

**HEBRON MIDDLE
SCHOOL IMPROVEMENT PLAN
Year 2009 - 2010**

John Barbagallo

Responsible Person

John Barbagallo

Contact Person

Approved Date:

12/15/2009

Members or Committee:

John Barbagallo

Amy Bush

Tammy Carter

Nancy Coyne

David Craig

Jennifer Rodabaugh

2009 - 2010 SCHOOL IMPROVEMENT PLAN
Executive Summary
HEBRON MIDDLE

Mission

The mission of Hebron Middle School is, "with the support of families and the community, H.M.S. will lead our students in learning, maturing, and preparing for the future." The school Climate Committee developed this statement during the 2006-2007 School Year. We revisit this statement each year and it continues to represent our mission at our school. Student learning is our number one goal. This is accomplished through an alliance with our parents and the community as a whole. Along the way, students gain maturity and preparation for their journey through high school. Each day our mission statement is recited on our news broadcast. It is posted in our classrooms, our agendas, our website, and by the entrance to our building. We discuss it's meaning in our classrooms at the beginning of each year. It is a part of our culture.

Needs Assessment

The faculty analyzed the 2008-2009 Kentucky Performance Report in October of 2009 to establish strengths, weaknesses and priority areas for instruction and school climate. Analysis of on-going assessments throughout the year: MAP, weekly open response rotation, SuccessMaker, and Study Island was conducted by teams and individual teachers to define and drive instruction. The results of a perspective survey given to students, teachers, and parents were also used in our needs assessment.

Goals

Our goals were based on Academic Performance, Learning Environment, and Efficiency. Standards addressed within these categories were Curriculum, Assessment, Instruction, School Culture, Community Involvement, and Leadership. Strategies were devised to provide students with high quality instruction based on best practice and data analysis. These strategies are geared toward increasing the number of students that are academically proficient. Strategies are also geared toward reducing the performance gap between regular education and special education students and the gap between non free and reduced lunch students and free and reduced lunch students.

Evaluation

We will evaluate the effectiveness of the plan through the impact and implementation checks conducted. Teachers identified in the CSIP, with the administration's guidance will track implementation and impact. The SBDM Council, consisting of parents and teachers, will review the effectiveness of the plan at its monthly council meetings. In addition, we will analyze MAP data, as well as other student academic performance data and work samples on an ongoing basis in teams and departments. Teacher evaluations, administrative walkthroughs, and growth plans will be utilized to evaluate the effectiveness of the plan.

Stakeholders

The development of this plan is a collaborative effort among all stakeholders. The CSIP Committee met several times over the course of three months to develop this plan. The CSIP is a reflection of team meetings, SBDM meetings, department meetings, community meetings and informal contacts such as email and phone conversations.

Component: Curriculum & Assessment

Component Manager: Angela Hislip-Bibelhauser

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

Based on district/school walkthrough data, classroom time is mainly lecture and teacher- led.

Goal:

In a district walkthrough earlier in the year, teacher-led instruction was observed 45% of the time. Our goal is to decrease teacher-led instruction to 20% or less as based on walkthrough data collected by administration.

Benchmark

Measure	Date	Projected Data	Actual Data
Decrease Teacher Led Instruction (%)	3/31/2010	20	
Increase use of Manipulatives (%)	3/31/2010	35	
Increase Group/Cooperative work (%)	3/31/2010	35	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	Teachers will incorporate at least two group activities per week.	Teachers	8/5/2009	5/24/2010	\$0 No Funding		
2	NCLB	Teachers will meet to share teaching ideas, strategies, success stories, intervention strategies and resource information in order to increase the percentage of student centered instruction in the classroom.	Teachers	8/5/2009	5/24/2010	\$0 No Funding		
3	NCLB	Teachers will use manipulatives when instructionally feasible. They may include but not be limited to graphic organizers, foldables (flip books), flash cards, and any equipment related to the subject area.	Teachers	8/5/2009	5/24/2010	\$0 No Funding		

Component: Curriculum & Assessment

Component Manager: Angela Hislip-Bibelhauser

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

Based on walkthroughs/ review of Focus on PLC binders, assessments are not consistently rigorous or focused and are not accompanied by descriptive feedback.

Goal:

For each unit taught, teachers will use formative and summative assessments that are congruent to CC 4.1 and include descriptive feedback for each student.

