

# **CMS 15-16 Plan**

Caverna Middle School

Caverna Independent

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## Overview

### Plan Name

CMS 15-16 Plan

### Plan Description

CSIP for the 15-16 school year and beyond

## 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	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 65.6% by 2018-19.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
2	Caverna Middle School students will improve 20% of its 6th and 8th grade students, from the novice/apprentice level, to be proficient writers.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$0
3	Increase the average combined reading and math K-Prep scores for middle school students from 21% to 67% in 2018-19	Objectives: 2 Strategies: 4 Activities: 15	Academic	\$0
4	Ensure that all teachers and principals receive training and are provided support and guidance on the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
5	Caverna Middle School will reduce novice by 50%, in reading and math, by 2020	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 65.6% by 2018-19.

### Measurable Objective 1:

A 15% increase of Sixth, Seventh and Eighth grade Economically Disadvantaged students will collaborate to increase the average combined reading and math proficiency ratings, EACH year, in the non-duplicated gap group at Caverna Middle School to 65.6% by 2018-19 in English Language Arts by 05/30/2017 as measured by Kentucky K-Prep results.

### Strategy 1:

GAP Interventions - The ELA and Math teams will analyze the student achievement data for GAP students and also address modifications that need to be made to the curriculum and instruction and provide teachers with a bank of intervention strategies that are research based and designed to meet individual student needs.

Category:

Activity - Student Achievement Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups through the Data retreat and PLC data process	Academic Support Program	11/02/2015	05/18/2018	\$0	No Funding Required	ELA and Math teams; School Administration
Activity - Instructional Modifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use weekly collaboration and PLC's to discuss modifications to instruction relative to gap data analysis.	Direct Instruction, Professional Learning	11/02/2015	05/18/2018	\$0	No Funding Required	ELA and Math teams; School Administration
Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a bank of intervention strategies that are research based and matched to individual student needs. RTI Schedule	Academic Support Program	11/02/2015	05/18/2018	\$0	No Funding Required	Teachers, Administration, District Supervisors

## Goal 2: Caverna Middle School students will improve 20% of its 6th and 8th grade students, from the novice/apprentice level, to be proficient writers.

### Measurable Objective 1:

20% of All Students will demonstrate a proficiency from 18% to 38% proficiency in Writing by 05/13/2016 as measured by 2015-16 KPREP assessment.

**Strategy 1:**

Rigor and Relevance - The ELA teachers will provide a rigorous curriculum in their classrooms. The teachers will collaborate with ALL content teachers to analyze their data and to make adjustments to their instruction for the students to improve and to reach proficiency.

Teachers will meet weekly in content specific PLC's and RTI will be scheduled into the regular schedule for teachers and students.

Category: Continuous Improvement

Research Cited: RTI; Teacher PLC's; Blooms Taxonomy; Ruby Payne's Framework for Poverty; CASL (Stiggins)

Activity - Pulling Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each week, staff members will have lessons where students are expected to pull out evidence from their text that supports their claim. A rubric will be provided that will be consistent across the curriculum.	Academic Support Program	11/02/2015	05/11/2018	\$0	No Funding Required	ELA teachers and all staff

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be using graphic organizers to identify key concepts and/or details that helps the students conceptualize their own thoughts of the information.	Other - Organization	11/02/2015	05/11/2018	\$0	No Funding Required	ELA staff

Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our goal is to make sure that students are writing complete sentences when answering exit slips, bell ringers, and monitoring throughout the classroom instruction	Direct Instruction	08/05/2015	05/11/2018	\$0	No Funding Required	ELA staff

Activity - Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students to write in complete sentences, cite, textual evidence, answer the task completely, containing few errors, clear and specific introduction, body, and conclusion.	Direct Instruction	08/05/2015	05/11/2018	\$0	No Funding Required	ELA staff

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiate our instruction according to the CCSS writing... addressing specific needs that our students are having deficiencies in..	Academic Support Program	08/05/2015	05/11/2018	\$0	No Funding Required	ELA Staff

**Strategy 2:**

Collaboration - Collaboration will be done on a daily to weekly basis. Teachers will use planning periods to collaborate in their PLC's and to work on the RTI process. All teachers have common planning times to meet and discuss student data.

