All teachers

Strategy2:

Literacy Centers - Students are divided into groups or will work individually on activities based on their needs and the Common Core Standards. The regular classroom teacher and the collaborative teacher work with students individually and in groups. Groups include reading comprehension, writing, grammar, basic reading skills, individual reading. Students work and progress at their own pace to meet literacy goals.

Category:

Research Cited: Literacy centers promote student collaboration, facilitate student motivation, provide targeted practice on reading skills, and allow for one-on-one instruction as needed (Daniels & Bizar, 1998).

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Activity - Small Group Direct Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in small groups based on their literacy needs. The teacher works with students to help students with various comprehension skills and strategies. This group reads a variety of print including fiction, non-fiction, and poetry.	Direct Instruction			09/23/2013	05/30/2014	\$0 - General Fund	ELA teachers, collaborative teachers

Activity - Individual Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students choose text to read independently to help build fluency, increase vocabulary, and build background knowledge.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	ELA teachers, collaborative teachers

Activity - Response to Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read individually and respond by writing by making connections to self, other text, or real world; take a character's point of view to retell a story; make predictions before, during, and after reading; describe characters; explain central problem of the story; question the author; summarize selections; analyze theme; reflect on personal feelings about text; discuss issues in the text; discuss inferences or conclusions; describe plot.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	ELA teachers, collaborative teachers

Strategy3:

Silent Sustained Reading - Students will receive 10 minutes of their Language Arts class time per day at least 3 days a week to read a self selected text.

Category:

Research Cited: Self selected text, or READO is a strategy that Dr. Willis, our Reading Specialist, suggested we use within our RTI classrooms.

Activity - Selecting Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts teachers will help in selecting silent sustained reading texts so it is reading level appropriate.	Other			01/07/2013	05/31/2014	\$0 - No Funding Required	Rhonda Collier, Cletus Turner, Joe Wells, Joann Jude, Susan Stephens & Kim Morgan

Strategy4:

Word Walls - An organized collection of words are displayed in the classroom. Words include weekly vocabulary words and content area words. Word walls provide reference support for children during reading and writing activities. Words are gradually added.

Category:

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Research Cited: Using a word wall as a teaching tool began as a way for teachers to motivate children as they worked to internalize newly learned terminology; The Word Wall: Teaching Vocabulary Through Immersion (1993) by J. Green.

Activity - Word Wall Bingo Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students write down words on a grid. The teacher randomly reads definitions or sentences that could be used with the words. Students highlight words as they are used.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	All teachers

Activity - I Have, Who Has	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given sentence strips with sentences "I have (vocabulary word), Who has a word that means (definition)?" Other students in group reply with their strips that match previous sentence. Vocabulary words are aligned with word walls.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	Any teacher

Goal 5:

2012-2014 combined proficiency rating for all students in reading and math will increase from 42.2 to 53.8 by May of 2014

Measurable Objective 1:

demonstrate a proficiency in the areas Reading/ Lang. Arts and Math from 42.2 to 53.8 for Warfield Middle by 05/31/2014 as measured by K-PREP.

Strategy1:

Math and Reading/Lang. Arts. - Provide a vigorous RTI intervention program for students in the area of Math and Reading/Lang. Arts. This intervention program will utilize data from MAP, K-PREP and Classroom formative assessments to place students into intervention classrooms who are below proficiency. Data will be analyze data on a 9 week basis and students will be scheduled according to student needs.

Category:

Research Cited: RTI is a nationally recognized strategy to address student needs.

Activity - MAP TESTS/FORMATIVE ASSESSMENT	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be tested to gain knowledge of their proficiency levels. MAP testing is administered three times a year, and formative assessment is ongoing.	Other			01/01/2013	05/31/2014	\$0 - District Funding	School and District Administrative staff

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Activity - Monitor and Evaluate RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and evaluate student progress in RTI/interventions and enrichment classrooms using MAP and other forms of formative assessment. This data will be used to determine proficiency levels of students and adapt classrooms and rosters to meet the individualized needs of our students.	Academic Support Program			01/01/2013	05/31/2014	\$0 - General Fund	Administrative Staff

Activity - Provide Intervention Classrooms in the Schedule and place students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Place students into RTI/enrichment classrooms based on formative assessment data and universal screenings.	Academic Support Program			01/01/2013	05/31/2014	\$0 - General Fund	School Administrative Staff

Strategy2:

Increase Reading/Lang. Arts - Intensive RTI,READO, Writing in RTI, Daily Oral Language, RTI training in STAR, Study Island usage in RTI and Silent Sustained Reading are among the strategies that will be used to increase Reading and Lang. Arts skills at WMS.