Benchmark

Measure	Date	Projected Data	Actual Data
Unit and Common Assessments will be CATS like (%)	12/15/2010	100	
Unit and Common Assessments will be CATS like (%)	1/13/2010	100	
Unit and Common Assessments will be CATS like (%)	2/21/2010	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	All teachers of HMS will design and implement grade level common assessments that are congruent to KY core content 4.1 to be analyzed and discussed using PLC time. They will be in the areas of Language Arts, Math, Science, Social Studies, and Unified Arts. A minimum of 6 assessments will be given throughout the year. They will normally occur at the end of an instructional unit approximately every 4 to 5 weeks. This will be monitored through walkthroughs, PLCs and lesson plans. All summative assessments will be turned in a week in advance for feedback.	teachers	8/12/2009	5/29/2010	\$0 No Funding		
2	Both	All HMS teachers will discuss the analyzed data and use descriptive feedback on rigorous CATS like assessments given in the classroom. The descriptive feedback should be directed towards the student's work. These discussions of data will be used to drive instruction. An emphasis will be placed on how to reteach concepts that were not mastered on these assessments. If less than 75 % of students were proficient on a concept, it will be considered a concept that was not mastered. This will be monitored through PLCs.	teachers	8/12/2009	5/25/2010	\$0 No Funding		
3	SB168	Teachers will use multiple forms of assessment, both formative and summative, in their instruction that are congruent to KY core content 4.1 and rigorous for students, while providing feedback for each student's assessment. This will be monitored through walkthroughs and lesson plans.	teachers	8/12/2009	5/25/2010	\$0 No Funding		

Component: Curriculum & Assessment

Component Manager: Angela Hislip-Bibelhauser

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

Based on district school walkthroughs, formative/ summative assessment, and Benchmark testing, interventions are not being used to help our struggling students.

Goal:

As part of our Response to Intervention (RTI) program teachers will identify students in need of tier II intervention by analyzing benchmark data (MAP) and other assessment data. Interventions will be used to help students become proficient in Reading and Math.

Benchmark

Measure	Date	Projected Data	Actual Data
MAP Assessment - Reading (% of students at instructional level)	4/30/2010	100	
MAP Assessment - Math (% of students at instructional level)	4/30/2010	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	All HMS content area teachers will receive training to incorporate strategies based, content area reading into their classes. Teachers will use these strategies to create content based reading lessons using pre-, during, and post reading strategies.	Reece	7/20/2009	5/29/2010	\$0 No Funding		
2	NCLB	There will be initial training for Carnegie and Voyager Math for selected math teachers. These programs will offer students additional instruction in math skills. Carnegie Math will be for all 8th grade students. Voyager Math will be for 6th and 7th grade students that are struggling in Math as they are identified by their math teachers.	Teachers	8/5/2009	5/29/2010	\$0 No Funding		
3	NCLB	Develop a RTI team and train them in the use of SPAGS, Progress Monitoring, and student identification for the purposes of meeting all students needs in the area of reading and math.	Teachers	8/5/2009	5/29/2010	\$0 No Funding		
4	NCLB	Teachers will complete a Failure Intervention Plan for each student who does not pass their class. Teachers will list strategies implemented and strategies that will be used with students to decrease the number of failures per class.	Barbagallo	10/30/2009	6/1/2010	\$0 Title I		
5	NCLB	Research based interventions will be implemented with students identified as Tier II by those that have been trained.	Teachers	8/5/2009	5/24/2010	\$0 No Funding		

Component: Leadership
Component Manager: John Barbagallo
Last Updated: 5/1/2010
School: HEBRON MIDDLE

Priority Need:

On the No Child Left Behind Report, the percentage of students at or above proficiency in mathematics was 51.75 %. This was an increase of 10.21 % from the previous year (41.54 %). The proficiency percentage for our free/reduced lunch students increased from 30.61 % to 36.61 %.

On the No Child Left Behind Report, the percentage of students at or above proficiency in reading was 59.75 %. This was an increase of 5.24 % from the previous year (54.48 %). The proficiency percentage for our free/reduced lunch students increased from 42.18 % to 47.54 %.

