



# Comprehensive School Improvement Plan

Monroe Co Middle  
Monroe County

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Tompkinsville, KY 42167

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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 2014. 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?**

Monroe County Middle School is located in South Central Kentucky at Tompkinsville Kentucky. MCMS is a school of approximately 450 students. Our free and reduced population is 75%. Monroe is a rural community with less than 12,000 people. We are a farming community with agriculture, education and our local hospital being our primary employers. MCMS is a school with 94% of the population being caucasian, with 2.5 percent being African American and 2.5 percent being Spanish speaking. Monroe County has very little industry due to the lack of transportation and location. Our unemployment rate remains relatively steady at approximately 9%. Monroe has 3 elementary schools in the county. One is located at Gamaliel, the other town in the county. Gamaliel has a population of approximately 700, with Tompkinsville's population being near 2800. Monroe is unchanged for the last 5 years. MCMS staff is comprised of 75% having their masters or above.

## **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.**

Monroe County Middle School's mission has always been to show that we demanded excellence from ourselves as a faculty and school and what we wanted to produce. Our Motto, "Where Falcons Find Their Wings, evolved into our mission statement, "Taking Flight, Soaring Toward Success". Our school has become a place where students begin their journey of a lifetime that would propel them to live self-sufficient, fulfilling lives. I Can statements are core content standards written in student-friendly language. Our students now know what they are expected to learn and what content will be covered on their formative and summative assessments. If mastery is not reached, the student has the opportunity to re-take.

We also are fortunate to be a Gear-Up school and have 2 instructors teaching Gear-Up curriculum. Princeton Review has become critical to the improvement of tests scores, as it teaches test taking strategies, by an instructor furnished by the review.

## **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.**

Monroe County Middle School has much to be proud of. In 2010 -2011 we were designated a National School to Watch. The application process was rigorous and we learned a great deal during the process. Our Mastery Lab was featured in The Kentucky Teacher. The yearbook staff was featured nationally for overall yearbook design. Jr. BETA won the state competition in songfest and participated in the national competition receiving 2nd place. Students of the Week and Students of the Month are selected to help build confidence in their ability to succeed.

Daily RTI is given to all students in reading and math. RTI is based on the individual test scores of the students on Thinklink, targeting the standards that were not mastered. Students that have mastered the targets use this time for extensions of their learning. 21st Century after school program is offered daily with classes consisting of tutoring and a variety of activities. Camp Middle helps ease the transition into middle school for incoming sixth graders. This year we have implemented a sixth grade center. to help with this process.

## **Additional Information**

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

The purpose for the sixth grade center was to help transition students from fifth grade to the middle school. The sixth grade students have homeroom teachers, a different bell schedule, and a centralized location.

We participate in the KYCID behavior modifications program that focuses on good behavior and rewards them frequently.

# **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?**

Here at Monroe Co. Middle School, we use the data and information provided us to answer the questions of growth, free/reduced gaps, and gender (male) reading scores. The data showed that although our achievement scores were similar to previous years, our growth scores were not. The data/information shows that our proficient and distinguished numbers were good, but that these two demographics did not show growth. This is what the data/information did not tell us and we have to address.

## **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?**

The areas of strength that we noted were our social studies and science scores. They were comparable to previous years and in some areas slightly higher. Our achievement scores were good with several students scoring proficient and distinguished. Both of these strengths are cause for celebration. Actions implemented to sustain these areas of strength include review sessions for science and social studies and a revamped RTI that includes our proficient and distinguished students by extending their learning and thinking strategies.



## **Opportunities for Improvement**

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

Areas in need of improvement were our math and reading scores, free/reduced gap scores, male reading scores and growth scores. Plans made to improve these areas are a revamped RTI program that focuses on math and reading. RTI is based on each students scores on individual standards and mastery. This information is taken from the Thinklink assessments. Students who do not master a particular standard are scheduled for that standard in RTI class. Scores of each Thinklink assessment are analyzed for growth scores and communicated to the students so that they know where they are and what they need to grow in that area.

## **Conclusion**

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

As stated before, we are aware of our strengths and weaknesses and have made plans to address these. Our plans include professional development in the following areas: a refresher in Adolescent Literacy, with more model teachers trained, more classroom observations made from teacher to model teacher stressing the adolescent literacy strategies and a PD on rigor from CTL. We feel that the PD on rigor will address our problem of growth in the proficient and distinguished areas. Our RTI program has addressed many of our areas of concern due to the fact it is more individualized and meets the needs of all students.