Category:

Research Cited:

Activity - Constructed Response	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
8th Grade Lang. Arts teacher will attend KASC Constructed Response Training	Professional Learning			01/01/2013	01/31/2013	\$800 - General Fund	Principal 8th Grade Lang. Arts teacher

Activity - Star Usage Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Teachers will receive training over the STAR program by school librarian.	Professional Learning			01/01/2013	01/31/2013	\$3500 - Title I Schoolwide	School Administrator School Librarian

Activity - Study Island-Reading PLus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI teachers will assign Study Island and Reading Plus assignments based upon STAR and Reading Plus Diagnostic Reports.	Technology			01/01/2013	05/31/2014	\$3500 - Title I Schoolwide	Administrative staff Reading/ Lang. Arts. teachers.

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Activity - Reading RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Students are formatively assessed in the areas of Reading and Lang. Arts. Then students are placed into RTI/individualized classrooms for help in non-proficient areas.	Tutoring			01/01/2013	05/31/2014	\$0 - No Funding Required	Administrative staff Reading/ Lang. Arts. Teachers

Activity - READO Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Dr. Willis will be completing a one-on-one seminar with the RTI 6th and 8th grade language arts teachers explaining the strategy on READO.	Professional Learning			01/01/2013	01/31/2013	\$0 - No Funding Required	Administrative staff and Dr. Willis

Activity - READO in RTI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete writings along with their regular reading for READO to help increase writing proficiency.	Tutoring			01/01/2013	05/31/2014	\$0 - No Funding Required	Lang. Arts RTI Staff

Activity - Silent Sustained Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Language Arts teachers provide selected sustained silent reading texts so they are reading at grade appropriate level.	Direct Instruction			01/01/2013	05/31/2014	\$0 - Other	Reading and Lang. Arts teachers

Activity - DOL	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Great Source Dailies Student Book of Daily Oral Language 6-8 grades. The use of Daily Oral Language will be used in all classrooms 6-8 as a daily bell ringer to increase Lang. Arts. Skills of students.	Direct Instruction			01/01/2013	05/31/2014	\$500 - General Fund	all Lang. Arts teachers.

Strategy3:

Study Island - During Math RTI teachers will assign Study Island mini-lessons based off of ALEKS progress monitoring

Category:

Research Cited:

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A computer based program designed to help increase math skills	Technology			01/01/2013	05/31/2014	\$3500 - Title I Schoolwide	RTI staff/teachers

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Strategy4:

Aleks Math - students will work on ALEKS math, a computer based program, completing mini lessons. the RTI teacher will analyze data of daily progress and complete small group/ individual skill math lessons based upon the data. After this lesson the teacher will assign work for the student to complete on ALEKS based upon the skill taught. A summative assessment will determine if student can move on to the next math skill .

Category:

Research Cited:

Activity - ALEKS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily Work on computer based program	Technology			01/01/2013	05/31/2014	\$3500 - Title I Schoolwide	RTI Staff/teachers

Strategy5:

Tutoring-Math - After school tutoring will be available 4 days a week for all grade levels in math.

Category:

Research Cited:

Activity - After school tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring is available 4 days a week for all grade levels	Tutoring			01/01/2013	05/31/2014	\$3500 - Other	Administrative staff and math teachers

Strategy6:

Math-Basic Multiplication - Students will study in their 1st period class 4 days a week for 10 minutes mastering their multiplication tables. Every Friday Students will take a timed formative assessment.

Category:

Research Cited: Research has shown the practicing a strategy everyday will help increase the long-term memory of the skill.