Using Kentucky's Standards and Indicator for School Improvement, it is important that leadership decisions be focused on student academic performance and are data driven and collaborative. The school leadership team will disaggregate data for use in meeting the needs of a diverse population. This will be communicated to the staff and incorporated in the school's improvement plan

Goal:

Our 2009-2010 testing goal for student proficiency in Mathematics will be 58.25 %. This is an increase of 6.5 %. Our goal for student proficiency in Reading will be 72.80 %. This is an increase of 13.05 %

Benchmark

Measure	Date	Projected Data	Actual Data
Decrease Teacher Led Instruction (%)	4/30/2010	20	
Decrease Teacher Led Instruction (%)	3/31/2010	20	
Decrease Textbook Driven Instruction (%)	3/31/2010	20	
Increase Group/Cooperative Work (%)	3/31/2010	35	
Increase the Use of Manipulatives (%)	3/31/2010	35	
Increase Differentiation (%)	3/31/2010	30	
Increase Instruction Aligned to Core Content/POS (%)	3/31/2010	80	
Increase Student Work Displayed (%)	3/31/2010	100	
Increase Current Work Posted (%)	3/31/2010	100	
Increase Student Work with Constructive Feedback (%)	3/31/2010	85	
Decrease Textbook Driven Instruction (%)	4/30/2010	20	
Increase Group/Cooperative Work (%)	4/30/2010	35	
Increase the Use of Manipulatives (%)	4/30/2010	35	
Increase Differentiation (%)	4/30/2010	30	
Increase Instruction Aligned to Core Content/POS (%)	4/30/2010	80	
Increased Current Student Work Displayed with Feedback	4/30/2010	100	
Decrease Teacher Led Instruction (%)	5/30/2010	20	
Decrease Textbook Driven Instruction (%)	5/30/2010	20	
Increase Group/Cooperative Work (%)	5/30/2010	35	
Increase the Use of Manipulatives (%)	5/30/2010	35	
Increase Differentiation (%)	5/30/2010	30	
Increase Instruction Aligned to Core Content/POS (%)	5/30/2010	80	
Increased Current Student Work Displayed with Feedback	5/30/2010	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	Administration will conduct walkthroughs and data collection to monitor consistent instructional practices. Lesson plans will be turned in to administration on Monday for that week. Learning objectives will be posted and referenced for students to see each day. Learning Targets will be posted and referenced for each individual learning unit. There will be a decrease in teacher/textbook led instruction. Instructional strategies will vary with increased group work, increased use of manipulatives, and increased differentiation of instruction. Flashbacks will be used and monitored 3 times each week. Exit slips will be used and monitored 2 times each week. Student work will be posted on walls - changed every month (minimum). Constructive feedback will be included.	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		
2	NCLB	Administration will monitor the use of technology for instructional purposes. All Teachers will have an up to date website with important information such as class assignments, curriculum, etc...	Barbagallo	1/1/2008	5/24/2010	\$0 No Funding		
3	NCLB	Administration will monitor Professional Learning Community Meetings. Teachers will unpack standards for each of their Learning units. This will continue through the 2009-2010 School Year. These meetings will become part of our planning once a week, professional Development and Early Release Days for the 2009-2010 school Year. In addition, teachers will create a KCCT like assessment for each learning unit. These will be created with teachers from Bullitt Lick Middle School. They will also be used as common assessments. A total of six assessments will be created for the school year. There will also be a district wide common assessment administered in January for Math and Reading. All assessment results will be entered into the Proficiency Calculator. An instructional reflection will be completed after analyzing the results. Teachers will use this information to drive instruction. Results from formative assessments will also be used to drive instruction.	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		

Component: Leadership

Component Manager: John Barbagallo

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

According to Kentucky's Standards and Indicators for School Improvement, school leadership focuses the community on implementing the mission and belief statements by using them as a filter for school improvement initiatives. Feedback is obtained to maintain momentum toward the accomplishment of goals. School leadership collaborates with community stakeholders to obtain funding and support to provide extraordinary facilities and equipment to enhance the learning environment.

Goal:

By May of 2010, Hebron Middle School will host/conduct a minimum of ten articulation/community activities designed to promote climate and culture, fellowship, and a sense of community with our stakeholders. this includes our students, staff, parents, feeder schools, and the community as a whole. Hebron will also continue to form alliances with area businesses. This will result in increased communication.