# **English Language Arts Smart Goal**

## **Overview**

### **Plan Name**

English Language Arts Smart Goal

### **Plan Description**

Plan for reaching proficiency for our F/R population

## 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	Measurable Objective	Total Funding
1	Goal: Teachers will implement Adolescent Literacy strategies for 2 lessons per week, as measured by: walk-thrus, guided planning checklists, and teacher developed formative assessments.	Objectives: 1 Strategies: 1 Activities: 1	Academic	75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40% in English Language Arts by 05/03/2013 as measured by from the first thinklink to the last thinklink..	\$0

**Goal 1: Goal: Teachers will implement Adolescent Literacy strategies for 2 lessons per week, as measured by: walk-thrus, guided planning checklists, and teacher developed formative assessments.**

**Measurable Objective 1:**

75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40% in English Language Arts by 05/03/2013 as measured by from the first thinklink to the last thinklink..

**Strategy 1:**

Adolescent Literacy - Faculty will observe model teachers in Adolescent Literacy demonstrate one of the thinking strategies.

Research Cited: Public Education and Business Coalition

Activity - Adolescent Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our current Adolescent Literacy model teachers will model a lesson to be observed by the remainder of the faculty. Others will be trained as model teachers, with assistance of our local cooperative.	Professional Learning	02/01/2013	01/31/2014	\$0	No Funding Required	Mr. Harlan Principal Ms. Crowe Instructional Coach

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Adolescent Literacy	Our current Adolescent Literacy model teachers will model a lesson to be observed by the remainder of the faculty. Others will be trained as model teachers, with assistance of our local cooperative.	Professional Learning	02/01/2013	01/31/2014	\$0	Mr. Harlan Principal Ms. Crowe Instructional Coach
<b>Total</b>					\$0	

# **Math Smart Goal**



## **Overview**

### **Plan Name**

Math Smart Goal

### **Plan Description**

Differentiated math strategies

## 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	Measurable Objective	Total Funding
1	Free and Reduced students at Monroe County Middle School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..	\$0

## Goal 1: Free and Reduced students at Monroe County Middle School will become proficient in math.

### Measurable Objective 1:

75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..

### Strategy 1:

Differentiated Math - All teachers will implement differentiated math strategies for two lessons per week, measured by walk-throughs, guided planning checklists, and teacher developed formative assessments.

Research Cited: Strategies for Differentiating Instruction: Best Practices for the Classroom.

Activity - P.D. consisting of Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	No Funding Required	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
P.D. consisting of Differentiation	P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe
<b>Total</b>					\$0	

## **Response for Required Action: Achievement Gaps**

## Overview

### Plan Name

Response for Required Action: Achievement Gaps

### Plan Rationale

Our F/R population also has our largest gaps in testing. We have identified two areas that will close the gap. In English/Language Arts, we will have a renewed focus on Adolescent Literacy. We will increase our percent of F/R students to show a 40% growth for 75% of those students. We will also train at least 3 other staff members to be a model teacher for the Adolescent Literacy model.

We will address our math deficiencies with P.D. on math differentiation. The P.D. will be performed by our Central Office staff and our local Cooperative. These strategies will close the gap.

### Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

## 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	Measurable Objective	Total Funding
1	Free and Reduced students at Monroe County Middle School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..	\$0
2	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the overall reading and math for Monroe Co. Middle School from 28.4 to 36.8 by 05/01/2013 as measured by K-Prep.	\$0
3	Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.	\$0

## Goal 1: Free and Reduced students at Monroe County Middle School will become proficient in math.

### Measurable Objective 1:

75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..

### Strategy 1:

Differentiated Math - All teachers will implement differentiated math strategies for two lessons per week, measured by walk-throughs, guided planning checklists, and teacher developed formative assessments.

Research Cited: Strategies for Differentiating Instruction: Best Practices for the Classroom.

Activity - P.D. consisting of Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	No Funding Required	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe

## Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017

### Measurable Objective 1:

Collaborate to increase the overall reading and math for Monroe Co. Middle School from 28.4 to 36.8 by 05/01/2013 as measured by K-Prep.

### Strategy 1:

Adolescent Literacy and Differentiation - Faculty will conduct at least 2 lesson per week using Adolescent Literacy or Differentiation. This will be measured by walkthroughs, lesson plans, and formative assessments.

