



# **KDE Comprehensive School Improvement Plan**

**Maurice Bowling Middle School**  
**Owen County**

Donette Gaines, Principal  
2380 Hwy 22 E  
Owenton, KY 40359

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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?**

Maurice Bowling Middle School is home to approximately 550 students in grades five through eight. We come from a very large rural county with a population of 10,600 citizens. Ninety-seven percent of these residents are Caucasian. The per capita income is \$24,000 with most of our working population traveling at least thirty minutes outside of the county for employment. Eighty-four percent of our adults have a high school education with only fifteen percent obtaining college degrees. Many of our students travel on school transportation at least one hour each way to and from school. This limits students from participating in after school remediation or enrichment programs.

Our mission is to empower students to become productive members of society. This goes hand in hand with our district mission statement of making 100 percent of our students college and career ready. We are a Race to the Top School which has afforded us the privilege to be part of the Leader in Me Process. Maurice Bowling Middle is the only middle school in the district which is fed with students from one elementary school. We have a free and reduced lunch rate of 60%. We have approximately fifty percent of our students scoring at the Novice level in both math and reading. As a Title 1 School, we try and offer as much remediation as possible during the school day, but lack of time and staff limits remediation opportunities.

The staff of twenty-nine classroom teachers at MBMS has experienced some turnover recently due to retirements and will see more in the upcoming year. All certified staff are teaching in areas where they are highly qualified. We have a caring staff that wants to provide the best learning opportunities for our students. Approximately half of our staff is tenured with fifteen or more years of experience in this school. The other half are new to the teaching field with five or less years of experience. Our teachers have embraced the idea of being a data driven school and target students based on data. They meet in PLCs weekly to review standards, assessments, and data. They are working to instill the Seven Habits of Leader in Me in our student population.



## **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.**

Maurice Bowling Middle School accepts the responsibility of offering an education to all students by providing high-quality learning experiences, which foster academic, social and personal growth. It is our goal to empower students to become productive, contributing members of society.

We have embraced this mission by focusing on making our students aware of opportunities beyond high school. All students participate in career exploration through the ILP process. We provide college field trips for all grade levels each year and bring in community stakeholders to speak to students concerning careers in various fields matched to ILPS.

We are also a Leader in Me school. This allows us to model and reinforce the Seven Habits of Highly Effective Teens in our classrooms and school. We are developing leaders one student at a time.

## **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.**

MBMS has a great deal to be proud of as we look at the accomplishments of our student body. We have revived our Academic Team and Future Problem Solving Team bringing home district wins during the first year. We have an excellent STLP Program which awarded two state champion categories in both elementary and middle school categories in 2014-15. We have a strong Student Lighthouse team that conducted the first MBMS leadership Day in 2014-15. The students also lead bi-weekly Morning Celebrations for the student body. We have approximately twenty functioning student clubs in the building that conduct service projects throughout the year.

Our school has a strong athletic program offering many sports and bringing home notable accomplishments.

We saw improvements in our 2014 -2015 KPREP scores in the area of writing. We experienced a 17 point gain in 6th grade writing. Our scores in reading and math did not see a significant increase or decrease. These two areas are areas of improvement for focus in the next three years. We have focused on reworking curriculum aligning all curriculum to Common Core Standards. Our next steps will be a focus on instructional strategies to engage students in meaningful learning. We have also adopted a new math curriculum to address rigor and Common Core standards.

## **Additional Information**

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

Maurice Bowling Middle School is striving to make a difference in the lives of students through academics and leadership.

# **CSIP 2015-16**

## Overview

### Plan Name

CSIP 2015-16

### Plan Description

CSIP for MBMS 2015-16

## 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 overall performance rating for 2015-16 Program Review from Needs Improvement to Proficient	Objectives: 3 Strategies: 6 Activities: 11	Organizational	\$2750
2	Increase parent participation at Maurice Bowling Middle School by 20% as measured by parent participation in school functions.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$1200
3	Increase the percentage of students reaching reading proficiency to 56% as measured by the 2015-16 Kprep scores.	Objectives: 1 Strategies: 5 Activities: 11	Academic	\$60000
4	Increase the percentage of students identified in the non-duplicated gap group reaching reading proficiency from 39.7% to 47.6% as measured by by KPREP assessments in May 2016.	Objectives: 1 Strategies: 4 Activities: 12	Academic	\$199000
5	MBMS will reduce novice scoring non-duplicated gap students on reading and math KPREP testing by 10%as measured by the 2016 KPREP test.	Objectives: 1 Strategies: 3 Activities: 8	Academic	\$1000
6	Increase the percentage of students who are college and career ready.	Objectives: 3 Strategies: 6 Activities: 14	Academic	\$171500
7	Increase the percentage of students identified in the non-duplicated gap group reaching math proficiency from 35.5 to 42.6 as measured by by KPREP assessments in May 2016.	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$48000
8	50.3 % of students will reach proficiency in the area of math as measured by the 2015-16 KRPREP scores.	Objectives: 1 Strategies: 5 Activities: 8	Academic	\$67000

## Goal 1: Increase overall performance rating for 2015-16 Program Review from Needs Improvement to Proficient

### Measurable Objective 1:

collaborate to increase score from 7.1 to 8 in the area of Arts and Humanities by 06/30/2016 as measured by Program Review Rubric.

### Strategy 1:

Arts and Humanities Professional Development - Arts and Humanities and music teachers will participate in professional development best practices to increase student learning in the areas of Arts and Humanities as evidenced by Professional Development records.

Category: Professional Learning & Support

Activity - PLC Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities and Music teacher will participate in PLCs where they will review data and learn strategies to improve teacher practices that relate to student learning using the Program Review Rubric as their baseline as evidenced by PLC sign in sheets and agendas.	Professional Learning	01/04/2016	06/30/2016	\$0	No Funding Required	Arts and Humanities teacher and Administrators

Activity - Content Specific Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide content specific p.d. for arts and humanities teachers as evidenced by professional development requests and documentation.	Professional Learning	01/04/2016	06/30/2016	\$750	General Fund, Grant Funds	Arts and Humanities teachers

### Strategy 2:

Curriculum Planning and Revision - Arts and Humanities teachers will revise curriculum to enhance learning and meet proficiency ratings on Program Review rubric.

Category: Integrated Methods for Learning

Activity - guest artists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Arts and Humanities teachers will revise curriculum to include guest artists to complement instruction that is lacking in curriculum such as dance and drama.	Direct Instruction	01/04/2016	06/30/2016	\$500	No Funding Required	Arts and Humanities teacher and Music teacher

Activity - Integration of Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will include cross-curricular connections focusing on the Arts as documented in curriculum documents and Program Review evidence	Direct Instruction	01/04/2016	06/30/2016	\$0	No Funding Required	Classroom teachers and administrators
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Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Arts and Humanities teachers will participate in alignment of curriculum during work days and PLC meetings to meet new standards and criteria of Program Review rubric.	Direct Instruction	01/04/2016	05/30/2016	\$0	No Funding Required	certified teachers and administrators

### Measurable Objective 2:

collaborate to increase PLCS Program Review score at 10.7 by 06/30/2015 as measured by Program Review Rubric.

### Strategy 1:

Professional Development for PLCS and Physical Ed. - PLCS, Technology, and PE teachers will participate in content specific professional development

Category: Professional Learning & Support

Activity - PLC Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCS and PE teachers will participate in PLCs that focus on data analysis and best practices as outlined in Program Review Rubric as evidenced in PLC sign in sheets.	Professional Learning	01/04/2016	06/30/2016	\$0	No Funding Required	Teachers and administration

Activity - Content Specific Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PE and PLCS teachers will be provided the opportunity to attend content specific professional development as evidenced by professional development records.	Professional Learning	01/04/2016	06/30/2016	\$500	General Fund	Teachers and administration

### Strategy 2:

PLCS and PE Curriculum Planning and Revision - PE and PLCS teachers will be involved in curriculum alignment and revision to sustain Program Review scores

Category: Learning Systems

Activity - Integration of Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCS and health curriculum will be integrated cross-curricular as documented in curriculum documents and Program Review documents.	Direct Instruction	01/05/2015	06/30/2015	\$0	No Funding Required	All core teaching staff

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All PLV/CS teachers will participate in curriculum alignment work days to realign curriculum to standards and Program Review rubrics	Direct Instruction	01/04/2016	06/30/2016	\$0	No Funding Required	PLV/ CS teachers



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### Measurable Objective 3:

collaborate to improve writing program review scores from 7.6 to 8.0 to reach proficiency by 06/30/2016 as measured by Program Review Rubric.

#### Strategy 1:

Writing Prof. Development - Teachers will receive professional development in the areas of On-Demand Writing and Writing in content areas through team meetings, staff meetings, and PLCS

Category: Professional Learning & Support

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training from writing teacher leaders to enable them to have skills to include writing to learn standards within their curriculum as specified in the Program Review Rubric.	Professional Learning	01/04/2016	06/30/2016	\$1000	Title II Part A	Classroom Teachers Administration

#### Strategy 2:

Intentional Documentation of Writing to Learn - Core teachers will intentionally use reflection sheets and writing to learn strategies in all content areas.

Category: Learning Systems

Activity - Adoption of Writing Reflection Format	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing teachers will develop and share with all staff a writing reflection form that will be used and submitted as documentation of writing reflections in all contents	Direct Instruction	01/04/2016	06/30/2016	\$0	No Funding Required	Writing teacher leaders and all certified staff

## Goal 2: Increase parent participation at Maurice Bowling Middle School by 20% as measured by parent participation in school functions.

### Measurable Objective 1:

collaborate to increase parent and community involvement in the educational process of students by 20 % over the previous school year. by 12/20/2016 as measured by number of parents involved in parent nights, open houses, committees, parent -student conferences and other school events.

#### Strategy 1:

Parent- Student Conferencing - Through the Leader in Me process, parents will be encouraged to participate in student led conferencing.

Category: Stakeholder Engagement

Activity - Student led Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will conduct spring conferencing with parents using data notebooks and ILP information as evidenced by meeting documents, sign in sheets and completed ILPS.	Parent Involvement	03/14/2016	03/22/2016	\$500	Grant Funds	Certified staff and administration
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**Strategy 2:**

Parent Training - Training will be conducted on assessment and college and career planning at the middle school level

Category: Stakeholder Engagement

Activity - Parent Informational Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two times annually parents will be invited and encouraged to attend informational meetings around assessment and college and career readiness at the middle school. Participation will be documented by sign in sheets and meeting announcements.	Parent Involvement	04/20/2015	12/22/2015	\$500	Grant Funds	Certified Staff Administration and CCR Coach

**Strategy 3:**

Parent Communication - Parents will be kept informed of school events, academic focus and parental involvement opportunities

Category: Stakeholder Engagement

Activity - Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents and community leaders will receive quarterly newsletters informing them of opportunities for involvement, academic and extra curricular activities, and leadership development opportunities for students.	Parent Involvement, Community Engagement	01/04/2016	12/20/2016	\$200	General Fund	Administrative staff

**Goal 3: Increase the percentage of students reaching reading proficiency to 56% as measured by the 2015-16 Kprep scores.****Measurable Objective 1:**

56% of All Students will demonstrate a proficiency level in Reading by 05/30/2016 as measured by 2015-16 KPREP scores.

**Strategy 1:**

Curriculum Alignment - All teachers will evaluate and revise curriculum to ensure the intentional instruction focused on the Common Core Standards for Reading

Category: Professional Learning &amp; Support

Activity - Curriculum Alignment Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use teacher workdays to align curriculum to Common Core Standards.	Professional Learning	01/04/2016	05/30/2016	\$0	No Funding Required	Certified Staff, Principal, and Asst. Principal
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Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month PLC groups will review standards being taught and identify gaps in reading curriculum	Professional Learning	01/04/2016	12/20/2016	\$0	No Funding Required	Certified staff, Principal, and Asst. Principal

Activity - Monitor Teaching of Reading Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrative staff will use walk throughs, classroom observations and curriculum fidelity checks to monitor the intentional teaching of Common Core standards	Policy and Process	01/04/2016	12/20/2016	\$0	No Funding Required	Principal, Asst. Principal

### Strategy 2:

Data Collection and Analysis - MBMS will use intentional data analysis to assess growth in reading proficiency at all grade levels to meet individual student needs.

