

SOUTHERN MIDDLE
SCHOOL IMPROVEMENT PLAN
YEAR 2009 - 2010

Troy Dotson
Responsible Person

Troy Dotson
Contact Person

Approved :
03/17/2008
Date

Members or Committee:

Troy Dotson
Shane Hansen
Tim Baker
April McFalls
Jennie Flynn
Jason Sammons
Scott Kelley
Rebecca Perrin
Joy Turpin
Vickie Schoolcraft
Kelli Robinson
Jennifer Williams

2009 - 2010 SCHOOL IMPROVEMENT PLAN

Executive Summary

SOUTHERN MIDDLE

Mission

The mission and belief statements were reviewed by a committee in October of 2007 and submitted to the administration for faculty review and input on October 24, 2007. After review no changes were recommended. The mission and belief statements were approved by the SBDM on March 13, 2008. Southern Middle School Mission Statement: The Southern Middle School Community accepts the responsibility for providing each student with the opportunity to reach academic proficiency and to develop character which leads to individual and community excellence. Belief Statements: We believe that every student: *has the capacity to learn, grow, and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen. *Thrives academically, socially, and emotionally in a democratic learning environment where trust and respect are paramount and where family and community are actively involved. *Faces significant life choices and needs support in making wise and healthy decisions. *Deserves educators who are prepared to work with this age group, who are themselves lifelong learners and committed to their own ongoing professional development and growth.

Needs Assessment

The planning committee collected multiple sources of data including: CATS Data Analysis of the Kentucky Performance Report and No Child Left Behind report, an internal school review of the standards and indicators for School Improvement (SISI) document, review of school report card, surveys from teachers, students and parents, a professional development survey and a review of the existing Comprehensive School Improvement Plan (CSIP). This data was then passed on to the Needs Assessment Committee who determined key findings and prioritized the needs for the school.

Goals

The Needs Assessment Committee established goals, set measurable objectives, and completed the action plan. This plan was presented to the Leadership Team for further input and approval. The Leadership Team, along with members of the Needs Assessment Committee finalized the draft of the 2008-2010 CSIP. This draft was then reviewed and approved by the SBDM council on March 13, 2008. The draft plan will have an external review on Tuesday March 17, 2008. The Leadership Team along with the chairs of the Planning Committees and Needs Assessment Committee will review suggestions from the external review and submit the revisions of the CSIP to the SBDM Council on April 17, 2008 for final approval. The draft plan after review will be on public display from March 17, 2008 through April 17, 2008.

Evaluation

SMS will conduct quarterly Implementation and Impact checks as required by the school district. Progress on the CSIP will be discussed at monthly faculty meetings. Reports will be presented to the SBDM by the component managers or designee at regular monthly SBDM meetings. Based on these reports, the SBDM may make adjustments to the CSIP for continued school improvement.

Stakeholders

The development of the 2008-2010 CSIP involved a diverse group of stakeholders from our learning community, including parents, teachers, administrators, and central office personnel.

Component: Academic Performance

Component Manager: Troy Dotson

Date: 01/20/2010

Name: SOUTHERN MIDDLE

Priority Need:

Goal:

In May 2007, our school's Academic Performance Index was 88.9 as measured on the Kentucky Core Content Test.

(Math) In May 2007, our school's Academic Performance Index was 84.23 as measured on the Kentucky Core Content Test.

(Math) In May 2007, the percentage of students scoring proficient or distinguished in Academic Performance was 56.19 as measured on the Kentucky Core Content Test.

(Math) In May 2007, the percentage of students scoring Novice in Academic Performance was 15.72 as measured on the Kentucky Core Content Test.

(Reading) In May 2007, our school's Academic Performance Index was 92.21 as measured on the Kentucky Core Content Test.

(Reading) In May 2007, the percentage of students scoring proficient or distinguished in Academic Performance was 67.63 as measured on the Kentucky Core Content Test.

(Reading) In May 2007, the percentage of students scoring Novice in Academic Performance was 6.47 as measured on the Kentucky Core Content Test.

(Science) In May 2007, our school's Academic Performance Index was 82.23 as measured on the Kentucky Core Content Test.

(Science) In May 2007, the percentage of students scoring proficient or distinguished in Academic Performance was 50 as measured on the Kentucky Core Content Test.