Research Cited: Professional Business and Educational Co., Strategies for Differentiating Instruction by Julia Roberts, WKU

Activity - Adolescent Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Monroe Co Middle

Teachers will observe model teachers of Adolescent Literacy teaching the thinking strategies of adolescent literacy. New model teachers will be trained in these strategies	Professional Learning	01/04/2013	05/01/2014	\$0	No Funding Required	Mr. Anthony Harlan, Principal Mrs. Debbie Crowe, Instructional Coach Mrs. Amy Thompson, Secondary Instructional Supervisor
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**Goal 3: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.**

**Measurable Objective 1:**

Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.

**Strategy 1:**

Adolescent Literacy and Differentiation for math - Additional training to add teachers, to model, Adolescent Literacy in the reading classroom, along with other content areas. Math Differentiation strategies will be used in math classroom to help improve math mastery.

Research Cited: GRREC Training for Adolescent Training;

Professional Business and Education Coalition for Adolescent Literacy;

Western Kentucky University, 2nd edition of Dr. Julia L. Roberts on Strategies for Differentiating Instruction.

Activity - Adolescent Literacy and Differentiation for math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will train/model the adolescent concept in Language Arts classroom (thinking strategies). Math teachers will differentiate according to the WKU-Julia Roberts Best Practices for differentiation.	Academic Support Program	01/07/2013	05/13/2013	\$0	State Funds	GRREC Principal Instructional Coach Classroom Teacher

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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P.D. consisting of Differentiation	P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe
<b>Total</b>					<b>\$0</b>	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Adolescent Literacy and Differentiation for math	Teachers will train/model the adolescent concept in Language Arts classroom (thinking strategies). Math teachers will differentiate according to the WKU-Julia Roberts Best Practices for differentiation.	Academic Support Program	01/07/2013	05/13/2013	\$0	GRREC Principal Instructional Coach Classroom Teacher
<b>Total</b>					<b>\$0</b>	

## **Response for Required Action: K-Prep Combined Proficiency**

## Overview

### Plan Name

Response for Required Action: K-Prep Combined Proficiency

### Plan Rationale

We will improve our reading scores in our F/R population through better use of our Adolescent Literacy Model initiative. We also are focusing on math differentiation with P.D. from our Central Office and our local cooperative. This will result in an improvement of 40% growth over 75% of our F/R population.

### Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

## 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	Measurable Objective	Total Funding
1	Goal: Teachers will implement Adolescent Literacy strategies for 2 lessons per week, as measured by: walk-thrus, guided planning checklists, and teacher developed formative assessments.	Objectives: 1 Strategies: 1 Activities: 1	Academic	75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40% in English Language Arts by 05/03/2013 as measured by from the first thinklink to the last thinklink..	\$0
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3	Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.	\$0

**Goal 1: Goal: Teachers will implement Adolescent Literacy strategies for 2 lessons per week, as measured by: walk-thrus, guided planning checklists, and teacher developed formative assessments.**

**Measurable Objective 1:**

75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40% in English Language Arts by 05/03/2013 as measured by from the first thinklink to the last thinklink..

**Strategy 1:**

Adolescent Literacy - Faculty will observe model teachers in Adolescent Literacy demonstrate one of the thinking strategies.

Research Cited: Public Education and Business Coalition

Activity - Adolescent Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Goal 2: Increase the averaged combined reading amd math K-Prep scores for elementary and middle students from 44% to 72% in 2017**

**Measurable Objective 1:**

Collaborate to increase the overall reading and math for Monroe Co. Middle School from 28.4 to 36.8 by 05/01/2013 as measured by K-Prep.

**Strategy 1:**

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Research Cited: Professional Business and Educational Co., Strategies for Differentiating Instruction by Julia Roberts, WKU

Activity - Adolescent Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Monroe Co Middle

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**Goal 3: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.**

**Measurable Objective 1:**

Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.

**Strategy 1:**

Adolescent Literacy and Differentiation for math - Additional training to add teachers, to model, Adolescent Literacy in the reading classroom, along with other content areas. Math Differentiation strategies will be used in math classroom to help improve math mastery.

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<b>Total</b>					\$0	



## **K-Prep scores**

## **Overview**

### **Plan Name**

K-Prep scores

### **Plan Description**

Monroe Co. Middle School goal for K-Prep.