Category: Continuous Improvement

Research Cited: RTI; Teacher PLC's; Blooms Taxonomy; Ruby Payne's Framework for Poverty;CASL (Stiggins)

Activity - PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet and discuss the different writing pieces from the classrooms to identify deficiencies that we are seeing in class. We will be providing examples of pre and post test (cold writes)	Direct Instruction, Academic Support Program	08/05/2015	05/11/2018	\$0	No Funding Required	ELA staff

Activity - Writing Revision Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will organize and simulate the focused writing revision process throughout the school year. ODW assessments will be given least 3 times throughout the school year.	Direct Instruction, Academic Support Program	11/02/2015	05/13/2016	\$0	No Funding Required	ELA staff

Activity - Peer Editing (with Rubrics)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be looking at each other's writing samples to offer suggestions on ways to improve on their writing skills. Students will be provided the opportunity to revise their work after conferencing with classmates. Through the use of a rubric, students will be able to transform and guide their writing into proficient pieces.	Academic Support Program	11/02/2015	05/13/2016	\$0	No Funding Required	ELA staff

Activity - Teacher Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The LEAD teachers will work individually with each students to offer suggestions on ways to improve their writing pieces. The students will be given the opportunity to revise and correct work after conferencing with their teacher.	Academic Support Program	11/02/2015	05/13/2016	\$0	No Funding Required	ELA Staff

### **Goal 3: Increase the average combined reading and math K-Prep scores for middle school students from 21% to 67% in 2018-19**

**Measurable Objective 1:**

15% of All Students will collaborate to in reading EACH year, at Caverna Middle School, until we reach 67% proficiency by 2018-19 in Reading by 05/17/2019 as measured by K-Prep.

**Strategy 1:**

Rigor and Relevance - Teachers will use a variety of instructional strategies and gradual release models to meet the needs of all students.

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Category: Continuous Improvement

Research Cited: best practices

Activity - Data Board/Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A data board will be established in a secure area where teachers can consistently monitor those students who are being targeted for growth. Data included on the board would be pulled from a variety of sources including STAR testing, Study Island, and classroom formative and summative assessments.	Academic Support Program	11/30/2015	05/13/2016	\$0	No Funding Required	ELA staff

Activity - Targeted Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our targeted instruction will include a focus on close reading for specific skills (word meaning, comprehension, etc.), vocabulary instruction and establishing a link between reading and writing. These targeted skills will be embedded into all content areas.	Direct Instruction, Academic Support Program	11/30/2015	05/13/2016	\$0	No Funding Required	All staff

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiate our instruction according to the (CCSS Reading)—identifying specific student needs through the PLC data analysis process. Implement a variety of ways to assess student achievement and intentional planning for RTI interventions.	Direct Instruction, Academic Support Program, Tutoring	09/01/2015	05/18/2018	\$0	No Funding Required	ALL staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will occur during PLCs when PLC members are reviewing formative and summative data.	Academic Support Program	10/12/2015	05/18/2018	\$0	No Funding Required	All Staff

Activity - Collaboration/PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will collaborate together to establish strategies to be used during close reading and vocabulary instruction, which will include the consistent use of common graphic organizers and vocabulary strategies across all content areas.  We will analyze formative and summative data on a regular basis to determine RTI placement and individual student needs. PLCs will also be used to review classroom assessments and unit plans to determine the level of rigor and relevance in classroom instruction.	Direct Instruction, Academic Support Program, Professional Learning	08/10/2015	05/18/2018	\$0	No Funding Required	All staff



**Measurable Objective 2:**

15% of All Students will collaborate to in math EACH year, at Caverna Middle School, until we reach 67% proficiency by 2018-19 in Mathematics by 05/17/2019 as measured by K-Prep.

**Strategy 1:**

Interventions - Interventions will be planned for students not meeting benchmarks in math through data analysis, varied instructional strategies, and progress monitoring

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Data Analysis and identifying students needing intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Data PLCs, math teachers will identify students that need additional help to master specific content in core instruction and intervention groups by analyzing assessment data.	Direct Instruction, Academic Support Program	10/01/2015	05/06/2016	\$0	No Funding Required	Math team

Activity - Varied Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Varied evidence-based instructional strategies will be planned and implemented for core instruction and intervention time to meet the specific needs of students	Direct Instruction, Academic Support Program	11/02/2015	05/13/2016	\$0	No Funding Required	math team

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor student response to interventions in core instruction and during intervention time in order to make instructional decisions around the effectiveness of instructional strategies.	Direct Instruction	09/01/2015	05/13/2016	\$0	No Funding Required	math team

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conceptual Building Blocks strategies will be implemented and monitored in math classrooms following professional developing and ongoing content coaching with the instructional coach.	Direct Instruction, Academic Support Program	09/01/2015	05/13/2016	\$0	No Funding Required	math team

