

1: Proficiency

State your **Proficiency Goal**

<p>Goal 1: Increase student proficiency in the following areas: (1) Reading from 61.3% in 2017 to 70.5% by 2019; (2) Math from 66.6% in 2017 to 67.1% by 2019; (3) Writing from 37.1% in 2017 to 63.8% by 2019; (4) Social Studies from 64.9% in 2017 to 71.2% by 2019.</p>					
<p>Which Strategy will the school/district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)</i></p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>	
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Collaborate to Increase the Reading proficiency rate to 61.8% by 06/30/2018 as measured by 2018 KPREP reading assessment</p>	<p>KCWP 2: Design and Deliver Instruction ELA Curriculum, Assessment, & Lesson Design - Teachers will work together in their PLCs to develop and adjust lessons and assessments that are rigorous and directly aligned to the Kentucky Academic Standards. Category: Continuous Improvement</p>	<p>ELA Teachers will meet formally in their PLCs with school administration once a week to examine student summative assessment data and discuss classroom activities and assessments. All Activities and assessments will be aligned to the Kentucky Academic Standards.</p>	<p>Summative Course Assessments Benchmark Assessments</p>	<p>PLC Data Benchmark Data MAP Data KPREP Data</p>	<p>District Title I Funds</p>
		<p>All ELA students will be given three benchmark assessments throughout the year. The scores will be used to measure how they are progressing through the standards they will be responsible for on the KPREP assessment at the end of the year. Additionally, teachers will review classroom and building results and make instructional decisions and adjustments based on the data.</p>			
		<p>ELA teachers will work together to develop common summative assessments and modify them when needed for all instructional units. The summative assessments will be specifically aligned to</p>			

		<p>the Kentucky Academic Standards.</p> <p>SMS has developed a highly structured intervention process to identify novice students and provide immediate and intentional support. The intervention will be provided through a blended classroom with computer based instruction through ALEKS as the predominant means to meet the unique learning needs of each student. All students who meet any of the criteria outlined below will be assigned an additional math class to address gaps in knowledge and skills. Additional students will be assigned to a math intervention lab as resources become available due to students transitioning out of math intervention labs.</p> <p>(1) Score a Novice on the previous spring KPREP Assessment (2) Are two grade levels or more below the math MAP cut score (3) Score a one on the most recent math benchmark assessment</p> <p>Once students have been identified for math intervention placement they will be scheduled into a math intervention lab in addition to their regular math class. The students will work in a blended classroom with the majority of instruction coming from the computer based program. Even though the intervention class is based on the student's instructional level, math content covered will coincide as much as possible with the student's typical math class. Students may transition out of intervention one of three ways.</p> <p>(1) Meet a MAP benchmark on one of the MAP assessments given during the spring, winter, and fall. (2) Earn a three (3) on one of the district math benchmark assessments given three times a year. (3) Score a Proficient on the 2017 Spring KPREP assessment</p>			
<p>Objective 2: Collaborate to Increase the Math proficiency rate to 67.1% by 06/30/2018 as measured by 2018 KPREP math assessment.</p>	<p>KCWP 2: Design and Deliver Instruction Math Curriculum, Assessment, & Lesson Design - Teachers will work together in their PLCs to develop and adjust lessons and assessments that are rigorous and directly</p>	<p>SMS has developed a highly structured intervention process to identify novice students and provide immediate and intentional support. The intervention will be provided through a blended classroom with computer based instruction through Reading Plus as the predominant means to meet the unique learning needs of each student. All students who meet any of the criteria outlined below will be assigned an additional reading class to address gaps in knowledge and skills. Additional students will be assigned to a reading intervention lab as resources become</p>			