## 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.

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2	Free and Reduced students at Monroe County Middle School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..	\$0
3	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the overall reading and math for Monroe Co. Middle School from 28.4 to 36.8 by 05/01/2013 as measured by K-Prep.	\$0
4	Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.	\$0
5	Increase the percentage of students who are college and career reacy from 34% to 68% by 2015.	Objectives: 1 Strategies: 1 Activities: 1	Academic	A 50% increase of Eighth grade students will collaborate to increase the college and career percentage increase from 28.4% to 35.6% in Mathematics by 05/13/2013 as measured by the Unbridled Learning CCR Formula..	\$0



**Goal 1: Goal: Teachers will implement Adolescent Literacy strategies for 2 lessons per week, as measured by: walk-thrus, guided planning checklists, and teacher developed formative assessments.**

**Measurable Objective 1:**

75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40% in English Language Arts by 05/03/2013 as measured by from the first thinklink to the last thinklink..

**Strategy 1:**

Adolescent Literacy - Faculty will observe model teachers in Adolescent Literacy demonstrate one of the thinking strategies.

Research Cited: Public Education and Business Coalition

Activity - Adolescent Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our current Adolescent Literacy model teachers will model a lesson to be observed by the remainder of the faculty. Others will be trained as model teachers, with assistance of our local cooperative.	Professional Learning	02/01/2013	01/31/2014	\$0	No Funding Required	Mr. Harlan Principal Ms. Crowe Instructional Coach

**Goal 2: Free and Reduced students at Monroe County Middle School will become proficient in math.**

**Measurable Objective 1:**

75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..

**Strategy 1:**

Differentiated Math - All teachers will implement differentiated math strategies for two lessons per week, measured by walk-throughs, guided planning checklists, and teacher developed formative assessments.

Research Cited: Strategies for Differentiating Instruction: Best Practices for the Classroom.

Activity - P.D. consisting of Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Monroe Co Middle

P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	No Funding Required	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe
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**Goal 3: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017**

**Measurable Objective 1:**

Collaborate to increase the overall reading and math for Monroe Co. Middle School from 28.4 to 36.8 by 05/01/2013 as measured by K-Prep.

**Strategy 1:**

Adolescent Literacy and Differentiation - Faculty will conduct at least 2 lesson per week using Adolescent Literacy or Differentiation. This will be measured by walkthroughs, lesson plans, and formative assessments.

Research Cited: Professional Business and Educational Co., Strategies for Differentiating Instruction by Julia Roberts, WKU

Activity - Adolescent Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe model teachers of Adolescent Literacy teaching the thinking strategies of adolescent literacy. New model teachers will be trained in these strategies	Professional Learning	01/04/2013	05/01/2014	\$0	No Funding Required	Mr. Anthony Harlan, Principal Mrs. Debbie Crowe, Instructional Coach Mrs. Amy Thompson, Secondary Instructional Supervisor

**Goal 4: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.**

**Measurable Objective 1:**

Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.

**Strategy 1:**

Adolescent Literacy and Differentiation for math - Additional training to add teachers, to model, Adolescent Literacy in the reading classroom, along with other content areas. Math Differentiation strategies will be used in math classroom to help improve math mastery.

Research Cited: GRREC Training for Adolescent Training;

Professional Business and Education Coalition for Adolescent Literacy;

Western Kentucky University, 2nd edition of Dr. Julia L. Roberts on Strategies for Differentiating Instruction.

Activity - Adolescent Literacy and Differentiation for math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will train/model the adolescent concept in Language Arts classroom (thinking strategies). Math teachers will differentiate according to the WKU-Julia Roberts Best Practices for differentiation.	Academic Support Program	01/07/2013	05/13/2013	\$0	State Funds	GRREC Principal Instructional Coach Classroom Teacher

**Goal 5: Increase the percentage of students who are college and career reacy from 34% to 68% by 2015.**

**Measurable Objective 1:**

A 50% increase of Eighth grade students will collaborate to increase the college and career percentage increase from 28.4% to 35.6% in Mathematics by 05/13/2013 as measured by the Unbridled Learning CCR Formula..