Benchmark

Measure	Date	Projected Data	Actual Data
Increase the Number of E-News Subscribers	5/24/2010	300	
Articulation/Community Activities	5/24/2010	10	
Business Partnerships	5/24/2010	10	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		A.R. Reading Nights and Book Fair to provide recognition for individual students for setting and fulfilling reading goals.	Ecton	1/1/2009	5/24/2010	\$100 General Fund		
2		Hebron Open House - Beginning of School New School Year	Barbagallo	8/4/2009	8/4/2009	\$300 General Fund		
3		Two Parent Teacher Conferences (10-20-09 and 3-23-10)	Squires	1/1/2009	5/24/2010	\$0 No Funding		
4		Sixth Grade Orientation (5-20-10)	Squires	7/28/2009	7/28/2009	\$0 No Funding		
5		McPrincipal Night with Brooks Elementary School	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		
6		Basketball Homecoming and Silent Dessert Auction.	Reece	10/29/2009	10/29/2009	\$0 No Funding		
7		The principal will speak to all incoming 6th graders at Freedom Elementary and Brooks Elementary This will occur at their individual graduations and the Dollars and Sense Program we sponsor each year at Hebron.	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		
8		Dollars and Sense Program for Freedom and Brooks Elementary 5th graders.	Squires	1/1/2009	5/24/2010	\$0 No Funding		
9		The principal will contact area businesses for school support in sponsoring our Get Your "H" on Program. Our goal is \$1000.	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		

Component: Leadership**Component Manager: John Barbagallo****Last Updated: 5/1/2010****School: HEBRON MIDDLE****Priority Need:**

According to Kentucky's Standards and Indicators for School Improvement, each administrator should focus on effective leadership skills that sustain a balance between strong support of student achievement and effective organizational management. In order to support student achievement, recognition of attendance and academic achievement should be a primary focus at Hebron.

Goal:

By May of 2010, Hebron Middle School will recognize attendance and student achievement through a series of ceremonies, banners, publications, and recognition events. These ceremonies and events will involve rewards such as medals, coupons, movies, field days, and food.

Benchmark

Measure	Date	Projected Data	Actual Data
Attendance Percentage	4/1/2010	95	
Attendance Percentage	5/1/2010	95	
Number of A/B Honor Roll Students	6/1/2010	150	
Attendance Percentage	2/1/2010	95	
Attendance Percentage	3/1/2010	95	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	KCCT Medal Ceremony for distinguished and proficient achievement on the KCCT exam.	Squires	10/1/2009	10/1/2010	\$300 General Fund		
2	NCLB	Accelerated Reader Points for prizes	Ecton	1/1/2009	5/24/2010	\$0 No Funding		
3	NCLB	Student of the Week Recognition - Student pictures on the wall and students highlighted on our newscast	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		
4	NCLB	Homeroom Attendance Recognition - Food Party (Pizza, Drinks, Ice Cream, Cookies etc...) and Activity Time	Reece	1/1/2009	5/24/2010	\$0 No Funding		
5	NCLB	A/B Honor Roll and Perfect Attendance- Sonic Coupons	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		
6	NCLB	Top Ten Eighth Graders will receive a plaque and recognition during the Promotion Ceremony	Crowder	1/1/2009	5/24/2010	\$0 No Funding		

Component: Leadership

Component Manager: John Barbagallo

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

According to Kentucky's Standards and Indicators for School Improvement, leadership provides for the development and the implementation of council policy based on anticipated needs.

Goal:

By May of 2010, Hebron Middle School will review and develop SBDM policies for implementation that impacts teaching and learning. These policies will be accessible to the public as well as distributed to staff members and parent members of the school council. The 24 policies will include discipline, instruction, homework, cell phone use, and extra curricular activities.

Benchmark

Measure	Date	Projected Data	Actual Data
Twelve policies will be reviewed and revised or created.	12/15/2009	12	
Twenty four policies will be reviewed and revised or created.	5/24/2010	24	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	The five school committees will review and revise or create SBDM policies. These policies will go before SBDM Council for final revision, review and implementation.	Barbagallo	3/12/2009	5/24/2010	\$0 No Funding		
2	NCLB	KASC toolkit will be purchased for the purpose of revising and creating SBDM policy.	Barbagallo	3/23/2009	3/23/2009	\$45 General Fund		

Component: Leadership**Component Manager: John Barbagallo****Last Updated: 5/1/2010****School: HEBRON MIDDLE****Priority Need:**

According to Kentucky's Standards and Indicators for School Improvement, leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.

Goal:

By May of 2010, Hebron will create a Professional Library for professional curriculum resources. Hebron will also have a war room that monitors student achievement. Professional Learning Community Meetings will be held during planning, Early Release Time, and P.D. time to unpack standards, create assessments, share lessons, and analyze test results. These meetings will be held through the course of the school year.