Activity - Math Design Collaborative (Formative Assessment Lessons)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Formative Assessment Lessons will be embedded in math units throughout the year to increase differentiation in instruction in planning and facilitating learning with Kentucky Academic Standards for Mathematics.	Direct Instruction, Academic Support Program	09/01/2015	05/13/2016	\$0	No Funding Required	math team

**Strategy 2:**

Enrichment - Enrichment will be planned for students meeting benchmarks early in math through data analysis, varied instructional strategies, and progress monitoring.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Data Analysis and identifying students needing enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Data PLCs, math teachers will identify students ready for enrichment in specific content in core instruction and intervention groups by analyzing assessment data.	Direct Instruction, Academic Support Program	09/01/2015	05/13/2016	\$0	No Funding Required	math team

Activity - Self-paced learning program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize self-paced learning to challenge students meeting benchmarks early and allow for differentiated instruction that proceeds based on the learner response.	Academic Support Program	11/02/2015	05/13/2016	\$0	No Funding Required	math team

Activity - Progress monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor progress in the core and enrichment time to adjust instruction to the needs of the students as they progress. Students will be challenged to continue learning and mastering specific math concepts.	Direct Instruction, Academic Support Program	11/02/2015	05/13/2016	\$0	No Funding Required	math team

**Strategy 3:**

Ensure Rigor in Instruction and Assessment - Through teacher collaboration/PLC's/professional learning teachers will be able to monitor and adjust instruction and assessments to the needs of the students and to the higher parts of the standards.

Category: Teacher PGES

Research Cited: Best practices

Activity - Standards Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will deepen understanding of standards during Data PLCs and planning instruction to ensure that instruction facilitates learning to the rigor of the standards	Academic Support Program, Professional Learning	12/07/2015	12/30/2016	\$0	No Funding Required	Math staff

Activity - Assessment Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will align assessment task to the rigor of the standards to ensure that students demonstrating proficiency on assessments are benchmarking to the highest rigor of the standards.	Direct Instruction, Academic Support Program, Professional Learning	12/07/2015	12/30/2016	\$0	No Funding Required	Math staff
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## **Goal 4: Ensure that all teachers and principals receive training and are provided support and guidance on the Professional Growth and Effectiveness System (PGES).**

### **Measurable Objective 1:**

collaborate to ensure that teachers and principals can document evidence for the components of PGES by 12/30/2016 as measured by as measured by submission of evidence for the PGES components..

### **Strategy 1:**

Professional Growth Goal Writing - Teachers writing quality goals

Category: Continuous Improvement

Research Cited: District Support

Activity - Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Critically self-reflect using the KY Framework for Teaching	Professional Learning	12/07/2015	12/30/2016	\$0	No Funding Required	School and District staff

Activity - Growth goal writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Write professional growth goals with professional learning objectives, strategies, and actions.	Professional Learning	12/07/2015	12/30/2016	\$0	No Funding Required	All staff

### **Strategy 2:**

Student Growth Goal Writing - Teachers creating and writing SMART goals

Category: Teacher PGES

Research Cited: District Support

Activity - Smart Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Write student growth goals which fit the SMART criteria and measures proficiency and growth	Direct Instruction, Professional Learning	12/07/2015	12/30/2016	\$0	No Funding Required	All Staff
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Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop proficiency rubrics to align with student growth goals	Direct Instruction, Academic Support Program	12/07/2015	12/30/2016	\$0	No Funding Required	All staff

## Goal 5: Caverna Middle School will reduce novice by 50%, in reading and math, by 2020

### Measurable Objective 1:

collaborate to decrease novice scores at Caverna Middle School in reading and math by 25% by 05/18/2018 as measured by K-Prep.

### Strategy 1:

Rigor and Relevance - Teachers will use a variety of instructional strategies and gradual release models to meet the needs of all students.