**Strategy 1:**

Academic and Career Advising - Gear Up Curriculum;

Princeton Review Test Taking Strategie(Early Edge)

Research Cited: Princeton Review and Gear-Up Kentucky Grants

Activity - Gear-Up, Princeton Reveiw, ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Monroe Co Middle

Princeton Review teacher for those students in 7th and 8th grade that were within 1-2 points from benchmark on the Explore assessment. Gear-Up instruction for all 7th and 8th grade students in preparing for College or Career Readiness. Guidance Counselors and Practical Living teachers assist students on preparing their ILP's. Operation preparation for all 8th grade students.	Academic Support Program	01/07/2013	05/13/2013	\$0	Other	2 Gear-Up instructors; 1 Princeton Review instructor; Guidance Counselor
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear-Up, Princeton Reveiw, ILP's	Princeton Review teacher for those students in 7th and 8th grade that were within 1-2 points from benchmark on the Explore assessment. Gear-Up instruction for all 7th and 8th grade students in preparing for College or Career Readiness. Guidance Counselors and Practical Living teachers assist students on preparing their ILP's. Operation preparation for all 8th grade students.	Academic Support Program	01/07/2013	05/13/2013	\$0	2 Gear-Up instructors; 1 Princeton Review instructor; Guidance Counselor
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Adolescent Literacy	Teachers will observe model teachers of Adolescent Literacy teaching the thinking strategies of adolescent literacy. New model teachers will be trained in these strategies	Professional Learning	01/04/2013	05/01/2014	\$0	Mr. Anthony Harlan, Principal Mrs. Debbie Crowe, Instructional Coach Mrs. Amy Thompson, Secondary Instrucional Supervisor
P.D. consisting of Differentiation	P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe

## Comprehensive School Improvement Plan

Monroe Co Middle

Adolescent Literacy	Our current Adolescent Literacy model teachers will model a lesson to be observed by the remainder of the faculty. Others will be trained as model teachers, with assistance of our local cooperative.	Professional Learning	02/01/2013	01/31/2014	\$0	Mr. Harlan Principal Ms. Crowe Instructional Coach
<b>Total</b>					\$0	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Adolescent Literacy and Differentiation for math	Teachers will train/model the adolescent concept in Language Arts classroom (thinking strategies). Math teachers will differentiate according to the WKU-Julia Roberts Best Practices for differentiation.	Academic Support Program	01/07/2013	05/13/2013	\$0	GRREC Principal Instructional Coach Classroom Teacher
<b>Total</b>					\$0	

# Achievement

## **Overview**

### **Plan Name**

Achievement

### **Plan Description**

We will raise K-Prep scores from 21% to 28.9% by May 13, 2013.

## 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	Measurable Objective	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.	\$0

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.

### Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.

### Strategy 1:

Adolescent Literacy and Differentiation for math - Additional training to add teachers, to model, Adolescent Literacy in the reading classroom, along with other content areas. Math Differentiation strategies will be used in math classroom to help improve math mastery.

Research Cited: GRREC Training for Adolescent Training;

Professional Business and Education Coalition for Adolescent Literacy;

Western Kentucky University, 2nd edition of Dr. Julia L. Roberts on Strategies for Differentiating Instruction.

Activity - Adolescent Literacy and Differentiation for math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will train/model the adolescent concept in Language Arts classroom (thinking strategies). Math teachers will differentiate according to the WKU-Julia Roberts Best Practices for differentiation.	Academic Support Program	01/07/2013	05/13/2013	\$0	State Funds	GRREC Principal Instructional Coach Classroom Teacher

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Adolescent Literacy and Differentiation for math	Teachers will train/model the adolescent concept in Language Arts classroom (thinking strategies). Math teachers will differentiate according to the WKU-Julia Roberts Best Practices for differentiation.	Academic Support Program	01/07/2013	05/13/2013	\$0	GRREC Principal Instructional Coach Classroom Teacher
<b>Total</b>					\$0	

# **College and Career Ready**



## **Overview**

### **Plan Name**

College and Career Ready

### **Plan Description**

2 Gear-Up instructors for 7th and 8th graders working on skills to prepare them for college or career. Princeton Review instructor assisting them in test preparation skills.

## 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	Measurable Objective	Total Funding
1	Increase the percentage of students who are college and career reacy from 34% to 68% by 2015.	Objectives: 1 Strategies: 1 Activities: 1	Academic	A 50% increase of Eighth grade students will collaborate to increase the college and career percentage increase from 28.4% to 35.6% in Mathematics by 05/13/2013 as measured by the Unbridled Learning CCR Formula..	\$0

## Goal 1: Increase the percentage of students who are college and career reacy from 34% to 68% by 2015.

### Measurable Objective 1:

A 50% increase of Eighth grade students will collaborate to increase the college and career percentage increase from 28.4% to 35.6% in Mathematics by 05/13/2013 as measured by the Unbridled Learning CCR Formula..