Activity - Basic Multiplication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Teachers have brainstormed ideas with other content area teachers for ideas and strategies to use during the 10 minute practice in the mornings. They will continue to share their ideas during teacher meetings and professional development meetings.	Other			01/01/2013	05/31/2014	\$0 - No Funding Required	All Teachers

Goal 6:

All teachers at Martin County Middle School will foster an environment of continuous improvement for themselves, students and the community, teachers will focus on core academic areas and areas to promote a culture of education and efficiency.

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Measurable Objective 1:

demonstrate a behavior that fosters continuous improvement for the staff, students, and community by 05/31/2014 as measured by sign-in sheets, evaluations, lesson plan, classroom observations, PD request forms, learning checks..

Strategy1:

Parent Involvement - Martin County Middle School teachers will take every step necessary to involve parents in the educational process to keep them informed of all events.

Category:

Research Cited:

Activity - Parent involvement meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I representatives along with YSC will host four parent involvement meetings per year to establish a school volunteer program. Parents and community leaders will feel appreciated for their assistance and will continue to be involved with the school.	Parent Involvement			09/03/2013	05/31/2014	\$0 - Other	Counselor Title I Teachers YSC Coordinator

Activity - Assessment results meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to an assessment results meeting. Communication between parents and school will increase.	Parent Involvement			09/03/2013	05/31/2014	\$0 - Other	Title I YSC Counselor

Strategy2:

ESS - Students will be assigned ESS based upon data analysis of map results, teacher formative and summative assessments, and teacher recommendations. Students will be instructed in areas of need based upon the above criteria.

Category:

Research Cited:

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified gap students will receive additional assistance.	Academic Support Program			09/03/2013	05/31/2014	\$2000 - State Funds	Principal/ESS Coordinator

Strategy3:

Character Education - Students will be pulled out of class by the guidance counselor to meet in small groups at least once a semester to discuss issues relevant to their growth and well being.

Category:

Research Cited:

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Activity - "Connect Kids"	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive instruction on a character education program including "Connect Kids." The students will develop stronger values and learn techniques to promote better self-control of their behavior. Sixth grade students will receive instruction on character education related to 4-H program. Every student in the building will be involved in Character Ed./Bullying class that will take place in the library with counselor once a month for every student.	Behavioral Support Program			09/03/2013	05/31/2014	\$0 - Other	Guidance counselor Teacher 4-H Coordinator

Strategy4:

Job embedded instructional best practice - Staff will participate in instructional best practices that enhance the educational experience of students for students.

Category:

Research Cited:

Activity - Pathway Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will switch classes during pathway day to allow each teacher to work with all students of that grade level in their areas of strength with a focus on vocabulary. There will be an emphasis on core content at each level. Students will learn the core content better and will better understand the vocabulary.	Academic Support Program			09/03/2013	05/31/2014	\$0 - No Funding Required	All staff

Activity - School Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School schedule will be revised to implement a class that targets at-risk students in reading.	Other			01/21/2014	05/31/2014	\$0 - No Funding Required	Principal/Counselor

Activity - Purchase of Reading and Math Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math content and reading content materials will be purchased. Students will gain a better knowledge of reading across the curriculum. Revision: Items included will be Lexia reading, Accelerated Math, IXL math, Great Leaps Alex, Accelerated math and reading, Reading Plus, Reading Revisited, SRA, and Study Island and any other programs needed to improve student learning.	Academic Support Program			09/03/2013	05/31/2014	\$5000 - Title I School Improvement (ISI)	All teachers

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Activity - Curriculum Map	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers refine a curriculum map/pacing guide, with timeline, to inform instruction throughout the year.	Other			09/03/2013	05/31/2014	\$0 - Other	Staff

Activity - Learning Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grades will participate in learning check assessments. Data analysis for instructional improvement and target areas will be identified.	Academic Support Program			09/03/2013	05/31/2014	\$500 - General Fund	All staff

Activity - Home visits	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Home visits and phone calls will be made to those students identified on targeted assistance list to acquire assistance of the parents in the inclusion of the students in ESS or in school tutoring.	Policy and Process			09/03/2013	05/31/2014	\$0 - No Funding Required	Staff

Activity - Word Walls	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use word walls to reinforce vocabulary. An emphasis will be placed on power verbs and content vocabulary. Students will learn core content vocabulary.	Academic Support Program			09/03/2013	05/31/2014	\$0 - No Funding Required	Staff

Strategy5:

Regional, State and National Conferences - Teachers will gain an awareness of activities to enhance instruction and promote the academic achievement of students in target gap areas.