(Science) In May 2007, the percentage of students scoring Novice in Academic Performance was 12.03 as measured on the Kentucky Core Content Test.

(Social Studies) In May 2007, our school's Academic Performance Index was 93.87 as measured on the Kentucky Core Content Test.

(Social Studies) In May 2007, the percentage of students scoring proficient or distinguished in Academic Performance was 63.98 as measured on the Kentucky Core Content Test.

(Social Studies) In May 2007, the percentage of students scoring Novice in Academic Performance was 9.10 as measured on the Kentucky Core Content Test.

(Practical Living) In May 2007, our school's Academic Performance Index was

By May 2008 our school's Academic Performance Index will increase by 2.774999999999999 for a total Academic Performance Index of 91.675 as measured on the Kentucky Core Content Test.

(Math) By May 2008, our school's Academic Performance Index will increase by 3.9425 for a total Academic Performance Index of 88.1725 as measured on the Kentucky Core Content Test.

(Math) By May 2008, the percentage of students scoring proficient or distinguished will increase by 10.9525 for a total percentage of all students scoring proficient or distinguished in Academic Performance of 67.1425 as measured on the Kentucky Core Content Test.

(Math) By May 2008, the percentage of students scoring Novice will decrease by -2.68 for a total percentage of all students scoring novice in Academic Performance of 13.04 as measured on the Kentucky Core Content Test.

(Reading) By May 2008, our school's Academic Performance Index will increase by 1.947500000000001 for a total Academic Performance Index of 94.1575 as measured on the Kentucky Core Content Test.

(Reading) By May 2008, the percentage of students scoring proficient or distinguished will increase by 8.0925 for a total percentage of all students scoring proficient or distinguished in Academic Performance of 75.7225 as measured on the Kentucky Core Content Test.

(Reading) By May 2008, the percentage of students scoring Novice will decrease by -0.3675 for a total percentage of all students scoring novice in Academic Performance of 6.1025 as measured on the Kentucky Core Content Test.

(Science) By May 2008, our school's Academic Performance Index will increase by 4.4425 for a total Academic Performance Index of 86.6725 as measured on the Kentucky Core Content Test.

(Science) By May 2008, the percentage of students scoring proficient or distinguished will increase by 12.5 for a total percentage of all students scoring proficient or distinguished in Academic Performance of 62.5 as measured on the Kentucky Core Content Test.

(Science) By May 2008, the percentage of students scoring Novice will decrease by -1.7575 for a total percentage of all students scoring novice in Academic Performance of 10.2725 as measured on the Kentucky Core Content Test.

80.2241 as measured on the Kentucky Core Content Test.

(Practical Living) In May 2007, the percentage of students scoring proficient or distinguished in Academic Performance was 54.89 as measured on the Kentucky Core Content Test.

(Practical Living) In May 2007, the percentage of students scoring Novice in Academic Performance was 18.79 as measured on the Kentucky Core Content Test.

(Writing) In May 2007, our school's Academic Performance Index was 89.76 as measured on the Kentucky Core Content Test.

(Writing Portfolio) In May 2007, the percentage of students scoring proficient or distinguished in Academic Performance was 63.4 as measured on the Kentucky Core Content Test.

(Writing Portfolio) In May 2007, the percentage of students scoring Novice in Academic Performance was 1.51 as measured on the Kentucky Core Content Test.

(Writing On Demand) In May 2007, the percentage of students scoring proficient or distinguished in Academic Performance was 52.79 as measured on the Kentucky Core Content Test.

(Writing On Demand) In May 2007, the percentage of students scoring Novice in Academic Performance was 7 as measured on the Kentucky Core Content Test. In May 2009, our school's Academic Performance Index was 93.54 as measured on the Kentucky Core Content Test.

(Social Studies) By May 2008, our school's Academic Performance Index will increase by 1.5325 for a total Academic Performance Index of 95.4025 as measured on the Kentucky Core Content Test.

(Social Studies) By May 2008, the percentage of students scoring proficient or distinguished will increase by 9.005 for a total percentage of all students scoring proficient or distinguished in Academic Performance of 72.985 as measured on the Kentucky Core Content Test.

(Social Studies) By May 2008, the percentage of students scoring Novice will decrease by -1.025 for a total percentage of all students scoring novice in Academic Performance of 8.075 as measured on the Kentucky Core Content Test.