Category: Continuous Improvement

Research Cited: Best Practice

Activity - Collaboration/PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will collaborate together to establish strategies to be used during close reading and vocabulary instruction, which will include the consistent use of common graphic organizers and vocabulary strategies across all content areas. We will analyze formative and summative data on a regular basis to determine RTI placement and individual student needs. PLCs will also be used to review classroom assessments and unit plans to determine the level of rigor and relevance in classroom instruction.	Direct Instruction, Academic Support Program	12/07/2015	05/18/2018	\$0	No Funding Required	All staff

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiate our instruction —identifying specific student needs through the PLC data analysis process. Implement a variety of ways to assess student achievement and intentional planning for RTI interventions.	Direct Instruction, Academic Support Program, Tutoring	12/07/2015	05/18/2018	\$0	No Funding Required	All staff

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitoring will occur during PLCs when PLC members are reviewing formative and summative data.	Academic Support Program	12/07/2015	05/18/2018	\$0	No Funding Required	All Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress monitoring	Teachers will monitor progress in the core and enrichment time to adjust instruction to the needs of the students as they progress. Students will be challenged to continue learning and mastering specific math concepts.	Direct Instruction, Academic Support Program	11/02/2015	05/13/2016	\$0	math team
Instructional Modifications	Use weekly collaboration and PLC's to discuss modifications to instruction relative to gap data analysis.	Direct Instruction, Professional Learning	11/02/2015	05/18/2018	\$0	ELA and Math teams; School Administration
Pulling Evidence	Each week, staff members will have lessons where students are expected to pull out evidence from their text that supports their claim. A rubric will be provided that will be consistent across the curriculum.	Academic Support Program	11/02/2015	05/11/2018	\$0	ELA teachers and all staff
Progress monitoring	Teachers will progress monitor student response to interventions in core instruction and during intervention time in order to make instructional decisions around the effectiveness of instructional strategies.	Direct Instruction	09/01/2015	05/13/2016	\$0	math team
Data Board/Analysis	A data board will be established in a secure area where teachers can consistently monitor those students who are being targeted for growth. Data included on the board would be pulled from a variety of sources including STAR testing, Study Island, and classroom formative and summative assessments.	Academic Support Program	11/30/2015	05/13/2016	\$0	ELA staff
Targeted Instruction	Our targeted instruction will include a focus on close reading for specific skills (word meaning, comprehension, etc.), vocabulary instruction and establishing a link between reading and writing. These targeted skills will be embedded into all content areas.	Direct Instruction, Academic Support Program	11/30/2015	05/13/2016	\$0	All staff
Progress Monitoring	Progress monitoring will occur during PLCs when PLC members are reviewing formative and summative data.	Academic Support Program	10/12/2015	05/18/2018	\$0	All Staff
PLC's	Teachers will meet and discuss the different writing pieces from the classrooms to identify deficiencies that we are seeing in class. We will be providing examples of pre and post test (cold writes)	Direct Instruction, Academic Support Program	08/05/2015	05/11/2018	\$0	ELA staff

Summative Assessments	Students to write in complete sentences, cite, textual evidence, answer the task completely, containing few errors, clear and specific introduction, body, and conclusion.	Direct Instruction	08/05/2015	05/11/2018	\$0	ELA staff
Formative Assessments	Our goal is to make sure that students are writing complete sentences when answering exit slips, bell ringers, and monitoring throughout the classroom instruction	Direct Instruction	08/05/2015	05/11/2018	\$0	ELA staff
Self-paced learning program	Teachers will utilize self-paced learning to challenge students meeting benchmarks early and allow for differentiated instruction that proceeds based on the learner response.	Academic Support Program	11/02/2015	05/13/2016	\$0	math team
Data Analysis and identifying students needing intervention	During Data PLCs, math teachers will identify students that need additional help to master specific content in core instruction and intervention groups by analyzing assessment data.	Direct Instruction, Academic Support Program	10/01/2015	05/06/2016	\$0	Math team
RTI	Differentiate our instruction according to the CCSS writing... addressing specific needs that our students are having deficiencies in..	Academic Support Program	08/05/2015	05/11/2018	\$0	ELA Staff
Conceptual Building Blocks	Conceptual Building Blocks strategies will be implemented and monitored in math classrooms following professional developing and ongoing content coaching with the instructional coach.	Direct Instruction, Academic Support Program	09/01/2015	05/13/2016	\$0	math team
Collaboration/PLC's	We will collaborate together to establish strategies to be used during close reading and vocabulary instruction, which will include the consistent use of common graphic organizers and vocabulary strategies across all content areas. We will analyze formative and summative data on a regular basis to determine RTI placement and individual student needs. PLCs will also be used to review classroom assessments and unit plans to determine the level of rigor and relevance in classroom instruction.	Direct Instruction, Academic Support Program	12/07/2015	05/18/2018	\$0	All staff
Writing Revision Process	Staff members will organize and simulate the focused writing revision process throughout the school year. ODW assessments will be given least 3 times throughout the school year.	Direct Instruction, Academic Support Program	11/02/2015	05/13/2016	\$0	ELA staff
Progress Monitoring	Progress monitoring will occur during PLCs when PLC members are reviewing formative and summative data.	Academic Support Program	12/07/2015	05/18/2018	\$0	All Staff
Growth goal writing	Write professional growth goals with professional learning objectives, strategies, and actions.	Professional Learning	12/07/2015	12/30/2016	\$0	All staff