### Strategy 1:

Academic and Career Advising - Gear Up Curriculum;

Princeton Review Test Taking Strategie(Early Edge)

Research Cited: Princeton Review and Gear-Up Kentucky Grants

Activity - Gear-Up, Princeton Reveiw, ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Princeton Review teacher for those students in 7th and 8th grade that were within 1-2 points from benchmark on the Explore assessment. Gear-Up instruction for all 7th and 8th grade students in preparing for College or Career Readiness. Guidance Counselors and Practical Living teachers assist students on preparing their ILP's. Operation preparation for all 8th grade students.	Academic Support Program	01/07/2013	05/13/2013	\$0	Other	2 Gear-Up instructors; 1 Princeton Review instructor; Guidance Counselor

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear-Up, Princeton Reveiw, ILP's	Princeton Review teacher for those students in 7th and 8th grade that were within 1-2 points from benchmark on the Explore assessment. Gear-Up instruction for all 7th and 8th grade students in preparing for College or Career Readiness. Guidance Counselors and Practical Living teachers assist students on preparing their ILP's. Operation preparation for all 8th grade students.	Academic Support Program	01/07/2013	05/13/2013	\$0	2 Gear-Up instructors; 1 Princeton Review instructor; Guidance Counselor
<b>Total</b>					\$0	

## **K-Prep scores**

## **Overview**

### **Plan Name**

K-Prep scores

### **Plan Description**

Plan for increasing combined math and reading K-Prep scores.

## 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	Measurable Objective	Total Funding
1	Goal: Teachers will implement Adolescent Literacy strategies for 2 lessons per week, as measured by: walk-thrus, guided planning checklists, and teacher developed formative assessments.	Objectives: 1 Strategies: 1 Activities: 1	Academic	75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40% in English Language Arts by 05/03/2013 as measured by from the first thinklink to the last thinklink..	\$0
2	Free and Reduced students at Monroe County Middle School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..	\$0
3	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the overall reading and math for Monroe Co. Middle School from 28.4 to 36.8 by 05/01/2013 as measured by K-Prep.	\$0
4	Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.	\$0
5	Increase the percentage of students who are college and career reacy from 34% to 68% by 2015.	Objectives: 1 Strategies: 1 Activities: 1	Academic	A 50% increase of Eighth grade students will collaborate to increase the college and career percentage increase from 28.4% to 35.6% in Mathematics by 05/13/2013 as measured by the Unbridled Learning CCR Formula..	\$0





**Goal 1: Goal: Teachers will implement Adolescent Literacy strategies for 2 lessons per week, as measured by: walk-thrus, guided planning checklists, and teacher developed formative assessments.**

**Measurable Objective 1:**

75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40% in English Language Arts by 05/03/2013 as measured by from the first thinklink to the last thinklink..

**Strategy 1:**

Adolescent Literacy - Faculty will observe model teachers in Adolescent Literacy demonstrate one of the thinking strategies.

Research Cited: Public Education and Business Coalition

Activity - Adolescent Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our current Adolescent Literacy model teachers will model a lesson to be observed by the remainder of the faculty. Others will be trained as model teachers, with assistance of our local cooperative.	Professional Learning	02/01/2013	01/31/2014	\$0	No Funding Required	Mr. Harlan Principal Ms. Crowe Instructional Coach

**Goal 2: Free and Reduced students at Monroe County Middle School will become proficient in math.**

**Measurable Objective 1:**

75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..

**Strategy 1:**

Differentiated Math - All teachers will implement differentiated math strategies for two lessons per week, measured by walk-throughs, guided planning checklists, and teacher developed formative assessments.

Research Cited: Strategies for Differentiating Instruction: Best Practices for the Classroom.

Activity - P.D. consisting of Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Comprehensive School Improvement Plan**

Monroe Co Middle

P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	No Funding Required	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe
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**Goal 3: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017**

**Measurable Objective 1:**

Collaborate to increase the overall reading and math for Monroe Co. Middle School from 28.4 to 36.8 by 05/01/2013 as measured by K-Prep.