Category: Continuous Improvement

Activity - Data Display and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading teachers will collect and display summative assessment data in classrooms as a tool for ongoing proficiency analysis.	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Certified teachers

Activity - Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times a year students will participate in MAP testing to benchmark reading proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$5000	District Funding	Certified staff and school administrators

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in a weekly PLC where data will be analyzed and students will be targeted that did not reach proficiency either on summative assessments or benchmark tests.	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Certified staff and administration

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

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All students will monitor and graph lead data for math in their leadership notebooks. They will use this data to set achievement goals for math.	Direct Instruction, Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Lighthouse Academic Achievement Action Team, Certified Staff and Administration
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### Strategy 3:

Use of Technology and Resources to Personalize Instruction - Teachers will use Common Core aligned resources and technology to enhance proficiency of the Common Core Standards. Resources will include Study Island, Read Works, and Engage New York Curriculum.

Category: Learning Systems

Activity - Classroom Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate technology including, but not limited to, whiteboards, Turning Point Clickers, Read Works, and NWEA resources, and Engage New York Curriculum to engage students in learning as monitored by walk throughs and classroom observations.	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Certified teachers and administration

### Strategy 4:

Hiring of Instructional Coach - MBMS will hire an Instructional Coach to assist teachers in learning and implementing Best Practices to increase proficiency .

Category: Human Capital Management

Activity - Hiring of Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MBMS will develop a job description and hire an Instructional Coach to assist teachers in Best Practices for Proficiency	Recruitment and Retention	03/01/2016	07/01/2016	\$50000	District Funding	District Admin and School Admin.

### Strategy 5:

Use of research based instructional strategies - Focus for the 2016-17 school year will be around the use of research based instructional strategies to increase proficiency.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff will be trained throughout the year during PLCs and Professional development days on instructional strategies to increase proficiency.	Direct Instruction, Professional Learning	06/01/2016	05/31/2017	\$5000	General Fund	Certified Staff, School Administration, Instructional Coach, and District Curriculum Director
Activity - Use of Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use research based strategies to teach Common Core Standards as monitored by curriculum documents, walk throughs, classroom observations, and PLC work.	Direct Instruction	08/15/2016	05/30/2017	\$0	No Funding Required	Certified teachers and School Administration

### Goal 4: Increase the percentage of students identified in the non-duplicated gap group reaching reading proficiency from 39.7% to 47.6% as measured by by KPREP assessments in May 2016.

#### Measurable Objective 1:

20% of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency level in Reading by 04/15/2016 as measured by lead data including progress monitoring and MAP performance..

#### Strategy 1:

Response to Interventions - Classroom teachers will implement RTI with fidelity in reading with targeted students.

Category: Learning Systems

Activity - Intentional targeting of students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use progress monitoring data, summative assessment data, and MAP results to regularly evaluate placement of students in RTI tiers. PLC meeting will focus on targeting students as they answer the question " What do we do with those that didn't learn?"	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Classroom Teachers
Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive at least 55 minutes of direct instruction at Tier 1 level in reading as evidenced by the master schedule.	Direct Instruction	01/04/2016	12/20/2016	\$0	No Funding Required	Certified staff and administration
Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students identified through progress monitoring needing supplemental instruction will receive up to 30 minutes 3 times a week of additional instruction in the area of reading as evidenced by master schedule and progress monitoring data.	Academic Support Program	01/04/2016	12/20/2016	\$75000	Title I Part A	Certified staff and Title 1 assistants
<b>Activity - Tier 3 Instruction</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students in Tier 3 will receive additional pull-out services as evidenced by IEPS and school master schedule.	Academic Support Program	01/04/2016	12/20/2016	\$100000	District Funding	ECE Staff and assistants
<b>Activity - Study Island</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students in remediation groups will use Study Island as a remediation tool during RTI periods and pull-out times as evidenced by weekly SI reports and RTI documentation.	Academic Support Program	01/04/2016	12/20/2016	\$8000	Title I Schoolwide	Title 1 assistant and classroom teachers

### Strategy 2:

Use of Research Based Instructional Strategies - All teachers will receive training in effective research strategies to engage students in reading and use these strategies to increase proficiency as documented in training logs, PLC minutes, curriculum documents, and classroom observations.

Category: Learning Systems

<b>Activity - Teacher training on Instructional Strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will engage in professional learning on instructional strategies through PLCs and professional development.	Professional Learning	06/01/2016	12/20/2016	\$5000	General Fund	teachers, school administrators, and instructional coach
<b>Activity - Implementation of Instructional Strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will implement school-wide instructional strategies to assist GAP students in reaching proficiency as monitored by lesson plans, walk throughs, and classroom observations	Academic Support Program	08/17/2016	12/20/2016	\$1000	General Fund	classroom teachers, school admin. and instructional coach.
<b>Activity - Utilization of NWEA Resources</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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All teachers will utilize the resources on NWEA website for reading including DeCartes and other sites recommended by the Data Resource Coordinator. Monitoring will include RTI documentation and classroom observations.	Direct Instruction	01/04/2016	05/20/2016	\$5000	District Funding	Data Resource Coordinator, Certified Staff
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### Strategy 3:

ESS Tutoring - Students will be targeted and encouraged to attend after school tutoring instruction in the area of reading.

Category: Learning Systems

Activity - ESS Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not reaching proficiency on core academic reading standards will be encouraged to attend after school tutoring where standards not met will be retaught and support given to struggling students.	Academic Support Program	01/04/2016	05/20/2016	\$5000	Title I Schoolwide	Certified staff

### Strategy 4:

ECE Collaboration - ECE teachers will plan and participate in PLCs with regular ed teachers and to coordinate the delivery of services in addressing student IEPs

Category: Continuous Improvement

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will plan and participate in PLCs with regular ed teachers and to coordinate the delivery of services in addressing student IEPs	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Administration, DoSE, Instructional Coach and Certified Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will incorporate Collaboration strategies as outlined in District ECE Program Goals	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	DoSE, Administration, ECE teachers, and Instructional Coach

Activity - Proctor -Student Pairing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Proctors will be trained and paired early in the school year with students so that relationships can be built and students become comfortable with the person that will be administering accommodations for testing.	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	BAC, ECE Staff, and Proctors

## Goal 5: MBMS will reduce novice scoring non-duplicated gap students on reading and math KPREP testing by 10% as measured by the 2016 KPREP test.

### Measurable Objective 1:

10% of All Students will demonstrate a behavior which will result in moving from novice to apprentice or higher in Mathematics by 05/30/2016 as measured by 2015-16 KPREP scores.

### Strategy 1:

Development of 30-60-90 day Plan - Stakeholders will determine MBMS leverages and areas of need to reduce novice in the areas of reading and math. This will be done through the evaluation of Key Core Processes and the completion of diagnostics for top priority need. As need is determined, a 30-60-90 day plan will be developed for novice reduction.

Category: Continuous Improvement

Activity - Novice Reduction Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team will participate in a school novice reduction workshop where an evaluation of Key Core Processes is done to determine priority leverages and concerns.	Academic Support Program	01/11/2016	02/15/2016	\$0	No Funding Required	MBMS Leadership Team and District Curriculum Director

Activity - Creation of 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team will develop and share with staff a Novice Reduction 30-60-90 day plan.	Academic Support Program	02/01/2016	02/08/2016	\$0	No Funding Required	Leadership Team, School Admin. and District Curriculum Director

### Strategy 2:

Implement and Monitor Novice Reduction Plan - MBMS Staff will implement and monitor the 30-60-90 day plan for Novice Reduction.

Category: Learning Systems

Activity - 30-60-90 Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement 30-6-90 day plan for novice reduction and monitor its fidelity through progress monitoring and PLC work.	Academic Support Program	02/01/2016	12/20/2016	\$0	No Funding Required	Leadership Team Certified Staff



## KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

### Strategy 3:

Key Work Processes - Leadership Team will analyze and implement the use of the Key Work Processes to develop plans to reduce novice scoring students.

Category: Continuous Improvement

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instruction will be driven by intentional alignment of Common Core Standards as evidenced in curriculum documents	Direct Instruction	01/04/2016	12/20/2016	\$0	No Funding Required	Leadership Team, Certified teachers and Instructional Coach
Activity - Strategies to deliver instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in research based strategies to differentiate instruction for novice students and implement these strategies in their classrooms.	Direct Instruction	01/04/2016	12/20/2016	\$500	Title II Part A	Instructional Coach, Trainer, and Teachers
Activity - Review and Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data and target students needing reteaching or interventions to move from the novice category.	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Classroom teachers and instructional coach
Activity - Establishing a Culture of Learners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work to develop relationships with those students scoring novice and create a support system including pull-out sessions, tutoring, and mentoring of novice students.	Behavioral Support Program, Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Certified Staff, support staff, and Administration
Activity - Community Support Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Involve YSC, CLC, and volunteers to provide support for the basic needs of students scoring at the novice level such as food, clothing, and safety.	Behavioral Support Program, Community Engagement, Academic Support Program	01/04/2016	12/20/2016	\$500	FRYSC	Staff, Administration, FRYC and CLC staff.

## Goal 6: Increase the percentage of students who are college and career ready.

### Measurable Objective 1:

100% of All Students will achieve college and career readiness awareness in Career & Technical by 12/30/2016 as measured by ILP completion, college visit attendance, and Operation Preparation participation.

### Strategy 1:

College and Career Awareness Activities - 100% of All Students will achieve college and career readiness awareness in Career & Technical by 12/30/2016 as measured by ILP completion, college visit attendance, and Operation Preparation participation

Category: Career Readiness Pathways

Activity - ILP Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100 percent of 6-8th grade students will complete ILPs, teachers and parents will conference with students	Career Preparation/Orientation	01/04/2016	12/30/2016	\$0	No Funding Required	Certified Staff and Administration

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All MBMS students will be exposed to college and career readiness awareness through a week long focus on career and college opportunities, Operation Preparation. Students will participate in presentations from local professionals and current college students, Eighth grade students will participate in Operation Preparation program at Ky State University where they will be matched with community members in the students' career paths as based on ILPs. Participation and success will be monitored through sign in sheets, agendas of planned activities and student evaluations.	Career Preparation/Orientation	03/01/2016	03/31/2016	\$500	GRECC Race to the Top	Operation Preparation Planning Committee, Guidance Counselor, CCR Coach

Activity - Education Talent Search	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Selected students in the 7th and 8th grade will be targeted to participate in the Educational Talent Search program once a month. These students come from families that have never had a family member graduate	Career Preparation/Orientation	01/04/2016	12/30/2016	\$0	No Funding Required	Talent Search Staff and Guidance Counselor
Selected students in the 7th and 8th grade will be targeted to participate in Education Talent Search program once a month. These students come from homes where they would be the first college graduate in their family. This program will allow for students to visit college campuses and learn about the enrollment process for college as evidenced by sign-in sheets and club rosters.						

**KDE Comprehensive School Improvement Plan**

Maurice Bowling Middle School

**Measurable Objective 2:**

56% of All Students will achieve college and career readiness by demonstrating proficiency in Reading by 05/23/2016 as measured by KPREP 2015-16.

**Strategy 1:**

Focused on Standards - All students will be taught with curriculum aligned to Common Core Standards.

Category: Learning Systems

Activity - Curriculum Alignment Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will go through a process to align curriculum to the Common Core Standards including curriculum work days and PLCs.	Professional Learning	01/04/2016	05/23/2016	\$0	No Funding Required	certified staff and Administration

**Strategy 2:**

Targeted Interventions - Students not reaching proficiency will be identified in data analysis work and targeted for reading interventions.