(Practical Living) By May 2008, our school's Academic Performance Index will increase by 4.943974999999999 for a total Academic Performance Index of 85.168075 as measured on the Kentucky Core Content Test.

(Practical Living) By May 2008, the percentage of students scoring proficient or distinguished will increase by 11.2775 for a total percentage of all students scoring proficient or distinguished in Academic Performance of 66.1675 as measured on the Kentucky Core Content Test.

(Practical Living) By May 2008, the percentage of students scoring Novice will decrease by -3.4475 for a total percentage of all students scoring novice in Academic Performance of 15.3425 as measured on the Kentucky Core Content Test.

(Writing) By May 2008, our school's Academic Performance Index will increase by 2.559999999999999 for a total Academic Performance Index of 92.32 as measured on the Kentucky Core Content Test.

(Writing Portfolio) By May 2008, the percentage of students scoring proficient or distinguished will increase by 9.15 for a total percentage of all students scoring proficient or distinguished in Academic Performance of 72.55 as measured on the Kentucky Core Content Test.

(Writing Portfolio) By May 2008, the percentage of students scoring Novice will decrease by Met Goal for a total percentage of all students scoring novice in Academic Performance of 2.3825 as measured on the Kentucky Core Content Test.

(Writing On Demand) By May 2008, the percentage of students scoring proficient or distinguished will increase by 11.8025 for a total percentage of all students scoring proficient or distinguished in Academic Performance of 64.5925 as measured on the Kentucky Core Content Test.

(Writing On Demand) By May 2008, the percentage of students scoring Novice will decrease by -0.5 for a total percentage of all students scoring novice in Academic Performance of 6.5 as measured on the Kentucky Core Content Test. By May 2010 our school's Academic Performance Index will increase by 2.14999999999999 for a total Academic Performance Index of 95.69 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
PAM	03/03/2008	70	
district Wide Learning Checks	03/03/2008	88	
Cats test	03/03/2008	94	
KCCT	03/03/2008	66	
Lesson Plans	03/07/2008	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
23						\$		
1	NCLB	All 6th, 7th, and 8th grade students' math skills will be assessed using the Pulaski Assessment of Math at the beginning of the school year to determine instructional need and again at the end of the school year to measure academic progress.	Cooper	08/04/2008	09/01/2008	\$ 0 No Funding	I	Makeups being finished. Useful in placement of Successmaker.
2	NCLB	Teachers will administer district-wide learning checks every 4 to 5 weeks as determined by the district curriculum map.	Cooper	09/01/2008	10/01/2008	\$ 0 No Funding	I	Learning checks administered.
3	NCLB	Academic departments will create common classroom assessments based on new district-wide curriculum maps.	Leadership Team	08/04/2008	05/31/2010	\$ 0 No Funding	I	End of 9 Weeks assessments completed. Buckle Down testing has been ordered and utilized.
4	NCLB	Assessment development training focusing on writing questions at the appropriate DOK levels, will be offered for the faculty and required for all new teachers.	Cooper	08/04/2008	05/31/2010	\$ 0 No Funding	I	9-11-08
5	NCLB	Incorporate a wider use of the SuccessMaker Math program to include identified project proficiency students.	Math Department	08/04/2008	05/31/2008	\$ 0 No Funding	I	Students have been identified and placed in program based on Spring CATS performance in Math.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
6	NCLB	Teachers will use PAM test results to individualize instruction, thereby meeting needs of all students.	Math Teachers	08/04/2008	08/30/2008	\$ 0 No Funding	I	Students have been targeted for Successmaker Math. Some students were placed in advanced classes based on results.
7	NCLB	Administration will meet with teams on a monthly basis to discuss progress of identified at risk students.	Leadership Team	08/04/2008	05/30/2008	\$ 0 No Funding	I	Monthly meetings.
8	SB168	Targeted students who read below grade level will participate daily in the Read 180 instructional program.	Dykes	08/01/2008	05/30/2010	\$ 0 No Funding	I	A targeted group of SMS students have been identified and are using program daily.
9	SB168	Students' progress will be monitored by Read 180 assessments and progress monitored by Read 180 instructor.	Dykes	08/01/2008	05/30/2010	\$ 0 No Funding	I	Instructor is using Lexile score for monitoring.
10	SB168	Teachers will participate in PD designed to improve collaboration among Special Education and regular education teachers to enhance instructional delivery.	Leadership Team	07/08/2008	07/10/2008	\$ 0 No Funding	I	July 8, 9, 10
11	Both	SMS will purchase and provide training on "The Strategic Teacher" resource to improve content-based instructional strategies.	Leadership Team	08/04/2008	08/04/2008	\$ 0 No Funding	IP	Purchased materials/distribution to staff - training to come at a later date.
12	Both	Each academic department will meet monthly. On a rotational basis, a department teacher will be responsible/sharing one successfully implemented instructional strategy for group discussion.	Department Chairs	08/04/2008	05/31/2010	\$ 0 No Funding	I	Minutes are being kept by department leaders.
13	Both	The school/district will update/revise the current school curriculum map.	Teacher	08/04/2008	05/31/2010	\$ 0 No Funding	I	Teachers have attended curriculum mapping sessions. Next date is 8/3/2009.
14	Both	Students who do not master the content at a proficient level at specific learning check points will be recommended for ESS services (after school tutoring/academies).	Melton	08/04/2008	05/31/2010	\$ 0 No Funding	IP	Due to lack of transportation, after school services have been limited. Letters have been sent to disability population. Some teams are currently providing extra services for struggling students.
15	Both	Teachers will analyze results of student end of 9 week assessments to identify skills that students have not mastered at 80-85%. These results will be compared to CSIP benchmarks for progress monitoring each quarter.	Leadership Team	08/04/2008	05/31/2010	\$ 0 No Funding	I	End of 9 weeks assessments in place.
16	Both	Teachers will address the identified learning gaps and reteach key concepts using alternate instructional strategies.	Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	IP	
17	Both	Teachers will emphasize and teach the core content vocabulary for their academic area using a common instructional system. Teachers will receive training within faculty meetings geared toward the implementation of Marzano's six step vocabulary instructional system.	Leadership/ Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	I	Teachers are using a variety of instructional strategies for vocabulary each unit.