Category:

Research Cited:

Activity - Pre-Conference Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guide will maximize the conference experience by ensuring the CSIP goals will be addressed through attendance at the conference.	Professional Learning			09/03/2013	05/31/2014	\$4000 - Title I Schoolwide	Principal/Teachers

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Activity - Post Conference Guide	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Complete a conference action plan tool that will embed instructional strategies learned in classroom practices.	Professional Learning			09/03/2013	05/31/2014	\$4000 - Title I SIG	Principal/Attending Teachers

Strategy6:

Summer academies - Teachers will be given opportunities to attend academies related to their core content areas either in-district and out-of-district.

Category:

Research Cited:

Activity - Academy attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become knowledgeable of research based strategies, resources and programs to target gaps and target instructional practices.	Professional Learning			09/03/2013	05/31/2014	\$5000 - Title I School Improvement (ISI)	Principal

Strategy7:

Culture Day - Teachers, staff, and students will work together to participate in a culture day that will support real-life experiences, content, and culture. Community will be involved setting up booths to display content that will enrich students knowledge of our culture.

Category:

Research Cited:

Activity - Heritage Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in the event that places students in awareness with their culture. This event will be one enriched in our roots. Community, staff, and students will all participate in this event.	Community Engagement			09/03/2013	05/31/2014	\$2000 - Other	Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Martin County Middle School will focus instruction on the target gap groups of Free/Reduced Lunch students in all content areas.

Measurable Objective 1:

demonstrate a proficiency with an 80% increase of Economically Disadvantaged students in the skills associated with writing, reading and math standards in English Language Arts by 05/31/2014 as measured by map, teacher formative and summative assessments, and learning checks..

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Strategy1:

Conferences - Teachers will attend core content specific regional, state, and national conferences to gain an awareness of activities to enhance instruction and promote academic achievement of students in targeted gap areas.

Category:

Research Cited:

Activity - Conference Attendance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers attending will complete a pre-conference guide that maximizes the conference experience by ensuring CSIP goals will be addressed through attendance at the conference and upon returning will complete a conference action plan tool that will embed instructional strategies learned in classroom practices.	Professional Learning			09/03/2013	05/31/2014	\$4000 - Title I School Improvement (ISI)	teachers

Activity - Technology Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conferences that will strengthen instructional strategies to integrate technology into the classroom. The PD will provide assistance to students with disabilities to help close the gap. PD will be provided for book studies that are appropriate for strengthening instructional strategies.	Professional Learning			09/03/2013	05/31/2014	\$2500 - Title I School Improvement (ISI)	Coordinator and Title I Staff

Strategy2:

Support Services - Students identified in our gap targeted groups will be assigned extra services to monitor their progress in meeting the goals.

Category:

Research Cited:

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The students identified by the gap analysis report will be assigned ESS or in school support. The identified gap students will receive additional instructional assistance.	Academic Support Program			09/03/2013	05/31/2014	\$3000 - Other	ESS Staff

Strategy3:

Differentiated instruction - All teachers will use research based best practice on instructional strategies that target at risk students (gap students) and students with a disability.

Category:

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Research Cited:

Activity - Instructional Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will group students based upon the skills needed to differentiate instruction for the needs of the students within the gap group. This will be monitored by lesson plans, formal and informal observations.	Direct Instruction			09/03/2013	05/31/2014	\$500 - General Fund	Teachers

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

Goal 1:

6th and 8th grade Martin County Middle school students will become proficient writers as assessed by K-Prep by increasing the writing score 8 percentage points for a score of 33.1 meeting state requirements for 2013

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in writing in English Language Arts by 03/31/2014 as measured by A variety of formative & summative assessments during RTI. .

Strategy1:

Making Middle Grades Work - All teachers were introduced to Literacy Design Collaborative to better understand writing standards in content areas. Teachers were shown how to connect reading to writing using the Common Core Standards.