Category: Learning Systems

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will participate in weekly PLCS where data will be analyzed and students will be targeted that did not reach proficiency. Students will then receive remedial instruction in reading.	Professional Learning	01/04/2016	05/23/2016	\$0	No Funding Required	All certified staff and Administration

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP will be used as an universal screener that will identify students not reaching benchmark in reading.	Academic Support Program	01/04/2016	05/23/2016	\$0	No Funding Required	Certified staff and Administration

**Strategy 3:**

Hiring of Support Staff - Support staff will be hired to work with those not reaching proficiency in reading.

Category: Learning Systems

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An instructional coach will be hired to assist teachers in Best Practices for Proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$50000	District Funding	District Administration and School Administration

Activity - Title 1 Assistant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

Title 1 assistant will pull students for remediation in the area of reading	Academic Support Program	01/04/2016	05/23/2016	\$40000	Grant Funds	Certifies staff, Title 1 Assistant, Administration
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Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Staff will offer tutoring for reading after school weekly	Academic Support Program	01/04/2016	05/23/2016	\$15000	Grant Funds	Certified staff and administration

### Measurable Objective 3:

42% of All Students will demonstrate a proficiency level in Mathematics by 05/23/2016 as measured by 2016 Kprep scores.

### Strategy 1:

Curriculum Alignment and Implementation - All math teachers will realign curriculum to a standards based rigorous curriculum

Category: Learning Systems

Activity - Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught math using Engage New York curriculum.	Direct Instruction	01/04/2016	12/20/2016	\$0	No Funding Required	Math teachers

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will align assessments to the Common Core Standards	Direct Instruction	01/04/2016	12/20/2016	\$0	No Funding Required	Math Teachers and Administration

### Strategy 2:

Targeted Interventions for math - Students not reaching proficiency in math will be targeted for interventions to support learning.

Category: Learning Systems

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Instructional Coach will be hired to assist math teachers in Best Practices for Proficiency.	Academic Support Program	07/01/2016	12/20/2016	\$50000	District Funding	District Administration and School Administration

Activity - Title 1 Assistant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Maurice Bowling Middle School

Title 1 assistant will under the direction of math teachers pull targeted students for remediation in math using Study Island as a tool.	Academic Support Program	01/04/2016	12/20/2016	\$15000	Grant Funds	Title 1 Asst. Math teachers and Administration
Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will offer after school tutoring in the area of math	Academic Support Program	01/04/2016	05/23/2016	\$1000	Grant Funds	Math teachers and Administration

## Goal 7: Increase the percentage of students identified in the non-duplicated gap group reaching math proficiency from 35.5 to 42.6 as measured by by KPREP assessments in May 2016.

**Measurable Objective 1:**

A 25% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency math in Mathematics by 05/20/2016 as measured by lead data including progress monitoring and MAP performance..

**Strategy 1:**

Math Curriculum - The Math Department will adopt and teach to fidelity a new school;-wide math curriculum

Category: Learning Systems

Activity - Teacher Training on Engage New York	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will receive on going training and support on the use of Engage New York Math Curriculum.	Professional Learning	01/04/2016	05/30/2016	\$5000	District Funding	Math Teachers, OVEC Math Specialist, NKU Math Specialist
Activity - Implementation of Engage NY curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be taught with a rigorous curriculum that is vertically aligned across the building. Which will be monitored through walk-throughs, PLC evidence, and lesson plans.	Direct Instruction	01/04/2016	12/20/2016	\$0	No Funding Required	Math teachers and administration

**Strategy 2:**

Response to Interventions - Classroom teachers will implement RTI with fidelity in the area of math with targeted students.

Category: Learning Systems

# KDE Comprehensive School Improvement Plan

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Activity - Intentional targeting of students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use progress monitoring data, summative assessment data and MAP results to regularly evaluate placement of students in RTI tiers. PLC meetings will focus on targeting students as they answer the question, " What do we do with those that didn't learn?"	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Classroom teachers
Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive a minimum of 55 minutes of direct instruction at Teir 1 level in math as evidenced by the master schedule	Direct Instruction	01/04/2016	12/20/2016	\$0	No Funding Required	certified staff and administrator
Activity - Teir 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified through progress monitoring needing supplemental instruction in the area of math will receive up to 30 min. 3 times a week of additional math instruction as evidenced by the master schedule and progress monitoring data.	Academic Support Program	01/04/2016	12/20/2016	\$25000	Title I Schoolwide	certified staff and part-time interventionist
Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in Tier 3 will receive additional pull-out services as evidenced by IEPS and school master schedule	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	ECE staff and assistants
Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in remediation groups will use Study Island as a remediation tool during RTI periods and pull-out times as evidenced by weekly SI reports and RTI documentation.	Academic Support Program	01/04/2016	12/20/2016	\$8000	Title I Schoolwide	Title 1 assitant and classroom teachers

### Strategy 3:

Instructional Strategies - All teachers will be trained in effective research strategies to engage students in math learning and incorporate these strategies in the classroom to increase proficiency as documented in training logs, PLC minutes, curriculum documents, and classroom observations.

Category: Learning Systems

Activity - Teacher Training on Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## KDE Comprehensive School Improvement Plan

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Math teachers will be involved in training to increase engagement and understanding of math curriculum standards.	Academic Support Program	01/04/2016	12/20/2016	\$5000	Title II Part A	certified staff, school administrators, and instructional coach
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Activity - Implementation of Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will implement school-wide strategies to assist GAP students in reaching proficiency as monitored by lesson plans, walk-throughs, and classroom observations.	Direct Instruction	01/04/2016	12/20/2016	\$0	No Funding Required	Math teachers

### Strategy 4:

ESS Tutoring - Math teachers will provide after school tutoring for students not reaching proficiency in math.

Category: Learning Systems

Activity - ESS Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will provide after school tutoring two days a week in the area of math.	Academic Support Program	01/04/2016	12/20/2016	\$5000	Title I Schoolwide	Math teachers

### Strategy 5:

ECE Collaboration - ECE Department will collaborate with regular classroom teachers to coordinate the delivery of services to address IEPs of students

Category: Learning Systems

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will plan and participate in PLCs with regular ed teachers and to coordinate the delivery of services in addressing student IEPs	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Administration, DoSE, Instructional Coach and Certified Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ECE teachers will incorporate Collaboration strategies as outlined in District ECE Program Goals	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	DoSE, Administration, ECE teachers, and Instructional Coach

**KDE Comprehensive School Improvement Plan**

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Activity - Proctor -Student Pairing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Proctors will be trained and paired early in the school year with students so that relationships can be built and students become comfortable with the person that will be administering accommodations for testing.	Academic Support Program	01/04/2016	05/30/2016	\$0	No Funding Required	BAC, ECE Staff, and Proctors

## Goal 8: 50.3 % of students will reach proficiency in the area of math as measured by the 2015-16 KRPREP scores.

**Measurable Objective 1:**

50% of All Students will demonstrate a proficiency level in Mathematics by 05/20/2016 as measured by 2015-16 KPREP data.

**Strategy 1:**

Curriculum Alignment - All math teachers will adopt a curriculum to be taught vertically through all grades that is aligned to the Common Core Standards.

Category: Learning Systems

Activity - Curriculum Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use the Engage New York Curriculum to teach mathematics. Fidelity of this activity will be through walk-throughs, PLC discussions and classroom observations	Direct Instruction	01/04/2016	12/20/2016	\$1000	General Fund	Math teachers and Administrative staff

**Strategy 2:**

Data Collection and Analysis - MBMS will use intentional data analysis to assess growth in math proficiency at all grade levels.

Category: Continuous Improvement

Activity - Data Display and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will collect and display lead measures including summative assessments and benchmark assessments in classrooms and data room.	Academic Support Program	01/04/2016	12/20/2016	\$0	No Funding Required	Certified Staff and Administrative Team

Activity - Data Notebooks and Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will monitor and graph lead data for math in their leadership notebooks. They will use this data to set achievement goals for math.	Direct Instruction, Academic Support Program	01/04/2016	12/20/2016	\$1000	General Fund	Lighthouse Academic Achievement Action Team, Certified Staff, Students, and Administration
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Activity - Universal Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three times a year students will participate in MAP testing to benchmark progress in reading proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$5000	District Funding	Certified Staff and Administration

### Strategy 3:

Use of Technology - Teachers will use Common Core Aligned resources and technology to enhance proficiency in the area of math.

Category: Learning Systems

Activity - Classroom Tecnology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will incorporate technology including but not limited to whiteboards, projectors, Turning Point Clickers, NWEA resources etc. to engage students in the learning as monitored by walk=throughs and classroom observations.	Technology	01/04/2016	12/20/2016	\$5000	General Fund	Certified Staff and Administration

### Strategy 4:

Hiring an Instructional Coach - MBMS will hire an instructional coach to assist teachers in learning and implementing Best Practice Strategies to increase math proficiency.

Category: Professional Learning & Support

Activity - Hiring an Instructional Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MBMS along with district support will develop and job description and hire an Instructional Coach to assist teachers in effectively teaching math.	Recruitment and Retention	03/01/2016	07/01/2016	\$50000	District Funding	District Administration and School Administration

### Strategy 5:

Use of Research Based Instructional Strategies - Staff will be trained and expected to implement research based instructional strategies.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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Math teachers will receive training during PLCs and Professional Development opportunities on effective instructional strategies to increase proficiency.	Direct Instruction, Professional Learning	01/04/2016	12/20/2016	\$5000	Title II Part A	Instructional Coach, OVEC Specialist, Administration, Certified Staff
<b>Activity - Implementation of Instructional Strategies</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All teachers will implement the use of research based strategies to teach Common Core Standards as monitored by curriculum documents, walk-throughs, classroom observations, and PLC work.	Direct Instruction	01/04/2016	12/20/2016	\$0	No Funding Required	Certified Math teachers and administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier 2 Instruction	Students identified through progress monitoring needing supplemental instruction will receive up to 30 minutes 3 times a week of additional instruction in the area of reading as evidenced by master schedule and progress monitoring data.	Academic Support Program	01/04/2016	12/20/2016	\$75000	Certified staff and Title 1 assistants
<b>Total</b>					<b>\$75000</b>	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Strategies to deliver instruction	Teachers will be trained in research based strategies to differentiate instruction for novice students and implement these strategies in their classrooms.	Direct Instruction	01/04/2016	12/20/2016	\$500	Instructional Coach, Trainer, and Teachers
Teacher Training on Math Strategies	Math teachers will be involved in training to increase engagement and understanding of math curriculum standards.	Academic Support Program	01/04/2016	12/20/2016	\$5000	certified staff, school administrators, and instructional coach
Professional Development	Math teachers will receive training during PLCs and Professional Development opportunities on effective instructional strategies to increase proficiency.	Direct Instruction, Professional Learning	01/04/2016	12/20/2016	\$5000	Instructional Coach, OVEC Specialist, Administration, Certified Staff
Curriculum Alignment	Staff will receive training from writing teacher leaders to enable them to have skills to include writing to learn standards within their curriculum as specified in the Program Review Rubric.	Professional Learning	01/04/2016	06/30/2016	\$1000	Classroom Teachers Administration
<b>Total</b>					<b>\$11500</b>	