**Strategy 1:**

Adolescent Literacy and Differentiation - Faculty will conduct at least 2 lesson per week using Adolescent Literacy or Differentiation. This will be measured by walkthroughs, lesson plans, and formative assessments.

Research Cited: Professional Business and Educational Co., Strategies for Differentiating Instruction by Julia Roberts, WKU

Activity - Adolescent Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will observe model teachers of Adolescent Literacy teaching the thinking strategies of adolescent literacy. New model teachers will be trained in these strategies	Professional Learning	01/04/2013	05/01/2014	\$0	No Funding Required	Mr. Anthony Harlan, Principal Mrs. Debbie Crowe, Instructional Coach Mrs. Amy Thompson, Secondary Instructional Supervisor

**Goal 4: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 33% in 2012 to 66.5% in 2017.**

**Measurable Objective 1:**

Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 21% to 28.9% by 05/13/2013 as measured by K-prep.

**Strategy 1:**

Adolescent Literacy and Differentiation for math - Additional training to add teachers, to model, Adolescent Literacy in the reading classroom, along with other content areas. Math Differentiation strategies will be used in math classroom to help improve math mastery.

Research Cited: GRREC Training for Adolescent Training;

Professional Business and Education Coalition for Adolescent Literacy;

Western Kentucky University, 2nd edition of Dr. Julia L. Roberts on Strategies for Differentiating Instruction.

Activity - Adolescent Literacy and Differentiation for math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will train/model the adolescent concept in Language Arts classroom (thinking strategies). Math teachers will differentiate according to the WKU-Julia Roberts Best Practices for differentiation.	Academic Support Program	01/07/2013	05/13/2013	\$0	State Funds	GRREC Principal Instructional Coach Classroom Teacher

**Goal 5: Increase the percentage of students who are college and career reacy from 34% to 68% by 2015.**

**Measurable Objective 1:**

A 50% increase of Eighth grade students will collaborate to increase the college and career percentage increase from 28.4% to 35.6% in Mathematics by 05/13/2013 as measured by the Unbridled Learning CCR Formula..

**Strategy 1:**

Academic and Career Advising - Gear Up Curriculum;

Princeton Review Test Taking Strategie(Early Edge)

Research Cited: Princeton Review and Gear-Up Kentucky Grants

Activity - Gear-Up, Princeton Reveiw, ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Monroe Co Middle

Princeton Review teacher for those students in 7th and 8th grade that were within 1-2 points from benchmark on the Explore assessment. Gear-Up instruction for all 7th and 8th grade students in preparing for College or Career Readiness. Guidance Counselors and Practical Living teachers assist students on preparing their ILP's. Operation preparation for all 8th grade students.	Academic Support Program	01/07/2013	05/13/2013	\$0	Other	2 Gear-Up instructors; 1 Princeton Review instructor; Guidance Counselor
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear-Up, Princeton Reveiw, ILP's	Princeton Review teacher for those students in 7th and 8th grade that were within 1-2 points from benchmark on the Explore assessment. Gear-Up instruction for all 7th and 8th grade students in preparing for College or Career Readiness. Guidance Counselors and Practical Living teachers assist students on preparing their ILP's. Operation preparation for all 8th grade students.	Academic Support Program	01/07/2013	05/13/2013	\$0	2 Gear-Up instructors; 1 Princeton Review instructor; Guidance Counselor
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
P.D. consisting of Differentiation	P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe
Adolescent Literacy	Our current Adolescent Literacy model teachers will model a lesson to be observed by the remainder of the faculty. Others will be trained as model teachers, with assistance of our local cooperative.	Professional Learning	02/01/2013	01/31/2014	\$0	Mr. Harlan Principal Ms. Crowe Instructional Coach

## Comprehensive School Improvement Plan

Monroe Co Middle

Adolescent Literacy	Teachers will observe model teachers of Adolescent Literacy teaching the thinking strategies of adolescent literacy. New model teachers will be trained in these strategies	Professional Learning	01/04/2013	05/01/2014	\$0	Mr. Anthony Harlan, Principal Mrs. Debbie Crowe, Instructional Coach Mrs. Amy Thompson, Secondary Instrucional Supervisor
<b>Total</b>					\$0	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Adolescent Literacy and Differentiation for math	Teachers will train/model the adolescent concept in Language Arts classroom (thinking strategies). Math teachers will differentiate according to the WKU-Julia Roberts Best Practices for differentiation.	Academic Support Program	01/07/2013	05/13/2013	\$0	GRREC Principal Instructional Coach Classroom Teacher
<b>Total</b>					\$0	

# **Response for Required Action: Program Reviews**

## Overview

### Plan Name

Response for Required Action: Program Reviews

### Plan Rationale

Program Review committees have been developed and implemented for the 2012-2013 school year. Each committee addresses areas of weakness to improve the program. Areas of weaknesses were determined by data analysis that occurred during the summer of 2012. At review of the practical living program review the committee found gaps in the practical living curriculum. A rotation class was implemented into the master schedule in order to address the gaps in the curriculum.