Benchmark

Measure	Date	Projected Data	Actual Data
Teachers will participate in at least one complete PLC cycle	2/28/2010	1	
Teachers will participate in at least two complete PLC cycles	3/30/2010	2	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	Early Release Days will be used for the creation of ORQ's, scoring ODW's, PLC activity, and data analysis.	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		
2	NCLB	PLC time will be part of Hebron's PD Plan to unpack standards, create assessments, and create and share lessons.	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		
3	NCLB	A professional library will be created to provide teachers and staff with curriculum related materials that relate to our learning goals and teachers will participate in book study during PLCs once a month.	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		
4	NCLB	A student "war board" will be created and utilized to track individual student progress throughout the year. KCCT results, SuccessMaker results, and District Benchmark results will be used to monitor progress toward proficiency. Each teacher will "claim" 3 students that are on the borderline between Apprentice and Proficient in at least one subject after the first Benchmark Assessment. The teacher will then mentor these students throughout the year in an effort to improve their academic performance.	Barbagallo	1/1/2009	5/24/2010	\$0 No Funding		

Component: Math

Component Manager: Tammy Crowder

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

In April 2009, the percentage of all students at HMS scoring proficient or distinguished in Math was 51.75% as measured by the Kentucky Core Content Test (KCCT).

Goal:

In May 2010, the percentage of students at HMS scoring proficient or distinguished will increase by 8.25 for a total percentage of proficiency and above being 60%.

Benchmark

Measure	Date	Projected Data	Actual Data
MAP Assessment - Math (% of students at instructional level)	9/15/2009	55	
MAP Assessment - Math (% of students at instructional level)	4/1/2010	60	
MAP Assessment - Math (% of students at instructional level)	1/15/2010	58	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Faculty will maintain an intentional focus on a district aligned curriculum with the POS and CCA 4.1 and on classroom assessments which are aligned to curriculum and are at appropriate DOK level as evidenced in weekly lesson plans and by walkthroughs..	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
2		Teachers will meet weekly utilizing the Focus on PLC format to analyze student work and develop lesson plans along with assessments that are congruent to CCA 4.1. Facilitators will maintain evidence binders to allow for administrator monitoring and feedback.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
3		Teachers will use the Proficiency Calculator resource to monitor individual student progress to proficiency. The Proficiency Calculator will be used as a part of interim and classroom assessments.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
4		Eighth Grade Students will participate in Carnegie Math Class in addition to their regular math class.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
5		Teachers will use MAP and Proficiency Calculator data as an instructional tool to increase student proficiency in math. Teachers will monitor student proficiency in math using these programs. This data will be used to make decisions on instruction and reteaching. MAP and the DesCartes System will allow teachers to determine which skills are mastered and which ones need to be emphasized in instruction.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
6		Teachers will analyze benchmark data to track mathematics progress toward proficiency goal and to modify instructional practices as needed.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
7		Classroom teachers will use MAP data, Flashbacks, Exit Slips and appropriate math manipulatives to increase student proficiency in math.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
8		Teachers will develop and administer KCCT-like assessments for each unit of study to monitor student progress.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
9	NCLB	Students will re-write ORQ's to proficiency.	Teachers	8/5/2009	5/24/2010	\$0 No Funding		
10	NCLB	Teachers will use a school wide ORQ strategy (RUN 4 IT) with students.	Barbagallo	8/4/2009	5/24/2010	\$0 No Funding		
11	NCLB	Teachers will be encouraged to use live scoring in the classroom. Students will post work on their lockers.	Teachers	10/1/2010	5/24/2010	\$0 No Funding		
12		Common/Unit Assessments will be created with BLMS. Goal setting/test analysis sheets will be completed after test administration.	Teachers	12/1/2010	5/24/2010	\$0 No Funding		

Component: Math

Component Manager: Tammy Crowder

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

In April 2009, the percentage of all students with disabilities at HMS scoring proficient or distinguished in Math was 17.47% as measured by the Kentucky Core Content Test (KCCT).

Goal:

In May 2010, the percentage of students with disabilities at HMS scoring proficient or distinguished will increase by 41.53 for a total percentage of proficiency and above being 58.25%.