### Grant Funds

## KDE Comprehensive School Improvement Plan

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Assistant	Title 1 assistant will under the direction of math teachers pull targeted students for remediation in math using Study Island as a tool.	Academic Support Program	01/04/2016	12/20/2016	\$15000	Title 1 Asst. Math teachers and Administration
Tutoring	Math teachers will offer after school tutoring in the area of math	Academic Support Program	01/04/2016	05/23/2016	\$1000	Math teachers and Administration
Content Specific Professional Development	Provide content specific p.d. for arts and humanities teachers as evidenced by professional development requests and documentation.	Professional Learning	01/04/2016	06/30/2016	\$500	Arts and Humanities teachers
Title 1 Assistant	Title 1 assistant will pull students for remediation in the area of reading	Academic Support Program	01/04/2016	05/23/2016	\$40000	Certifies staff, Title 1 Assistant, Administration
Parent Informational Nights	Two times annually parents will be invited and encouraged to attend informational meetings around assessment and college and career readiness at the middle school. Participation will be documented by sign - in sheets and meeting announcements.	Parent Involvement	04/20/2015	12/22/2015	\$500	Certified Staff Administration and CCR Coach
After School Tutoring	Certified Staff will offer tutoring for reading after school weekly	Academic Support Program	01/04/2016	05/23/2016	\$15000	Certified staff and administration
Student led Conferencing	Students will conduct spring conferencing with parents using data notebooks and ILP information as evidenced by meeting documents, sign in sheets and completed ILPS.	Parent Involvement	03/14/2016	03/22/2016	\$500	Certified staff and administration
<b>Total</b>					<b>\$72500</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Hiring of Instructional Coach	MBMS will develop a job description and hire an Instructional Coach to assist teachers in Best Practices for Proficiency	Recruitment and Retention	03/01/2016	07/01/2016	\$50000	District Admin and School Admin.
Teacher Training on Engage New York	All math teachers will receive on going training and support on the use of Engage New York Math Curriculum.	Professional Learning	01/04/2016	05/30/2016	\$5000	Math Teachers, OVEC Math Specialist, NKU Math Specialist
Universal Screener	Three times a year students will participate in MAP testing to benchmark reading proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$5000	Certified staff and school administrators

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Instructional Coach	An Instructional Coach will be hired to assist math teachers in Best Practices for Proficiency.	Academic Support Program	07/01/2016	12/20/2016	\$50000	District Administration and School Administration
Utilization of NWEA Resources	All teachers will utilize the resources on NWEA website for reading including DeCartes and other sites recommended by the Data Resource Coordinator. Monitoring will include RTI documentation and classroom observations.	Direct Instruction	01/04/2016	05/20/2016	\$5000	Data Resource Coordinator, Certified Staff
Hiring an Instructional Coach	MBMS along with district support will develop and job description and hire an Instructional Coach to assist teachers in effectively teaching math.	Recruitment and Retention	03/01/2016	07/01/2016	\$50000	District Administration and School Administration
Tier 3 Instruction	Students in Tier 3 will receive additional pull-out services as evidenced by IEPS and school master schedule.	Academic Support Program	01/04/2016	12/20/2016	\$100000	ECE Staff and assistants
Instructional Coach	An instructional coach will be hired to assist teachers in Best Practices for Proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$50000	District Administration and School Administration
Universal Screener	Three times a year students will participate in MAP testing to benchmark progress in reading proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$5000	Certified Staff and Administration
<b>Total</b>					<b>\$320000</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Implementation	All teachers will use the Engage New York Curriculum to teach mathematics. Fidelity of this activity will be through walk-throughs, PLC discussions and classroom observations	Direct Instruction	01/04/2016	12/20/2016	\$1000	Math teachers and Administrative staff
Data Notebooks and Goal Setting	All students will monitor and graph lead data for math in their leadership notebooks. They will use this data to set achievement goals for math.	Direct Instruction, Academic Support Program	01/04/2016	12/20/2016	\$1000	Lighthouse Academic Achievement Action Team, Certified Staff, Students, and Administration
Classroom Tecnology	Classroom teachers will incorporate technology including but not limited to whiteboards, projectors, Turning Point Clickers, NWEA resources etc. to engage students in the learning as monitored by walk=throughs and classroom observations.	Technology	01/04/2016	12/20/2016	\$5000	Certified Staff and Administration

## KDE Comprehensive School Improvement Plan

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Professional Development	All staff will be trained throughout the year during PLCs and Professional development days on instructional strategies to increase proficiency.	Direct Instruction, Professional Learning	06/01/2016	05/31/2017	\$5000	Certified Staff, School Administration, Instructional Coach, and District Curriculum Director
Implementation of Instructional Strategies	All teachers will implement school-wide instructional strategies to assist GAP students in reaching proficiency as monitored by lesson plans, walk throughs, and classroom observations	Academic Support Program	08/17/2016	12/20/2016	\$1000	classroom teachers, school admin. and instructional coach.
Content Specific Professional Development	Provide content specific p.d. for arts and humanities teachers as evidenced by professional development requests and documentation.	Professional Learning	01/04/2016	06/30/2016	\$250	Arts and Humanities teachers
Newsletters	All parents and community leaders will receive quarterly newsletters informing them of opportunities for involvement, academic and extra curricular activities, and leadership development opportunities for students.	Parent Involvement, Community Engagement	01/04/2016	12/20/2016	\$200	Administrative staff
Content Specific Professional Development	PE and PLCS teachers will be provided the opportunity to attend content specific professional development as evidenced by professional development records.	Professional Learning	01/04/2016	06/30/2016	\$500	Teachers and administration
Teacher training on Instructional Strategies	All teachers will engage in professional learning on instructional strategies through PLCs and professional development.	Professional Learning	06/01/2016	12/20/2016	\$5000	teachers, school administrators, and instructional coach
<b>Total</b>					<b>\$18950</b>	

### GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	All MBMS students will be exposed to college and career readiness awareness through a week long focus on career and college opportunities, Operation Preparation. Students will participate in presentations from local professionals and current college students, Eighth grade students will participate in Operation Preparation program at Ky State University where they will be matched with community members in the students' career paths as based on ILPs. Participation and success will be monitored through sign in sheets, agendas of planned activities and student evaluations.	Career Preparation/Orientation	03/01/2016	03/31/2016	\$500	Operation Preparation Planning Committee, Guidance Counselor, CCR Coach
<b>Total</b>					<b>\$500</b>	

**KDE Comprehensive School Improvement Plan**

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**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Creation of 30-60-90 Day Plan	Leadership team will develop and share with staff a Novice Reduction 30-60-90 day plan.	Academic Support Program	02/01/2016	02/08/2016	\$0	Leadership Team, School Admin. and District Curriculum Director
Collaborative Planning	ECE teachers will plan and participate in PLCs with regular ed teachers and to coordinate the delivery of services in addressing student IEPS	Academic Support Program	01/04/2016	12/20/2016	\$0	Administration, DoSE, Instructional Coach and Certified Teachers
Proctor -Student Pairing	Proctors will be trained and paired early in the school year with students so that relationships can be built and students become comfortable with the person that will be administering accommodations for testing.	Academic Support Program	01/04/2016	05/30/2016	\$0	BAC, ECE Staff, and Proctors
Review and Analyze Data	Teachers will analyze data and target students needing reteaching or interventions to move from the novice category.	Academic Support Program	01/04/2016	12/20/2016	\$0	Classroom teachers and instructional coach
Universal Screeners	MAP will be used as an universal screener that will identify students not reaching benchmark in reading.	Academic Support Program	01/04/2016	05/23/2016	\$0	Certified staff and Administration
Integration of Curriculum	PLCS and health curriculum will be integrated cross-curricular as documented in curriculum documents and Program Review documents.	Direct Instruction	01/05/2015	06/30/2015	\$0	All core teaching staff
Assessment	All teachers will align assessments to the Common Core Standards	Direct Instruction	01/04/2016	12/20/2016	\$0	Math Teachers and Administration
Novice Reduction Workshop	Leadership team will participate in a school novice reduction workshop where an evaluation of Key Core Processes is done to determine priority leverages and concerns.	Academic Support Program	01/11/2016	02/15/2016	\$0	MBMS Leadership Team and District Curriculum Director
Curriculum Alignment	All Arts and Humanities teachers will participate in alignment of curriculum during work days and PLC meetings to meet new standards and criteria of Program Review rubric.	Direct Instruction	01/04/2016	05/30/2016	\$0	certified teachers and administrators
Curriculum Alignment Process	Teachers will use teacher workdays to align curriculum to Common Core Standards.	Professional Learning	01/04/2016	05/30/2016	\$0	Certified Staff, Principal, and Asst. Principal

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

Establishing a Culture of Learners	Staff will work to develop relationships with those students scoring novice and create a support system including pull-out sessions, tutoring, and mentoring of novice students.	Behavioral Support Program, Academic Support Program	01/04/2016	12/20/2016	\$0	Certified Staff, support staff, and Administration
guest artists	Arts and Humanities teachers will revise curriculum to include guest artists to complement instruction that is lacking in curriculum such as dance and drama.	Direct Instruction	01/04/2016	06/30/2016	\$500	Arts and Humanities teacher and Music teacher
Use of Instructional Strategies	All teachers will use research based strategies to teach Common Core Standards as monitored by curriculum documents, walk throughs, classroom observations, and PLC work.	Direct Instruction	08/15/2016	05/30/2017	\$0	Certified teachers and School Administration
Intentional targeting of students	Teachers will use progress monitoring data, summative assessment data and MAP results to regularly evaluate placement of students in RTI tiers. PLC meetings will focus on targeting students as they answer the question, " What do we do with those that didn't learn?"	Academic Support Program	01/04/2016	12/20/2016	\$0	Classroom teachers
Tier 1 Instruction	All students will receive a minimum of 55 minutes of direct instruction at Teir 1 level in math as evidenced by the master schedule	Direct Instruction	01/04/2016	12/20/2016	\$0	certified staff and administrator
Tier 1 Instruction	All students will receive at least 55 minutes of direct instruction at Tier 1 level in reading as evidenced by the master schedule.	Direct Instruction	01/04/2016	12/20/2016	\$0	Certified staff and administration
Implementation of Instructional Strategies	All math teachers will implement school-wide strategies to assist GAP students in reaching proficiency as monitored by lesson plans, walk-throughs, and classroom observations.	Direct Instruction	01/04/2016	12/20/2016	\$0	Math teachers
Education Talent Search	Selected students in the 7th and 8th grade will be targeted to participate in the Educational Talent Search program once a mont. These students come from families that have never had a family member graduate  Selected students in the 7th and 8th grade will be targeted to participate in Education Talent Search program once a month. These students come from homes where they would be the first college graduate in their family. This program will allow for students to visit college campuses and learn about the enrollment process for college as evidenced by sigh-in sheets and club rosters.	Career Preparation/O rientation	01/04/2016	12/30/2016	\$0	Talent Search Staff and Guidance Counselor
Intentional targeting of students	Teachers will use progress monitoring data, summative assessment data, and MAP results to regularly evaluate placement of students in RTI tiers. PLC meeting will focus on targeting students as they answer the question " What do we do with those that didn't learn?"	Academic Support Program	01/04/2016	12/20/2016	\$0	Classroom Teachers



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Implementation of Instructional Strategies	All teachers will implement the use of research based strategies to teach Common Core Standards as monitored by curriculum documents , walk-throughs, classroom observations, and PLC work.	Direct Instruction	01/04/2016	12/20/2016	\$0	Certified Math teachers and administration
Progress Monitoring	ECE teachers will incorporate Collaboration strategies as outlined in District ECE Program Goals	Academic Support Program	01/04/2016	12/20/2016	\$0	DoSE, Administration , ECE teachers, and Instructional Coach
PLC Meetings	All certified staff will participate in weekly PLCs where data will be analyzed and students will be targeted that did not reach proficiency. Students will then receive remedial instruction in reading.	Professional Learning	01/04/2016	05/23/2016	\$0	All certified staff and Administration
PLC Meetings	Each month PLC groups will review standards being taught and identify gaps in reading curriculum	Professional Learning	01/04/2016	12/20/2016	\$0	Certified staff, Principal, and Asst. Principal
Student Data Notebooks	All students will monitor and graph lead data foe math in their leadership notebooks. They will use this data to set achievement goals for math.	Direct Instruction, Academic Support Program	01/04/2016	12/20/2016	\$0	Lighthouse Academic Achievement Action Team, Certified Staff and Administration
Data Display and Analysis	All reading teachers will collect and display summative assessment data in classrooms as a tool for ongoing proficiency analysis.	Academic Support Program	01/04/2016	12/20/2016	\$0	Certified teachers
Collaborative Planning	ECE teachers will plan and participate in PLCs with regular ed teachers and to coordinate the delivery of services in addressing student IEPS	Academic Support Program	01/04/2016	12/20/2016	\$0	Administration , DoSE, Instructional Coach and Certified Teachers
Adoption of Writing Reflection Format	Writing teachers will develop and share with all staff a writing reflection form that will be used and submitted as documentation of writing reflections in all contents	Direct Instruction	01/04/2016	06/30/2016	\$0	Writing teacher leaders and all certified staff
Integration of Curriculum	Teachers will include cross-curricular connections focusing on the Arts as documented in curriculum documents and Program Review evidence	Direct Instruction	01/04/2016	06/30/2016	\$0	Classroom teachers and administrators
Classroom Technology	Teachers will incorporate technology including, but not limited to, whiteboards, Turning Point Clickers, Read Works, and NWEA resources, and Engage New York Curriculum to engage students in learning as monitored by walk throughs and classroom observations.	Academic Support Program	01/04/2016	12/20/2016	\$0	Certified teachers and administration