Category:

Research Cited:

Activity - Literacy Design Collaborative Module	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers create a writing task based on templates. Students read or research and then answer an essential question provided. Students then complete a writing piece based on the task demands.	Other			09/16/2013	05/30/2014	\$0 - Title I School Improvement (ISI)	Janette Jude aided in training and introduction of LDC modules. All teachers are responsible for completing module.

Strategy2:

Portfolio Writing - As students complete writing tasks, it is placed in a portfolio and sent to the next grade level. Students may use the writing tasks/pieces from previous years and revise to make improvements.

Category:

Research Cited:

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Activity - Journal Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students write daily in journals to respond to learning or reading; express opinions; or express thoughts.	Other			09/16/2013	05/30/2014	\$0 - No Funding Required	Janette Jude Amy Kerr Maria Giezendanner

Activity - Revision Stations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revision Stations are twelve steps students complete to revise and edit writing tasks. Each station is user friendly and has examples and steps that will guide students to independently make necessary writing changes. This activity also allows for differentiation in the classroom setting.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	Amy Kerr Joe Wells Marie Giezendanner

Activity - Writing Tasks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete teacher designed writing tasks that require analysis of text. Students respond to the text by answering an essential question and prompt. The writing piece may take several days to complete.	Other			09/23/2013	05/30/2014	\$0 - No Funding Required	Teachers in content areas such as reading, social studies, science, arts and humanities, etc...

Goal 2:

MCMS will ensure equitable access to the the Arts & Humanities, PLVS, & writing programs yearly.

Measurable Objective 1:

A total of 486 All Students will demonstrate a proficiency in the Arts & Humanities programs ensuring that proficient levels are obtained in Program Review. in Art & Humanities by 06/10/2014 as measured by PLC documentation and Program Review data..

Strategy1:

Arts & Humanities Committees - Committees will meet bi-monthly to ensure that program requirements are being met.

Category:

Research Cited:

Activity - Drama Club	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Offering full access to a drama productions and skits for students to broaden their understanding of the arts through program offerings.	Extra Curricular			01/02/2014	05/30/2014	\$0 - General Fund	Arts & Humanities teacher

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Measurable Objective 2:

A total of 486 All Students will demonstrate a proficiency of movement while obtaining physical activity in Practical Living by 05/30/2014 as measured by PLC documentation and Program Review data..

Strategy1:

Fun Movement - Students will be given a daily exercise to do during their 6th Period Class. This will ensure that all students will receive physical activity each day.

Category:

Research Cited:

Activity - Fun Movement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Physical Activity	Academic Support Program			01/02/2014	05/30/2014	\$0 - No Funding Required	All staff

Measurable Objective 3:

A total of 486 All Students will demonstrate a proficiency by participating in music programs offered in Music by 05/30/2014 as measured by PLC documentation and Program Review data..

Strategy1:

Dance & Sing - Students will be offered a class to learn more about music and movement. This will be incorporated during, before, or after school.

Category:

Research Cited:

Activity - Dance and Sing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Music and Movement exploration	Extra Curricular			01/02/2014	05/30/2014	\$0 - General Fund	Arts & Humanities Teachers

Goal 3:

Martin County Middle School will provide professional development opportunities to all teachers for the purpose of improving program review in the areas of writing, arts and humanities, and practical living and career studies.

Measurable Objective 1:

collaborate to provide activities, writing, and experiences in arts and humanities, practical living and career studies, and writing in all content areas by 05/30/2014 as measured by evidence in lesson plans, writing activities, and student work across all content areas.

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Strategy1:

Professional Learning Communities - Teachers met weekly to discuss content issues and receive training in lesson planning, unit planning, and assessments.

Category:

Research Cited:

Activity - Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers met to analyze KPREP and MAP scores.	Other			08/12/2013	05/30/2014	\$0 - No Funding Required	All teachers

Activity - CIITS Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIITS district coordinator met with teachers to teach them how to complete lesson plans and submit unit plans.	Technology			08/12/2013	05/30/2014	\$0 - No Funding Required	CIITS district coordinator; all MCMS teachers

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		