	<p>aligned to the Kentucky Academic Standards. Category: Continuous Improvement</p>	<p>available due to students transitioning out of math and reading intervention labs.</p> <p>(1) Score a Novice on the previous spring KPREP Assessment (2) Are two grade levels or more below the reading MAP cut score (3) Score a one on the most recent reading benchmark assessment. Once students have been identified for reading intervention placement they will be scheduled into a reading intervention lab in addition to their regular English class. The students will work in a blended classroom with the majority of instruction coming from the computer based program. Even though the intervention class is based on the student's instructional level, reading content covered will coincide as much as possible with the student's typical reading class. Students may transition out of intervention one of three ways.</p> <p>(1) Meet a MAP benchmark on one of the MAP assessments given during the spring, winter, and fall. (2) Earn a three (3) on one of the district reading benchmark assessments given three times a year. (3) Score a Proficient on the 2017 Spring KPREP assessment</p> <p>All math students will be given three benchmark assessments throughout the year. The scores will be used to measure how they are progressing through the standards they will be responsible for on the KPREP assessment at the end of the year. Additionally, teachers will review classroom and building results and make instructional decisions and adjustments based on the data.</p> <p>Math teachers will work together to develop common summative assessments and modify them when needed for all instructional units. The summative assessments will be specifically aligned to the Kentucky Academic Standards.</p> <p>Math Teachers will meet formally in their PLCs with school administration once a week to examine student summative assessment data and discuss classroom activities and assessments. All Activities and assessments will be aligned to the Kentucky Academic Standards.</p>			
<p>Objective 3: Collaborate to Increase the writing proficiency rate from 37.1% in 2016 to 45.1%</p>	<p>KCWP 2: Design and Deliver Instruction: School Wide Writing Strategies - All teachers at SMS will teach writing within the</p>	<p>During the 2016-2017 school year, the curriculum and instruction committee developed school wide writing strategies that all teachers use when assessing students using short answer and extended response questions. These strategies will be</p>			

by 06/30/2018 as measured by 2018 KPREP on-demand writing assessment.	content area using the a common language and common strategies.	reviewed with the entire faculty and taught to students in their ELA classes.			
	Writing Fast Pass Class to ensure all students are learning common strategies and how to use those strategies in all content areas.	At the end of each day students will report to their homeroom classes where they will receive direct writing instruction in their core classes. Aides and other teachers throughout the building will be assigned to assist teachers in other content areas. During Writing Fast Pass students will learn how to use strategies needed to complete writing pieces in their core classes. Teachers will meet as a team and collaborate on how each of the writing pieces will be scheduled/used during their units. Students will be required to develop and submit a portfolio of their work that shows growth at the end of the school year through Writing Fast Pass+.			
		Teachers will be required to have at least one short answer and one extended response question on each summative assessment (in all subject areas except for math). In order to monitor implementation of these strategies adjustments will be made to the PLC protocol that will require teachers to bring with them student samples for discussion each time they present their summative data in their PLCs. Short Answer Strategy – RACE and APE 3.8 – Extended Response Strategy			
Objective 4: collaborate to Increase the social studies proficiency rate from 64.9 in 2017 to 65.5% by 06/30/2018 as measured by 2018 KPREP social studies assessment.	KCWP 2: Design and Deliver Instruction	Social Studies Teachers will meet formally in their PLCs with school administration once a week to examine student summative assessment data and discuss classroom activities and assessments. All Activities and assessments will be aligned to the Kentucky Academic Standards.			
	Social Studies Curriculum, Assessment, & Lesson Design - Teachers will work together in their PLCs to develop and adjust lessons and assessments that are rigorous and directly aligned to the Kentucky Academic Standards. Category: Continuous Improvement	Social Studies teachers will work together to develop common summative assessments and modify them when needed for all instructional units. The summative assessments will be specifically aligned to the Kentucky Academic Standards.			

2: Gap

State your **Gap** Goal

Goal 2: Increase the number of students with disabilities scoring proficient or distinguished in writing from 5.6% to 10%.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)*

- [KCWP1: Design and Deploy Standards - Continuous Improvement Activities](#)
- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
- [KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities](#)
- [KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities](#)
- [KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities](#)

Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: collaborate to Increase the GAP proficiency rate for students with disabilities to 10% by 06/30/2018 as measured by 2018 KPREP reading assessment	KCWP 2: Design and Deliver Instruction	<p>The Curriculum and Instruction Committee along with teacher in English Language Arts will collaborate to provide writing instruction to all content area teachers for Writing FastPass+</p> <p>Teachers will identify students who need additional writing instruction or assistance through-out their time in Writing FastPass+ and those students will be targeted for further writing intervention.</p> <p>At the end of each day students will report to their homeroom classes where they will receive direct writing instruction in their core classes. Aides and other teachers throughout the building will be assigned to assist teachers in other content areas. During Writing Fast Pass students will learn how to use strategies needed to complete writing pieces in their core classes. Teachers will meet as a team and collaborate on how each of the writing pieces will be scheduled/used during their units. Students will be required to develop and submit a portfolio of their work that shows growth at the end of the school year through Writing Fast Pass+.</p>	<p>Writing Assessments Benchmark Assessments</p> <p>Team Writing Plans</p> <p>Student Writing Portfolios</p>	<p>PLC Data</p> <p>Benchmark Data</p> <p>KPREP Data</p>	IT Grant

4: Growth

State your **Growth Goal**

Goal 4: Increase the average combined reading and math growth in grades 7 & 8 from 68.9% to 72.1% by 2019.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none"> KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 3: Design and Deliver Assessment Literacy KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment 		Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none"> KCWP1: Design and Deploy Standards - Continuous Improvement Activities KCWP2: Design and Deliver Instruction - Continuous Improvement Activities KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 		Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.	
Objective 1: collaborate to Increase the Growth rate to from 69.5% by 06/30/2018 as measured by 2018 KPREP reading assessment	KCWP 4: Review, Analyze and Apply Data	<p>Teachers will meet formally in their PLCs with school administration once a week to examine student summative assessment data and discuss classroom activities and assessments. All Activities and assessments will be aligned to the Kentucky Academic Standards.</p> <p>Teachers will continue to develop common summative assessments and modify them when needed for all instructional units. The summative assessments will be specifically aligned to the Kentucky Academic Standards.</p> <p>SMS has developed a highly structured intervention process to identify novice students and provide immediate and intentional support. The intervention will be provided through a blended classroom with computer based instruction through Reading Plus as the predominant means to meet the unique learning needs of each student. All students who meet any of the criteria outlined below will be assigned an additional reading class to address gaps in knowledge and skills. Additional students will be assigned to a reading intervention lab as resources become available due to students transitioning out of math and reading</p>	Summative Course Assessments Benchmark Assessments	PLC Data Benchmark Data MAP Data KPREP Data Common Classroom Assessments	District Title I Funds

		<p>intervention labs.</p> <p>(1) Score a Novice on the previous spring KPREP Assessment</p> <p>(2) Are two grade levels or more below the reading MAP cut score (3) Score a one on the most recent reading benchmark assessment. Once students have been identified for reading intervention placement they will be scheduled into a reading intervention lab in addition to their regular English class. The students will work in a blended classroom with the majority of instruction coming from the computer based program. Even though the intervention class is based on the student's instructional level, reading content covered will coincide as much as possible with the student's typical reading class. Students may transition out of intervention one of three ways.</p> <p>(1) Meet a MAP benchmark on one of the MAP assessments given during the spring, winter, and fall.</p> <p>(2) Earn a three (3) on one of the district reading benchmark assessments given three times a year.</p> <p>(3) Score a Proficient on the 2017 Spring KPREP assessment</p>			
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5: Transition readiness

State your **Transition readiness** Goal

Goal 5: Develop and implement a Simons Middle School Graduate Profile prior to the beginning of the 2018-2019 school year.		
<p>Which Strategy will the school/district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none"> • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment 	<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none"> • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities 	<p>Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Goal 5: Develop and implement a Simons Middle School Graduate Profile prior to the beginning of the 2018-2019 school year.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:	KCWP 6: Establishing Learning Culture and Environment	Ensure that classrooms operate within the school's guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity.	Draft Graduate Profile submitted for SBDM before the September meeting.	Work to be completed through time at the Next Generation Leadership Academy.	IT Grant
		Ensure culturally responsive behaviors are modeled among faculty, staff, and students.	Graduate Profile to identify acceptable behaviors.	Staff will be trained on the use of the Graduate Profile after it is completed.	