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ILP Completion	100 percent of 6-8th grade students will complete ILPs, teachers and parents will conference with students	Career Preparation/Orientation	01/04/2016	12/30/2016	\$0	Certified Staff and Administration
PLC Data Analysis	All certified staff will participate in a weekly PLC where data will be analyzed and students will be targeted that did not reach proficiency either on summative assessments or benchmark tests.	Academic Support Program	01/04/2016	12/20/2016	\$0	Certified staff and administration
PLC Participation	Arts and Humanities and Music teacher will participate in PLCs where they will review data and learn strategies to improve teacher practices that relate to student learning using the Program Review Rubric as their baseline as evidenced by PLC sign in sheets and agendas.	Professional Learning	01/04/2016	06/30/2016	\$0	Arts and Humanities and Music teacher and Administrators
Data Display and Analysis	All math teachers will collect and display lead measures including summative assessments and benchmark assessments in classrooms and data room.	Academic Support Program	01/04/2016	12/20/2016	\$0	Certified Staff and Administrative Team
Engage New York	All students will be taught math using Engage New York curriculum.	Direct Instruction	01/04/2016	12/20/2016	\$0	Math teachers
PLC Participation	PLCS and PE teachers will participate in PLCs that focus on data analysis and best practices as outlined in Program Review Rubric as evidenced in PLC sign in sheets.	Professional Learning	01/04/2016	06/30/2016	\$0	Teachers and administration
Tier 3 Instruction	Students identified in Tier 3 will receive additional pull-out services as evidenced by IEPs and school master schedule	Academic Support Program	01/04/2016	12/20/2016	\$0	ECE staff and assistants
Implementation of Engage NY curriculum	All students will be taught with a rigorous curriculum that is vertically aligned across the building. Which will be monitored through walk-throughs, PLC evidence, and lesson plans.	Direct Instruction	01/04/2016	12/20/2016	\$0	Math teachers and administration
Standards Alignment	All instruction will be driven by intentional alignment of Common Core Standards as evidenced in curriculum documents	Direct Instruction	01/04/2016	12/20/2016	\$0	Leadership Team, Certified teachers and Instructional Coach
Curriculum Alignment	All PLV/CS teachers will participate in curriculum alignment work days to realign curriculum to standards and Program Review rubrics	Direct Instruction	01/04/2016	06/30/2016	\$0	PLV/ CS teachers
Proctor -Student Pairing	Proctors will be trained and paired early in the school year with students so that relationships can be built and students become comfortable with the person that will be administering accommodations for testing.	Academic Support Program	01/04/2016	12/20/2016	\$0	BAC, ECE Staff, and Proctors
30-60-90 Day	Implement 30-6- -90 day plan for novice reduction and monitor its fidelity through progress monitoring and PLC work.	Academic Support Program	02/01/2016	12/20/2016	\$0	Leadership Team Certified Staff
Monitor Teaching of Reading Standards	Administrative staff will use walk throughs, classroom observations and curriculum fidelity checks to monitor the intentional teaching of Common Core standards	Policy and Process	01/04/2016	12/20/2016	\$0	Principal, Asst. Principal

## KDE Comprehensive School Improvement Plan

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Progress Monitoring	ECE teachers will incorporate Collaboration strategies as outlined in District ECE Program Goals	Academic Support Program	01/04/2016	12/20/2016	\$0	DoSE, Administration, ECE teachers, and Instructional Coach
Curriculum Alignment Process	All staff will go through a process to align curriculum to the Common Core Standards including curriculum work days and PLCs.	Professional Learning	01/04/2016	05/23/2016	\$0	certified staff and Administration
<b>Total</b>					<b>\$500</b>	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Tutoring	Math teachers will provide after school tutoring two days a week in the area of math.	Academic Support Program	01/04/2016	12/20/2016	\$5000	Math teachers
Study Island	Students in remediation groups will use Study Island as a remediation tool during RTI periods and pull-out times as evidenced by weekly SI reports and RTI documentation.	Academic Support Program	01/04/2016	12/20/2016	\$8000	Title 1 assitant and classroom teachers
Study Island	Students in remediation groups will use Study Island as a remediation tool during RTI periods and pull-out times as evidenced by weekly SI reports and RTI documentation.	Academic Support Program	01/04/2016	12/20/2016	\$8000	Title 1 assistant and classroom teachers
Teir 2 Instruction	Students identified through progress monitoring needing supplemental instruction in the area of math will receive up to 30 min. 3 times a week of additional math instruction as evidenced by the master schedule and progress monitoring data.	Academic Support Program	01/04/2016	12/20/2016	\$25000	certified staff and part-time interventionist
ESS Tutoring	Students not reaching proficiency on core academic reading standards will be encouraged to attend after school tutoring where standards not met will be retaught and support given to struggling students.	Academic Support Program	01/04/2016	05/20/2016	\$5000	Certified staff
<b>Total</b>					<b>\$51000</b>	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Maurice Bowling Middle School

Community Support Partners	Involve YSC, CLC, and volunteers to provide support for the basic needs of students scoring at the novice level such as food, clothing, and safety.	Behavioral Support Program, Community Engagement, Academic Support Program	01/04/2016	12/20/2016	\$500	Staff, Administration, FRYC and CLC staff.
<b>Total</b>					<b>\$500</b>	

# **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?**

Data Analysis

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

What does the data/information not tell you?

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

- \* How do we continue to decrease the Novice scoring students in both reading and math?
- \* What do we need to do and continue to do to see our Gap Scores in reading and math improve?
- \*How do we move those students close to Proficiency forward?
- \* How do we show a greater increase in our overall achievement?

What is our data telling us?

- \*Significant drop in 8th grade math scores
- \* We were very close to state average for proficiency in both reading and math.
- \* Novice Gap % in both reading and math were higher than the state average.

## **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?**

Areas of strengths included an improvement in writing scores at the 6th grade level

Steady increase in performance of the current 8th grade students in both reading and math

Above state average in math proficiency at the 7th grade level

Above state average in reading at the 7th grade level



## **Opportunities for Improvement**

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

Opportunities for improvement include :

8th grade math

Special Ed. reading scores

Decrease in the percentage of novice at all grades in both reading and math

Movement of students scoring apprentice to the proficient level

Plans for making these improvements include:

Intentional alignment of curriculum in all content areas

Intentional teaching of standards

PLC Data Analysis to target students not meeting proficiency

## **Conclusion**

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

Our next steps include targeting of students through PLCs and adding extra individual instruction for students in the novice categories.

Creating a Novice Reduction Plan

Using PLCs to target and track student needs

Developing a mentoring program

Offering after school tutoring in the areas of reading and math

# **KDE Compliance and Accountability - 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 TELLKY Survey results.

**Goal 1:**

Increase the percentage of students who are college and career ready.

**Measurable Objective 1:**

56% of All Students will achieve college and career readiness by demonstrating proficiency in Reading by 05/23/2016 as measured by KPREP 2015-16.

**Strategy1:**

Hiring of Support Staff - Support staff will be hired to work with those not reaching proficiency in reading.

Category: Learning Systems

Research Cited:

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional coach will be hired to assist teachers in Best Practices for Proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$50000 - District Funding	District Administration and School Administration

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Staff will offer tutoring for reading after school weekly	Academic Support Program	01/04/2016	05/23/2016	\$15000 - Grant Funds	Certified staff and administration

Activity - Title 1 Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 assistant will pull students for remediation in the area of reading	Academic Support Program	01/04/2016	05/23/2016	\$40000 - Grant Funds	Certifies staff, Title 1 Assistant, Administration

**Strategy2:**

Targeted Interventions - Students not reaching proficiency will be identified in data analysis work and targeted for reading interventions.

Category: Learning Systems

Research Cited:

# KDE Comprehensive School Improvement Plan

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Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will participate in weekly PLCS where data will be analyzed and students will be targeted that did not reach proficiency. Students will then receive remedial instruction in reading.	Professional Learning	01/04/2016	05/23/2016	\$0 - No Funding Required	All certified staff and Administration

## Goal 2:

50.3 % of students will reach proficiency in the area of math as measured by the 2015-16 KRPREP scores.

## Measurable Objective 1:

50% of All Students will demonstrate a proficiency level in Mathematics by 05/20/2016 as measured by 2015-16 KPREP data.

## Strategy1:

Curriculum Alignment - All math teachers will adopt a curriculum to be taught vertically through all grades that is aligned to the Common Core Standards.

Category: Learning Systems

Research Cited:

Activity - Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use the Engage New York Curriculum to teach mathematics. Fidelity of this activity will be through walk-throughs, PLC discussions and classroom observations	Direct Instruction	01/04/2016	12/20/2016	\$1000 - General Fund	Math teachers and Administrative staff

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

## Goal 1:

Increase the percentage of students reaching reading proficiency to 56% as measured by the 2015-16 Kprep scores.

## Measurable Objective 1:

56% of All Students will demonstrate a proficiency level in Reading by 05/30/2016 as measured by 2015-16 KPREP scores.

## Strategy1:

Use of Technology and Resources to Personalize Instruction - Teachers will use Common Core aligned resources and technology to enhance proficiency of the Common Core Standards. Resources will include Study Island, Read Works, and Engage New York Curriculum.

Category: Learning Systems

Research Cited:

# KDE Comprehensive School Improvement Plan

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Activity - Classroom Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate technology including, but not limited to, whiteboards, Turning Point Clickers, Read Works, and NWEA resources, and Engage New York Curriculum to engage students in learning as monitored by walk throughs and classroom observations.	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Certified teachers and administration

## Strategy2:

Data Collection and Analysis - MBMS will use intentional data analysis to assess growth in reading proficiency at all grade levels to meet individual student needs.

Category: Continuous Improvement

Research Cited:

Activity - PLC Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will participate in a weekly PLC where data will be analyzed and students will be targeted that did not reach proficiency either on summative assessments or benchmark tests.	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Certified staff and administration

Activity - Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times a year students will participate in MAP testing to benchmark reading proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$5000 - District Funding	Certified staff and school administrators

Activity - Data Display and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All reading teachers will collect and display summative assessment data in classrooms as a tool for ongoing proficiency analysis.	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Certified teachers

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will monitor and graph lead data for math in their leadership notebooks. They will use this data to set achievement goals for math.	Direct Instruction Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Lighthouse Academic Achievement Action Team, Certified Staff and Administration

## Strategy3:

Curriculum Alignment - All teachers will evaluate and revise curriculum to ensure the intentional instruction focused on the Common Core Standards for Reading

Category: Professional Learning & Support

Research Cited:

# KDE Comprehensive School Improvement Plan

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Activity - Curriculum Alignment Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use teacher workdays to align curriculum to Common Core Standards.	Professional Learning	01/04/2016	05/30/2016	\$0 - No Funding Required	Certified Staff, Principal, and Asst. Principal

Activity - Monitor Teaching of Reading Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative staff will use walk throughs, classroom observations and curriculum fidelity checks to monitor the intentional teaching of Common Core standards	Policy and Process	01/04/2016	12/20/2016	\$0 - No Funding Required	Principal, Asst. Principal

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month PLC groups will review standards being taught and identify gaps in reading curriculum	Professional Learning	01/04/2016	12/20/2016	\$0 - No Funding Required	Certified staff, Principal, and Asst. Principal

## Strategy4:

Hiring of Instructional Coach - MBMS will hire an Instructional Coach to assist teachers in learning and implementing Best Practices to increase proficiency .