Benchmark

Measure	Date	Projected Data	Actual Data
MAP Assessment - Math (% of students at instructional level)	1/15/2010	45	
MAP Assessment - Math (% of students at instructional level)	9/15/2009	31	
MAP Assessment - Math (% of students at instructional level)	4/1/2010	59	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		All strategies/activities listed under the math proficiency goals will be implemented for this subgroup population.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
2		Teachers will use district provided appropriate resources (instructional coaches, PD 360, special education consultant, and district level professional development) to enhance differentiation for achievement gap populations.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
3		The school will use district assistance in utilizing a collaboration model. Types of assistance will include, but not limited to, training on the collaboration model, site visits to strong collaborative programming, and district level special education consultants.	Barbagallo	8/5/2009	5/25/2012	\$0 No Funding		
4		Teachers will use "Success with Students" monitoring strategies to follow individual students' progress based on benchmark, progress reports, behavior logs and KCCT test results.	Barbagallo	8/5/2009	8/25/2010	\$0 No Funding		

Component: Math

Component Manager: Tammy Crowder

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

In April 2009, the percentage of all students who qualified for free & reduced lunch at HMS scoring proficient or distinguished in Math was 38.44% as measured by the Kentucky Core Content Test (KCCT).

Goal:

In May 2010, the percentage of students who qualified for free & reduced lunch at HMS scoring proficient or distinguished will increase by 20.56 for a total percentage of proficiency and above being 59%.

Benchmark

Measure	Date	Projected Data	Actual Data
MAP Benchmark - Math (% of students at instructional level)	1/15/2010	52	
MAP Benchmark - Math (% of students at instructional level)	9/15/2009	45	
MAP Benchmark - Math (% of students at instructional level)	4/1/2010	59	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		All strategies/activities listed under math proficiency goal will be implemented for this subgroup population.	Barbagallo	8/5/2009	5/24/2010	\$0 No Funding		
2		All strategies/activities listed under the math component for students with disabilities will be implemented for this subgroup population.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
3	NCLB	Rachel Kinsey and Julie Werkmeister will assist teacher with live scoring once a month to improve Math ORQ scores. Students will rewrite ORQ's till they receive a 4. ORQ's will be displayed on student lockers.	Kinsey	10/1/2009	5/24/2010	\$0 No Funding		
4	NCLB	Rachel Kinsey and Julie Werkmeister will provide ORQ training for teachers.	Kinsey	10/1/2009	5/24/2010	\$0 No Funding		
5	NCLB	Teachers will use a school-wide ORQ strategy (RUN 4 IT) with students.	Barbagallo	10/1/2009	5/24/2010	\$0 No Funding		
6		Principal will check for the use of manipulatives and differentiation strategies on lesson plans.	Barbagallo	12/1/2010	5/24/2010	\$0 No Funding		
7		Teachers will use Striving Readers strategies: -Jigsaw -T-P-S -Cafe Conversation -Double Entry Journal	Teachers	8/4/2009	5/24/2010	\$0 No Funding		

Component: Reading

Component Manager: Amy Bush

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

In April 2009, the percentage of all students at HMS scoring proficient or distinguished in Reading was 59.75% as measured by the Kentucky Core Content Test (KCCT).

Goal:

In May 2010, the percentage of students at HMS scoring proficient or distinguished will increase by 13.25% for a total percentage of proficiency and above being 73%.

Benchmark

Measure	Date	Projected Data	Actual Data
MAP Assessment - Reading (% at instructional level)	9/15/2009	65	
MAP Assessment - Reading (% at instructional level)	1/15/2010	69	
MAP Assessment - Reading (% at instructional level)	4/1/2010	73	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		Faculty will maintain an intentional focus on a district aligned curriculum with the POS and CCA 4.1 and on classroom assessments which are aligned to curriculum and are at appropriate DOK level--as evidenced in assessments, flashback questions, exit slips, common assessment data, and classroom activities.	Barbagallo	8/1/2009	5/25/2010	\$0 No Funding		
2		Teachers will meet weekly using the Focus on PLC format to analyze student work and develop lesson plans, along with assessments that are congruent to CCA 4.1. Facilitators will maintain evidence binders to allow for administrator feedback.	Barbagallo	8/1/2009	5/25/2010	\$0 No Funding		
3		Students will have access to resources like the READ 180 program or SRA on a student by student basis.	Barbagallo	8/1/2009	5/25/2010	\$0 No Funding		
4		Teachers will use the CATs calculator resource to monitor individual student progress and whole class progress toward reaching proficiency. The CATs calculator will be used as a part of interim and classroom assessments.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
5		Additional programs (Study Island) will be utilized and monitored to improve student reading achievement.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
6		Interim assessment benchmarks will be administered six times per year. The data will be used to track individual students' reading progress, as well as progress toward reading proficiency goal. Data will be analyzed to guide teachers in modifying instructional practices within the classroom to improve reading proficiency.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
7		Classroom teachers will use MAP data, Flashbacks, exit slips, Study Island and appropriate text based on lexile scores to increase student proficiency in reading.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
8		Teachers will use technology to enhance classroom instruction on a daily basis as renovation is completed and access to Smart Boards become available. As construction ends, PD will include training in utilizing technology for this purpose, as well as to motivate student learning.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
9		Teachers will develop and administer KCCT-like assessments for each unit of study to monitor student progress using CATS calculator.	Barbagallo	8/5/2009	5/25/2012	\$0 No Funding		
10		School-wide focus on incorporating appropriate reading strategies in all content areas. A group of teachers will introduce reading strategies at faculty meetings	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		