Collaboration/PLC's	<p>We will collaborate together to establish strategies to be used during close reading and vocabulary instruction, which will include the consistent use of common graphic organizers and vocabulary strategies across all content areas.</p> <p>We will analyze formative and summative data on a regular basis to determine RTI placement and individual student needs. PLCs will also be used to review classroom assessments and unit plans to determine the level of rigor and relevance in classroom instruction.</p>	Direct Instruction, Academic Support Program, Professional Learning	08/10/2015	05/18/2018	\$0	All staff
Smart Goals	Write student growth goals which fit the SMART criteria and measures proficiency and growth	Direct Instruction, Professional Learning	12/07/2015	12/30/2016	\$0	All Staff
RTI	Differentiate our instruction —identifying specific student needs through the PLC data analysis process. Implement a variety of ways to assess student achievement and intentional planning for RTI interventions.	Direct Instruction, Academic Support Program, Tutoring	12/07/2015	05/18/2018	\$0	All staff
Teacher Conferencing	The LEAD teachers will work individually with each students to offer suggestions on ways to improve their writing pieces. The students will be given the opportunity to revise and correct work after conferencing with their teacher.	Academic Support Program	11/02/2015	05/13/2016	\$0	ELA Staff
Peer Editing (with Rubrics)	Students will be looking at each other's writing samples to offer suggestions on ways to improve on their writing skills. Students will be provided the opportunity to revise their work after conferencing with classmates. Through the use of a rubric, students will be able to transform and guide their writing into proficient pieces.	Academic Support Program	11/02/2015	05/13/2016	\$0	ELA staff
Rubrics	Develop proficiency rubrics to align with student growth goals	Direct Instruction, Academic Support Program	12/07/2015	12/30/2016	\$0	All staff
Reflection	Critically self-reflect using the KY Framework for Teaching	Professional Learning	12/07/2015	12/30/2016	\$0	School and District staff
Intervention Strategies	Develop a bank of intervention strategies that are research based and matched to individual student needs.  RTI Schedule	Academic Support Program	11/02/2015	05/18/2018	\$0	Teachers, Administration, District Supervisors
RTI	Differentiate our instruction according to the (CCSS Reading)—identifying specific student needs through the PLC data analysis process. Implement a variety of ways to assess student achievement and intentional planning for RTI interventions.	Direct Instruction, Academic Support Program, Tutoring	09/01/2015	05/18/2018	\$0	ALL staff



Standards Work	Teachers will deepen understanding of standards during Data PLCs and planning instruction to ensure that instruction facilitates learning to the rigor of the standards	Academic Support Program, Professional Learning	12/07/2015	12/30/2016	\$0	Math staff
Data Analysis and identifying students needing enrichment	During Data PLCs, math teachers will identify students ready for enrichment in specific content in core instruction and intervention groups by analyzing assessment data.	Direct Instruction, Academic Support Program	09/01/2015	05/13/2016	\$0	math team
Graphic Organizers	Students will be using graphic organizers to identify key concepts and/or details that helps the students conceptualize their own thoughts of the information.	Other - Organization	11/02/2015	05/11/2018	\$0	ELA staff
Math Design Collaborative (Formative Assessment Lessons)	Formative Assessment Lessons will be embedded in math units throughout the year to increase differentiation in instruction in planning and facilitating learning with Kentucky Academic Standards for Mathematics.	Direct Instruction, Academic Support Program	09/01/2015	05/13/2016	\$0	math team
Student Achievement Analysis	Analyze student achievement by gap groups through the Data retreat and PLC data process	Academic Support Program	11/02/2015	05/18/2018	\$0	ELA and Math teams; School Administration
Varied Instructional Strategies	Varied evidence-based instructional strategies will be planned and implemented for core instruction and intervention time to meet the specific needs of students	Direct Instruction, Academic Support Program	11/02/2015	05/13/2016	\$0	math team
Assessment Literacy	Teachers will align assessment task to the rigor of the standards to ensure that students demonstrating proficiency on assessments are bench-marking to the highest rigor of the standards.	Direct Instruction, Academic Support Program, Professional Learning	12/07/2015	12/30/2016	\$0	Math staff
<b>Total</b>					<b>\$0</b>	