Category: Human Capital Management

Research Cited:

Activity - Hiring of Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MBMS will develop a job description and hire an Instructional Coach to assist teachers in Best Practices for Proficiency	Recruitment and Retention	03/01/2016	07/01/2016	\$50000 - District Funding	District Admin and School Admin.

## Strategy5:

Use of research based instructional strategies - Focus for the 2016-17 school year will be around the use of research based instructional strategies to increase proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained throughout the year during PLCs and Professional development days on instructional strategies to increase proficiency.	Professional Learning Direct Instruction	06/01/2016	05/31/2017	\$5000 - General Fund	Certified Staff, School Administration, Instructional Coach, and District Curriculum Director

Activity - Use of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use research based strategies to teach Common Core Standards as monitored by curriculum documents, walk throughs, classroom observations, and PLC work.	Direct Instruction	08/15/2016	05/30/2017	\$0 - No Funding Required	Certified teachers and School Administration



# KDE Comprehensive School Improvement Plan

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## Goal 2:

MBMS will reduce novice scoring non-duplicated gap students on reading and math KPREP testing by 10% as measured by the 2016 KPREP test.

### Measurable Objective 1:

10% of All Students will demonstrate a behavior which will result in moving from novice to apprentice or higher in Mathematics by 05/30/2016 as measured by 2015-16 KPREP scores.

### Strategy1:

Key Work Processes - Leadership Team will analyze and implement the use of the Key Work Processes to develop plans to reduce novice scoring students.

Category: Continuous Improvement

Research Cited:

Activity - Community Support Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Involve YSC, CLC, and volunteers to provide support for the basic needs of students scoring at the novice level such as food, clothing, and safety.	Community Engagement Academic Support Program Behavioral Support Program	01/04/2016	12/20/2016	\$500 - FRYSC	Staff, Administration, FRYC and CLC staff.

Activity - Establishing a Culture of Learners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will work to develop relationships with those students scoring novice and create a support system including pull-out sessions, tutoring, and mentoring of novice students.	Academic Support Program Behavioral Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Certified Staff, support staff, and Administration

Activity - Review and Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data and target students needing reteaching or interventions to move from the novice category.	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Classroom teachers and instructional coach

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instruction will be driven by intentional alignment of Common Core Standards as evidenced in curriculum documents	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Leadership Team, Certified teachers and Instructional Coach

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Activity - Strategies to deliver instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in research based strategies to differentiate instruction for novice students and implement these strategies in their classrooms.	Direct Instruction	01/04/2016	12/20/2016	\$500 - Title II Part A	Instructional Coach, Trainer, and Teachers

## Strategy2:

Implement and Monitor Novice Reduction Plan - MBMS Staff will implement and monitor the 30-60-90 day plan for Novice Reduction.

Category: Learning Systems

Research Cited:

Activity - 30-60-90 Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement 30-6- -90 day plan for novice reduction and monitor its fidelity through progress monitoring and PLC work.	Academic Support Program	02/01/2016	12/20/2016	\$0 - No Funding Required	Leadership Team Certified Staff

## Strategy3:

Development of 30-60-90 day Plan - Stakeholders will determine MBMS leverages and areas of need to reduce novice in the areas of reading and math. This will be done through the evaluation of Key Core Processes and the completion of diagnostics for top priority need. As need is determined, a 30-60-90 day plan will be developed for novice reduction.

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will participate in a school novice reduction workshop where an evaluation of Key Core Processes is done to determine priority leverages and concerns.	Academic Support Program	01/11/2016	02/15/2016	\$0 - No Funding Required	MBMS Leadership Team and District Curriculum Director

Activity - Creation of 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will develop and share with staff a Novice Reduction 30-60-90 day plan.	Academic Support Program	02/01/2016	02/08/2016	\$0 - No Funding Required	Leadership Team, School Admin. and District Curriculum Director

## Goal 3:

Increase the percentage of students who are college and career ready.

## Measurable Objective 1:

42% of All Students will demonstrate a proficiency level in Mathematics by 05/23/2016 as measured by 2016 Kprep scores.

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

## Strategy1:

Targeted Interventions for math - Students not reaching proficiency in math will be targeted for interventions to support learning.

Category: Learning Systems

Research Cited:

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Instructional Coach will be hired to assist math teachers in Best Practices for Proficiency.	Academic Support Program	07/01/2016	12/20/2016	\$50000 - District Funding	District Administration and School Administration.

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will offer after school tutoring in the area of math	Academic Support Program	01/04/2016	05/23/2016	\$1000 - Grant Funds	Math teachers and Administration

Activity - Title 1 Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 assistant will under the direction of math teachers pull targeted students for remediation in math using Study Island as a tool.	Academic Support Program	01/04/2016	12/20/2016	\$15000 - Grant Funds	Title 1 Asst. Math teachers and Administration

## Strategy2:

Curriculum Alignment and Implementation - All math teachers will realign curriculum to a standards based rigorous curriculum

Category: Learning Systems

Research Cited:

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be taught math using Engage New York curriculum.	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Math teachers

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will align assessments to the Common Core Standards	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Math Teachers and Administration

## Goal 4:

Increase the percentage of students identified in the non-duplicated gap group reaching math proficiency from 35.5 to 42.6 as measured by by KPREP assessments in May 2016.

## Measurable Objective 1:

A 25% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency

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math in Mathematics by 05/20/2016 as measured by lead data including progress monitoring and MAP performance..

## Strategy1:

Math Curriculum - The Math Department will adopt and teach to fidelity a new school;-wide math curriculum

Category: Learning Systems

Research Cited:

Activity - Implementation of Engage NY curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be taught with a rigorous curriculum that is vertically aligned across the building. Which will be monitored through walk-throughs, PLC evidence, and lesson plans.	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Math teachers and administration

Activity - Teacher Training on Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will receive on going training and support on the use of Engage New York Math Curriculum.	Professional Learning	01/04/2016	05/30/2016	\$5000 - District Funding	Math Teachers, OVEC Math Specialist, NKU Math Specialist

## Strategy2:

ECE Collaboration - ECE Department will collaborate with regular classroom teachers to coordinate the delivery of services to address IEPS of students

Category: Learning Systems

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will incorporate Collaboration strategies as outlined in District ECE Program Goals	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	DoSE, Administration, ECE teachers, and Instructional Coach

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will plan and participate in PLCs with regular ed teachers and to coordinate the delivery of services in addressing student IEPS	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Administration, DoSE, Instructional Coach and Certified Teachers

Activity - Proctor -Student Pairing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proctors will be trained and paired early in the school year with students so that relationships can be built and students become comfortable with the person that will be administering accommodations for testing.	Academic Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	BAC, ECE Staff, and Proctors

# KDE Comprehensive School Improvement Plan

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## Strategy3:

Response to Interventions - Classroom teachers will implement RTI with fidelity in the area of math with targeted students.

Category: Learning Systems

Research Cited:

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in Tier 3 will receive additional pull-out services as evidenced by IEPs and school master schedule	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	ECE staff and assistants

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in remediation groups will use Study Island as a remediation tool during RTI periods and pull-out times as evidenced by weekly SI reports and RTI documentation.	Academic Support Program	01/04/2016	12/20/2016	\$8000 - Title I Schoolwide	Title 1 assistant and classroom teachers

Activity - Teir 2 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified through progress monitoring needing supplemental instruction in the area of math will receive up to 30 min. 3 times a week of additional math instruction as evidenced by the master schedule and progress monitoring data.	Academic Support Program	01/04/2016	12/20/2016	\$25000 - Title I Schoolwide	certified staff and part-time interventionist

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive a minimum of 55 minutes of direct instruction at Teir 1 level in math as evidenced by the master schedule	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	certified staff and administrator

Activity - Intentional targeting of students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use progress monitoring data, summative assessment data and MAP results to regularly evaluate placement of students in RTI tiers. PLC meetings will focus on targeting students as they answer the question, " What do we do with those that didn't learn?"	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Classroom teachers

## Strategy4:

Instructional Strategies - All teachers will be trained in effective research strategies to engage students in math learning and incorporate these strategies in the classroom to increase proficiency as documented in training logs, PLC minutes, curriculum documents, and classroom observations.

Category: Learning Systems

Research Cited:

**KDE Comprehensive School Improvement Plan**

Maurice Bowling Middle School

Activity - Implementation of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement school-wide strategies to assist GAP students in reaching proficiency as monitored by lesson plans, walk-throughs, and classroom observations.	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Math teachers

Activity - Teacher Training on Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will be involved in training to increase engagement and understanding of math curriculum standards.	Academic Support Program	01/04/2016	12/20/2016	\$5000 - Title II Part A	certified staff, school administrators, and instructional coach

**Strategy5:**

ESS Tutoring - Math teachers will provide after school tutoring for students not reaching proficiency in math.

Category: Learning Systems

Research Cited:

Activity - ESS Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will provide after school tutoring two days a week in the area of math.	Academic Support Program	01/04/2016	12/20/2016	\$5000 - Title I Schoolwide	Math teachers

**Goal 5:**

50.3 % of students will reach proficiency in the area of math as measured by the 2015-16 KRPREP scores.

**Measurable Objective 1:**

50% of All Students will demonstrate a proficiency level in Mathematics by 05/20/2016 as measured by 2015-16 KPREP data.

**Strategy1:**

Use of Research Based Instructional Strategies - Staff will be trained and expected to implement research based instructional strategies.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will receive training during PLCs and Professional Development opportunities on effective instructional strategies to increase proficiency.	Direct Instruction Professional Learning	01/04/2016	12/20/2016	\$5000 - Title II Part A	Instructional Coach, OVEC Specialist, Administration, Certified Staff

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

Activity - Implementation of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement the use of research based strategies to teach Common Core Standards as monitored by curriculum documents , walk-throughs, classroom observations, and PLC work.	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Certified Math teachers and administration

## Strategy2:

Curriculum Alignment - All math teachers will adopt a curriculum to be taught vertically through all grades that is aligned to the Common Core Standards.

Category: Learning Systems

Research Cited:

Activity - Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use the Engage New York Curriculum to teach mathematics. Fidelity of this activity will be through walk-throughs, PLC discussions and classroom observations	Direct Instruction	01/04/2016	12/20/2016	\$1000 - General Fund	Math teachers and Administrative staff

## Strategy3:

Hiring an Instructional Coach - MBMS will hire an instructional coach to assist teachers in learning and implementing Best Practice Strategies to increase math proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Hiring an Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MBMS along with district support will develop and job description and hire an Instructional Coach to assist teachers in effectively teaching math.	Recruitment and Retention	03/01/2016	07/01/2016	\$50000 - District Funding	District Administration and School Administration

## Strategy4:

Use of Technology - Teachers will use Common Core Aligned resources and technology to enhance proficiency in the area of math.

Category: Learning Systems

Research Cited:

Activity - Classroom Tecnology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will incorporate technology including but not limited to whiteboards, projectors, Turning Point Clickers, NWEA resources etc. to engage students in the learning as monitored by walk-throughs and classroom observations.	Technology	01/04/2016	12/20/2016	\$5000 - General Fund	Certified Staff and Administration

## Strategy5:

Data Collection and Analysis - MBMS will use intentional data analysis to assess growth in math proficiency at all grade levels.

**KDE Comprehensive School Improvement Plan**

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Category: Continuous Improvement

Research Cited:

Activity - Universal Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times a year students will participate in MAP testing to benchmark progress in reading proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$5000 - District Funding	Certified Staff and Administration

Activity - Data Display and Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will collect and display lead measures including summative assessments and benchmark assessments in classrooms and data room.	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Certified Staff and Administrative Team

Activity - Data Notebooks and Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will monitor and graph lead data for math in their leadership notebooks. They will use this data to set achievement goals for math.	Academic Support Program Direct Instruction	01/04/2016	12/20/2016	\$1000 - General Fund	Lighthouse Academic Achievement Action Team, Certified Staff, Students, and Administration

**All children were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are Kindergarten ready.**

N/A (this question does not apply)

**The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.**

N/A (this question does not apply)

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

MBMS will reduce novice scoring non-duplicated gap students on reading and math KPREP testing by 10% as measured by the 2016 KPREP test.