Component: Reading

Component Manager: Amy Bush

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

In April 2009, the percentage of students with disabilities scoring proficient or distinguished in Reading was 21.92% as measured by the Kentucky Core Content Test (KCCT).

Goal:

In May 2010, the percentage of students with disabilities scoring proficient or distinguished in Reading will increase by a measure of 50.88% for a percentage of students scoring proficient or distinguished to 72.80%.

Benchmark

Measure	Date	Projected Data	Actual Data
MAP Assessment - Reading (% at instructional level)	9/15/2009	39	
MAP Assessment - Reading (% at instructional level)	4/1/2010	73	
MAP Assessment - Reading (% at instructional level)	1/15/2010	56	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		All strategies/activities listed under the Priority Need for all students will be implemented for this subgroup population	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
2		Teachers will use district provided appropriate resources (instructional coaches, PD 360, literature, special education consultant, and district level professional development) to enhance differentiation for achievement gap populations.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
3		Teachers will monitor progress of students with disabilities with data walls based on benchmark data (KCCT and MAP).	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
4		Teachers will use the CATS calculator to monitor progress of students with disabilities towards proficiency in reading. Teachers will compare classroom data with school goals in order to target students with disabilities below proficiency.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
5		Staff will include students with disabilities scoring below proficiency in reading based on prior KCCT data and Fall MAP data in the "Success with Students Mentoring Program." Mentors will build relationships with, monitor the progress of, and provide assistance to targeted students.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
6		Principal will monitor lesson plans weekly and provide feedback to teachers on the use of differentiation, accommodations, and modifications.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
7		Special education teachers will create prompting and cueing notebooks with students with disabilities for use in language arts classrooms.	Barbagallo	2/1/2010	5/25/2010	\$0 No Funding		
8		Eighth Grade Special education teachers will conduct reading fluencies on all students in language arts resource classes.	Barbagallo	10/1/2009	5/25/2010	\$0 No Funding		
9		Special education teachers will implement corrective reading program in reading resource classes in order to increase student fluency, phonemic awareness, and comprehension.	Barbagallo	2/1/2010	5/25/2010	\$0 No Funding		

Component: Reading

Component Manager: Amy Bush

Last Updated: 5/1/2010

School: HEBRON MIDDLE

Priority Need:

In April 2009, the percentage of students that qualified for free & reduced scoring proficient or distinguished in Reading was 48.1% as measured by the Kentucky Core Content Test (KCCT).

Goal:

In May 2010, the percentage of students that qualified for free & reduced scoring proficient or distinguished in Reading will increase 24.7% for a percentage of students scoring proficiency to 72.80%

Benchmark

Measure	Date	Projected Data	Actual Data
MAP Assessment - Reading (% at instructional level)	1/15/2010	65	
MAP Assessment - Reading (% at instructional level)	9/15/2009	56	
MAP Assessment - Reading (% at instructional level)	4/1/2010	73	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1		All strategies/activities listed under Priority Need for all students will be implemented for this subgroup population.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
2		Teachers will monitor the progress of students on free and reduced lunch with data walls based on KCCT and MAP data.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
3		Teachers will use the CATS calculator to monitor the progress of students on free and reduced lunch towards proficiency in reading. Teachers will compare classroom assessment data with school goals in order to target students below proficiency.	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		
4		Teachers will include students on free and reduced lunch scoring below proficiency in reading based on KCCT and Fall MAP data in the "Success with Students Mentoring program".	Barbagallo	8/5/2009	5/25/2010	\$0 No Funding		