### Addresses Required Action

Statement

Program Reviews

Description

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



## 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	Measurable Objective	Total Funding
1	Increase the percentage of students who are college and career reacy from 34% to 68% by 2015.	Objectives: 1 Strategies: 1 Activities: 1	Academic	A 50% increase of Eighth grade students will collaborate to increase the college and career percentage increase from 28.4% to 35.6% in Mathematics by 05/13/2013 as measured by the Unbridled Learning CCR Formula..	\$0

## Goal 1: Increase the percentage of students who are college and career reacy from 34% to 68% by 2015.

### Measurable Objective 1:

A 50% increase of Eighth grade students will collaborate to increase the college and career percentage increase from 28.4% to 35.6% in Mathematics by 05/13/2013 as measured by the Unbridled Learning CCR Formula..

### Strategy 1:

Academic and Career Advising - Gear Up Curriculum;

Princeton Review Test Taking Strategie(Early Edge)

Research Cited: Princeton Review and Gear-Up Kentucky Grants

Activity - Gear-Up, Princeton Reveiw, ILP's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Princeton Review teacher for those students in 7th and 8th grade that were within 1-2 points from benchmark on the Explore assessment. Gear-Up instruction for all 7th and 8th grade students in preparing for College or Career Readiness. Guidance Counselors and Practical Living teachers assist students on preparing their ILP's. Operation preparation for all 8th grade students.	Academic Support Program	01/07/2013	05/13/2013	\$0	Other	2 Gear-Up instructors; 1 Princeton Review instructor; Guidance Counselor

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear-Up, Princeton Reveiw, ILP's	Princeton Review teacher for those students in 7th and 8th grade that were within 1-2 points from benchmark on the Explore assessment. Gear-Up instruction for all 7th and 8th grade students in preparing for College or Career Readiness. Guidance Counselors and Practical Living teachers assist students on preparing their ILP's. Operation preparation for all 8th grade students.	Academic Support Program	01/07/2013	05/13/2013	\$0	2 Gear-Up instructors; 1 Princeton Review instructor; Guidance Counselor
<b>Total</b>					\$0	

## **Response for Required Action: TELL Survey**

## Overview

### Plan Name

Response for Required Action: TELL Survey

### Plan Rationale

According to the 2011 TELL survey an area for improvement was professional development. The survey indicated that only 66% of teachers feel that PD is differentiated to meet their individual needs. For the 2012-2013 school year, administrators conducted teacher surveys to identify the individual PD needs of teachers. From this survey school and district administrators have led PDs the area of classroom differentiation strategies totaling three hours. Administrators follow up with teachers by observing their classroom and lesson plans and giving specific feedback on their use of differentiation strategies.

### Addresses Required Action

Statement

TELL Survey

Description

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

## 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	Measurable Objective	Total Funding
1	Free and Reduced students at Monroe County Middle School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..	\$0

## Goal 1: Free and Reduced students at Monroe County Middle School will become proficient in math.

### Measurable Objective 1:

75% of Free/Reduced Lunch Eligible students will demonstrate a proficiency growth of 40 % in Mathematics by 05/03/2013 as measured by growth from the first thinklink to the last..

### Strategy 1:

Differentiated Math - All teachers will implement differentiated math strategies for two lessons per week, measured by walk-throughs, guided planning checklists, and teacher developed formative assessments.

Research Cited: Strategies for Differentiating Instruction: Best Practices for the Classroom.

Activity - P.D. consisting of Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	No Funding Required	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
P.D. consisting of Differentiation	P.D. from our Central Office and local Cooperative	Professional Learning	01/01/2013	05/03/2013	\$0	Ms. Amy Thompson Ms. Cecilia Stephens Mr. Tony Harlan Ms. Debbie Crowe
<b>Total</b>					\$0	