**Measurable Objective 1:**

SY 2015-2016

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# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

10% of All Students will demonstrate a behavior which will result in moving from novice to apprentice or higher in Mathematics by 05/30/2016 as measured by 2015-16 KPREP scores.

## Strategy1:

Implement and Monitor Novice Reduction Plan - MBMS Staff will implement and monitor the 30-60-90 day plan for Novice Reduction.

Category: Learning Systems

Research Cited:

Activity - 30-60-90 Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement 30-6- -90 day plan for novice reduction and monitor its fidelity through progress monitoring and PLC work.	Academic Support Program	02/01/2016	12/20/2016	\$0 - No Funding Required	Leadership Team Certified Staff

## Strategy2:

Key Work Processes - Leadership Team will analyze and implement the use of the Key Work Processes to develop plans to reduce novice scoring students.

Category: Continuous Improvement

Research Cited:

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instruction will be driven by intentional alignment of Common Core Standards as evidenced in curriculum documents	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Leadership Team, Certified teachers and Instructional Coach

Activity - Community Support Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Involve YSC, CLC, and volunteers to provide support for the basic needs of students scoring at the novice level such as food, clothing, and safety.	Behavioral Support Program Community Engagement Academic Support Program	01/04/2016	12/20/2016	\$500 - FRYSC	Staff, Administration, FRYC and CLC staff.

Activity - Review and Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data and target students needing reteaching or interventions to move from the novice category.	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Classroom teachers and instructional coach

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

Activity - Strategies to deliver instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained in research based strategies to differentiate instruction for novice students and implement these strategies in their classrooms.	Direct Instruction	01/04/2016	12/20/2016	\$500 - Title II Part A	Instructional Coach, Trainer, and Teachers

Activity - Establishing a Culture of Learners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will work to develop relationships with those students scoring novice and create a support system including pull-out sessions, tutoring, and mentoring of novice students.	Behavioral Support Program Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Certified Staff, support staff, and Administration

### Strategy3:

Development of 30-60-90 day Plan - Stakeholders will determine MBMS leverages and areas of need to reduce novice in the areas of reading and math. This will be done through the evaluation of Key Core Processes and the completion of diagnostics for top priority need. As need is determined, a 30-60-90 day plan will be developed for novice reduction.

Category: Continuous Improvement

Research Cited:

Activity - Creation of 30-60-90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will develop and share with staff a Novice Reduction 30-60-90 day plan.	Academic Support Program	02/01/2016	02/08/2016	\$0 - No Funding Required	Leadership Team, School Admin. and District Curriculum Director

Activity - Novice Reduction Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership team will participate in a school novice reduction workshop where an evaluation of Key Core Processes is done to determine priority leverages and concerns.	Academic Support Program	01/11/2016	02/15/2016	\$0 - No Funding Required	MBMS Leadership Team and District Curriculum Director

### Goal 2:

Increase the percentage of students who are college and career ready.

### Measurable Objective 1:

56% of All Students will achieve college and career readiness by demonstrating proficiency in Reading by 05/23/2016 as measured by KPREP 2015-16.

### Strategy1:

Targeted Interventions - Students not reaching proficiency will be identified in data analysis work and targeted for reading interventions.

Category: Learning Systems

Research Cited:

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will participate in weekly PLCs where data will be analyzed and students will be targeted that did not reach proficiency. Students will then receive remedial instruction in reading.	Professional Learning	01/04/2016	05/23/2016	\$0 - No Funding Required	All certified staff and Administration

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP will be used as an universal screener that will identify students not reaching benchmark in reading.	Academic Support Program	01/04/2016	05/23/2016	\$0 - No Funding Required	Certified staff and Administration

## Strategy2:

Focused on Standards - All students will be taught with curriculum aligned to Common Core Standards.

Category: Learning Systems

Research Cited:

Activity - Curriculum Alignment Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will go through a process to align curriculum to the Common Core Standards including curriculum work days and PLCs.	Professional Learning	01/04/2016	05/23/2016	\$0 - No Funding Required	certified staff and Administration

## Strategy3:

Hiring of Support Staff - Support staff will be hired to work with those not reaching proficiency in reading.

Category: Learning Systems

Research Cited:

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified Staff will offer tutoring for reading after school weekly	Academic Support Program	01/04/2016	05/23/2016	\$15000 - Grant Funds	Certified staff and administration

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An instructional coach will be hired to assist teachers in Best Practices for Proficiency.	Academic Support Program	01/04/2016	12/20/2016	\$50000 - District Funding	District Administration and School Administration

Activity - Title 1 Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 assistant will pull students for remediation in the area of reading	Academic Support Program	01/04/2016	05/23/2016	\$40000 - Grant Funds	Certifies staff, Title 1 Assistant, Administration

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

## Measurable Objective 2:

100% of All Students will achieve college and career readiness awareness in Career & Technical by 12/30/2016 as measured by ILP completion, college visit attendance, and Operation Preparation participation.

### Strategy1:

College and Career Awareness Activities - 100% of All Students will achieve college and career readiness awareness in Career & Technical by 12/30/2016 as measured by ILP completion, college visit attendance, and Operation Preparation participation

Category: Career Readiness Pathways

Research Cited:

Activity - Education Talent Search	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Selected students in the 7th and 8th grade will be targeted to participate in the Educational Talent Search program once a month. These students come from families that have never had a family member graduate	Career Preparation/ Orientation	01/04/2016	12/30/2016	\$0 - No Funding Required	Talent Search Staff and Guidance Counselor
Selected students in the 7th and 8th grade will be targeted to participate in Education Talent Search program once a month. These students come from homes where they would be the first college graduate in their family. This program will allow for students to visit college campuses and learn about the enrollment process for college as evidenced by sign-in sheets and club rosters.					

Activity - ILP Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
100 percent of 6-8th grade students will complete ILPs, teachers and parents will conference with students	Career Preparation/ Orientation	01/04/2016	12/30/2016	\$0 - No Funding Required	Certified Staff and Administration

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All MBMS students will be exposed to college and career readiness awareness through a week long focus on career and college opportunities, Operation Preparation. Students will participate in presentations from local professionals and current college students, Eighth grade students will participate in Operation Preparation program at Ky State University where they will be matched with community members in the students' career paths as based on ILPs. Participation and success will be monitored through sign in sheets, agendas of planned activities and student evaluations.	Career Preparation/ Orientation	03/01/2016	03/31/2016	\$500 - GRECC Race to the Top	Operation Preparation Planning Committee, Guidance Counselor, CCR Coach

## Measurable Objective 3:

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

42% of All Students will demonstrate a proficiency level in Mathematics by 05/23/2016 as measured by 2016 Kprep scores.

## Strategy1:

Curriculum Alignment and Implementation - All math teachers will realign curriculum to a standards based rigorous curriculum

Category: Learning Systems

Research Cited:

Activity - Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be taught math using Engage New York curriculum.	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Math teachers

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will align assessments to the Common Core Standards	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Math Teachers and Administration

## Strategy2:

Targeted Interventions for math - Students not reaching proficiency in math will be targeted for interventions to support learning.

Category: Learning Systems

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will offer after school tutoring in the area of math	Academic Support Program	01/04/2016	05/23/2016	\$1000 - Grant Funds	Math teachers and Administration

Activity - Title 1 Assistant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 assistant will under the direction of math teachers pull targeted students for remediation in math using Study Island as a tool.	Academic Support Program	01/04/2016	12/20/2016	\$15000 - Grant Funds	Title 1 Asst. Math teachers and Administration

Activity - Instructional Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Instructional Coach will be hired to assist math teachers in Best Practices for Proficiency.	Academic Support Program	07/01/2016	12/20/2016	\$50000 - District Funding	District Administration and School Administration.

## Goal 3:

Increase the percentage of students identified in the non-duplicated gap group reaching math proficiency from 35.5 to 42.6 as measured by by KPREP assessments in May 2016.

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

## Measurable Objective 1:

A 25% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency math in Mathematics by 05/20/2016 as measured by lead data including progress monitoring and MAP performance..

## Strategy1:

Instructional Strategies - All teachers will be trained in effective research strategies to engage students in math learning and incorporate these strategies in the classroom to increase proficiency as documented in training logs, PLC minutes, curriculum documents, and classroom observations.

Category: Learning Systems

Research Cited:

Activity - Implementation of Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will implement school-wide strategies to assist GAP students in reaching proficiency as monitored by lesson plans, walk-throughs, and classroom observations.	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Math teachers

Activity - Teacher Training on Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will be involved in training to increase engagement and understanding of math curriculum standards.	Academic Support Program	01/04/2016	12/20/2016	\$5000 - Title II Part A	certified staff, school administrators, and instructional coach

## Strategy2:

ECE Collaboration - ECE Department will collaborate with regular classroom teachers to coordinate the delivery of services to address IEPs of students

Category: Learning Systems

Research Cited:

Activity - Collaborative Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will plan and participate in PLCs with regular ed teachers and to coordinate the delivery of services in addressing student IEPs	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Administration, DoSE, Instructional Coach and Certified Teachers

Activity - Proctor -Student Pairing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Proctors will be trained and paired early in the school year with students so that relationships can be built and students become comfortable with the person that will be administering accommodations for testing.	Academic Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	BAC, ECE Staff, and Proctors

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ECE teachers will incorporate Collaboration strategies as outlined in District ECE Program Goals	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	DoSE, Administration, ECE teachers, and Instructional Coach

### Strategy3:

Math Curriculum - The Math Department will adopt and teach to fidelity a new school;-wide math curriculum

Category: Learning Systems

Research Cited:

Activity - Teacher Training on Engage New York	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will receive on going training and support on the use of Engage New York Math Curriculum.	Professional Learning	01/04/2016	05/30/2016	\$5000 - District Funding	Math Teachers, OVEC Math Specialist, NKU Math Specialist

Activity - Implementation of Engage NY curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be taught with a rigorous curriculum that is vertically aligned across the building. Which will be monitored through walk-throughs, PLC evidence, and lesson plans.	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	Math teachers and administration

### Strategy4:

Response to Interventions - Classroom teachers will implement RTI with fidelity in the area of math with targeted students.

Category: Learning Systems

Research Cited:

Activity - Tier 1 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive a minimum of 55 minutes of direct instruction at Teir 1 level in math as evidenced by the master schedule	Direct Instruction	01/04/2016	12/20/2016	\$0 - No Funding Required	certified staff and administrator

Activity - Intentional targeting of students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use progress monitoring data, summative assessment data and MAP results to regularly evaluate placement of students in RTI tiers. PLC meetings will focus on targeting students as they answer the question, " What do we do with those that didn't learn?"	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	Classroom teachers

Activity - Tier 3 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in Tier 3 will receive additional pull-out services as evidenced by IEPS and school master schedule	Academic Support Program	01/04/2016	12/20/2016	\$0 - No Funding Required	ECE staff and assistants

# KDE Comprehensive School Improvement Plan

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Activity - Teir 2 Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified through progress monitoring needing supplemental instruction in the area of math will receive up to 30 min. 3 times a week of additional math instruction as evidenced by the master schedule and progress monitoring data.	Academic Support Program	01/04/2016	12/20/2016	\$25000 - Title I Schoolwide	certified staff and part-time interventionist

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in remediation groups will use Study Island as a remediation tool during RTI periods and pull-out times as evidenced by weekly SI reports and RTI documentation.	Academic Support Program	01/04/2016	12/20/2016	\$8000 - Title I Schoolwide	Title 1 assitant and classroom teachers

### Strategy5:

ESS Tutoring - Math teachers will provide after school tutoring for students not reaching proficiency in math.

Category: Learning Systems

Research Cited:

Activity - ESS Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will provide after school tutoring two days a week in the area of math.	Academic Support Program	01/04/2016	12/20/2016	\$5000 - Title I Schoolwide	Math teachers

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

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

### Goal 1:

Increase overall performance rating for 2015-16 Program Review from Needs Improvement to Proficient

### Measurable Objective 1:

collaborate to improve writing program review scores from 7.6 to 8.0 to reach proficiency by 06/30/2016 as measured by Program Review



# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

Rubric.

## Strategy1:

Intentional Documentation of Writing to Learn - Core teachers will intentionally use reflection sheets and writing to learn strategies in all content areas.

Category: Learning Systems

Research Cited:

Activity - Adoption of Writing Reflection Format	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing teachers will develop and share with all staff a writing reflection form that will be used and submitted as documentation of writing reflections in all contents	Direct Instruction	01/04/2016	06/30/2016	\$0 - No Funding Required	Writing teacher leaders and all certified staff

## Strategy2:

Writing Prof. Development - Teachers will receive professional development in the areas of On-Demand Writing and Writing in content areas through team meetings, staff meetings, and PLCS

Category: Professional Learning & Support

Research Cited:

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive training from writing teacher leaders to enable them to have skills to include writing to learn standards within their curriculum as specified in the Program Review Rubric.	Professional Learning	01/04/2016	06/30/2016	\$1000 - Title II Part A	Classroom Teachers Administration

## Measurable Objective 2:

collaborate to increase score from 7.1 to 8 in the area of Arts and Humanities by 06/30/2016 as measured by Program Review Rubric.

## Strategy1:

Curriculum Planning and Revision - Arts and Humanities teachers will revise curriculum to enhance learning and meet proficiency ratings on Program Review rubric.

Category: Integrated Methods for Learning

Research Cited:

Activity - guest artists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities teachers will revise curriculum to include guest artists to complement instruction that is lacking in curriculum such as dance and drama.	Direct Instruction	01/04/2016	06/30/2016	\$500 - No Funding Required	Arts and Humanities teacher and Music teacher

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Arts and Humanities teachers will participate in alignment of curriculum during work days and PLC meetings to meet new standards and criteria of Program Review rubric.	Direct Instruction	01/04/2016	05/30/2016	\$0 - No Funding Required	certified teachers and administrators

Activity - Integration of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include cross-curricular connections focusing on the Arts as documented in curriculum documents and Program Review evidence	Direct Instruction	01/04/2016	06/30/2016	\$0 - No Funding Required	Classroom teachers and administrators

## Strategy2:

Arts and Humanities Professional Development - Arts and Humanities and music teachers will participate in professional development best practices to increase student learning in the areas of Arts and Humanities as evidenced by Professional Development records.

Category: Professional Learning & Support

Research Cited:

Activity - Content Specific Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide content specific p.d. for arts and humanities teachers as evidenced by professional development requests and documentation.	Professional Learning	01/04/2016	06/30/2016	\$250 - General Fund \$500 - Grant Funds	Arts and Humanities teachers

Activity - PLC Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and Humanities and Music teacher will participate in PLCs where they will review data and learn strategies to improve teacher practices that relate to student learning using the Program Review Rubric as their baseline as evidenced by PLC sign in sheets and agendas.	Professional Learning	01/04/2016	06/30/2016	\$0 - No Funding Required	Arts and Humanities and Music teacher and Administrators

## Measurable Objective 3:

collaborate to increase PLCS Program Review score at 10.7 by 06/30/2015 as measured by Program Review Rubric.

## Strategy1:

PLCS and PE Curriculum Planning and Revision - PE and PLCS teachers will be involved in curriculum alignment and revision to sustain Program Review scores

Category: Learning Systems

Research Cited:

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All PLV/CS teachers will participate in curriculum alignment work days to realign curriculum to standards and Program Review rubrics	Direct Instruction	01/04/2016	06/30/2016	\$0 - No Funding Required	PLV/ CS teachers

Activity - Integration of Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCS and health curriculum will be integrated cross-curricular as documented in curriculum documents and Program Review documents.	Direct Instruction	01/05/2015	06/30/2015	\$0 - No Funding Required	All core teaching staff

## Strategy2:

Professional Development for PLCS and Physical Ed. - PLCS, Technology, and PE teachers will participate in content specific professional development

Category: Professional Learning & Support

Research Cited:

Activity - Content Specific Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PE and PLCS teachers will be provided the opportunity to attend content specific professional development as evidenced by professional development records.	Professional Learning	01/04/2016	06/30/2016	\$500 - General Fund	Teachers and administration

Activity - PLC Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCS and PE teachers will participate in PLCs that focus on data analysis and best practices as outlined in Program Review Rubric as evidenced in PLC sign in sheets.	Professional Learning	01/04/2016	06/30/2016	\$0 - No Funding Required	Teachers and administration

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

# KDE Comprehensive School Improvement Plan

Maurice Bowling Middle School

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		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

**KDE Comprehensive School Improvement Plan**

Maurice Bowling Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		



**KDE Comprehensive School Improvement Plan**

Maurice Bowling Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

**KDE Comprehensive School Improvement Plan**

Maurice Bowling Middle School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

# **The Missing Piece**

## **Introduction**

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

## Stakeholders

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

SBDM Members

School Staff

## Relationship Building

Overall Rating: 2.57

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

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

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	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
2.5	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
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

## Communications

Overall Rating: 2.29

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff relies on one-way communication in English to inform parents about academic goals, class work, grades and homework. (For example, newsletters, marquees, and agendas.)	Apprentice

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff rarely provides general information to the community about academic expectations of students.	Novice

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

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

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice



## Decision Making

Overall Rating: 1.43

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement 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
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

# KDE Comprehensive School Improvement Plan

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School 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.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

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

## Learning Opportunities

Overall Rating: 1.67

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as 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.	School provides open house and family nights for some parents to learn about: • 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
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff 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.	Proficient

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

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

## Community Partnerships

Overall Rating: 1.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	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
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff rarely updates or communicates with local agencies or programs that provide learning services.	Novice

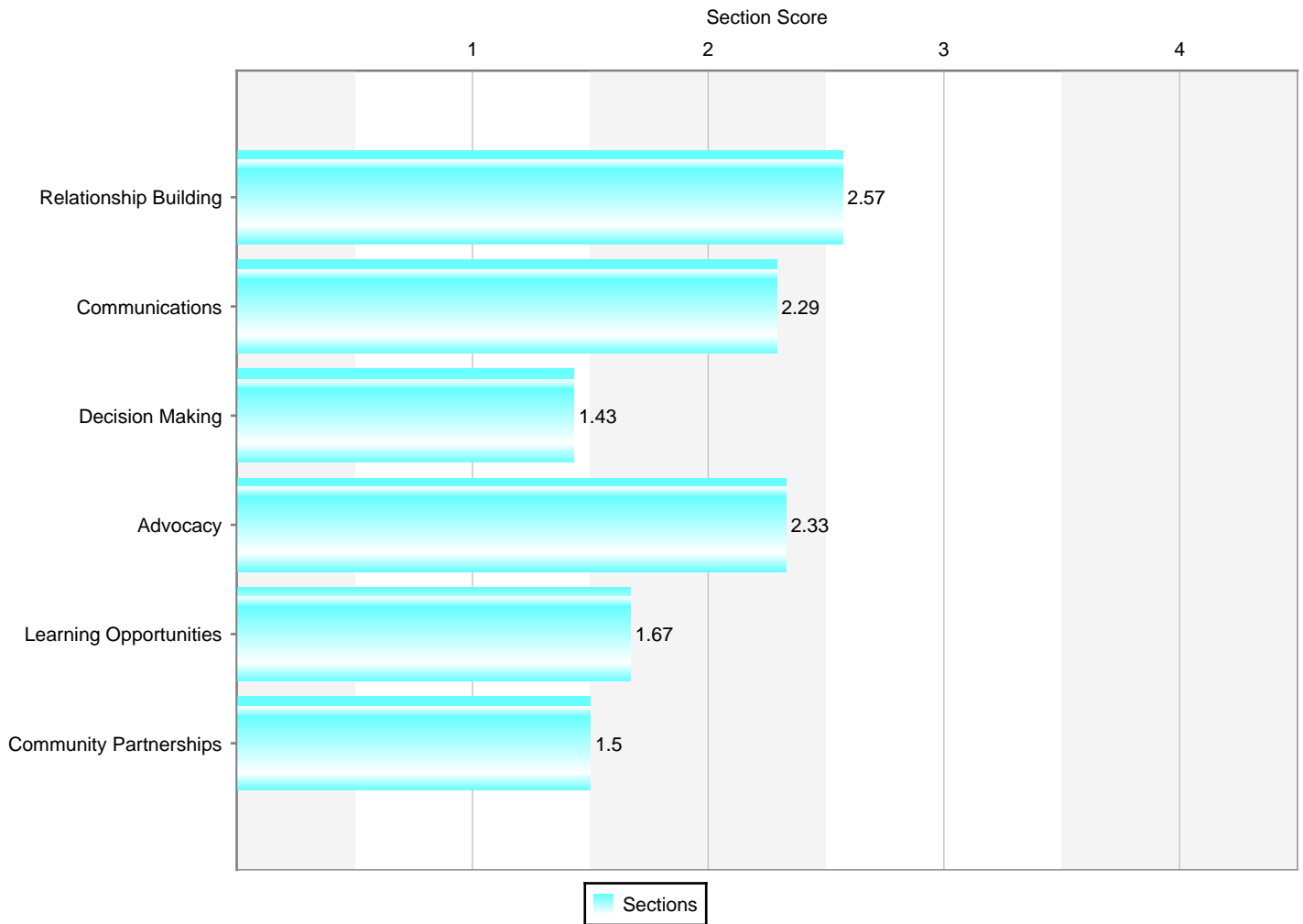
## Reflection

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

It is apparent that MBMS needs more parent involvement. In the last two years, we have seen increased participation in Parent Nights and Open Houses. In the Spring of 2016 we will conduct our first Student-Led Conferences. We do invite all parents to participate in ILP development. We have tried to start a PTO in our building, but have not been successful thus far.

## 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.**

Improvement planning involved the Leadership Team, SBDM Council, and all Certified Staff. Meetings were scheduled during PLCs and Council meeting to discuss goals and activities.

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

Certified Staff

TELL Survey Data

SBDM Council

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

Through SBDM Council, sharing with staff during PLCs and placing the plan on the school web page

# **School Safety Report**

## **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	10-8-13	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	10-8-13	

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	8-11-15	

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	8-11-15	

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
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

**KDE Comprehensive School Improvement Plan**

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	8-12-15	

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

Label	Assurance	Response	Comment	Attachment
11.	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
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	8/14/15- Fire Drill 8/17/15- Earthquake 8/17-15- Tornado 8/18/15- Lockdown	

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

# **Equitable Access Diagnostic**

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.



**Needs Assessment**

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

**What are the barriers identified?**

- Transportation
- Parents Educational Status
- Poverty
- Low reading levels
- Drug Abuse

**What sources of data were used to determine the barriers?**

- Free and Reduced Lunch Data
- Benchmark Data
- Home Visit Data
- Counseling Data
- YSC Data

**What are the root causes of those identified barriers?**

- Societal Pressures

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

Most teachers are scoring in the Developmental stage for Domains 2 and 3. Most teachers showed expected growth in student achievement.

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

We are a small school where all student in a grade level see all teachers throughout the day. All of our teachers meet requirements for highly qualified status in the fields they teach.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

We are a small school where all student in a grade level see all teachers throughout the day. All of our teachers meet requirements for highly qualified status in the fields they teach.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

N/A

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Through on line recruitment tools

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

N?A

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

New Teacher training at the District level

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Analysis of data is used to plan professional development needs

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

Tell Survey Data is used in the decision making process for professional learning.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

All goals in the 2015-16 CSIP align with the state mandated goals and objectives given to our school. These goals allow for student proficiency, parent involvement and GAP closure.