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
18	Both	All teachers will adhere to the RTI Pyramid and process for referring struggling students to the RTI Team for additional support.	RTI Team/ Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	IP	
19	Both	According to school schedule, staffing and individual student needs, students will receive additional supplemental support for reading and math during exploratory times and/or advisory times.	Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	I	Successmaker for math. Math coach in exploratory. Reading comprehension tutoring during advisory. Great Leaps for Math and Reading.
20	Both	Teachers will visit other successful middle schools to learn more effective methods of specific program implementation.	Leadership Team	10/03/2008	10/03/2008	\$ 2000.00 General Fund	NI	Plans to visit Corbin and Rockcastle Counties and other nearby successful schools.
21	Both	Leadership will meet monthly with each academic team to discuss student performance, instructional strategies, and academic foci of the school/team.	Leadership Team	08/04/2008	05/31/2010	\$ 0 No Funding	IP	Approximate monthly Friday meetings at this time.
22	Both	Comprehensive professional development plan will be in place annually to focus on curriculum instruction and assessments needs as identify by CATS data, CSIP, teacher growth plans, and content/department needs.	Leadership Team	06/01/2008	08/04/2008	\$ 0 No Funding	I	All but strategic teacher training is complete.

Component: Learning Environment**Component Manager:** Troy Dotson**Date:** 01/20/2010**Name:** SOUTHERN MIDDLE**Priority Need:**

In 2007-2008, SMS had approximately 1250 disciplinary referrals sent to the office.

Goal:

By 2010, SMS will reduce the number of referrals to the office by 25% as measured by the SWIS reports.

Benchmark

Measure	Date	ProjectedData	ActualData
SWISS Report	02/29/2008	100	
SWISS Report	02/29/2008	100	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	The faculty will be trained on the updated disciplinary referral form that documents levels to go through before sending the student to the office.	KYCID Team	08/04/2008	08/04/2008	\$ 1000.00 General Fund	I	See KCID process.
2	Both	Faculty will be trained in the disciplinary terminology so that school wide consistency can be achieved.	KYCID Team	08/04/2008	08/04/2008	\$ 0 No Funding	I	See KCID process.
3	NCLB	SMS will promote positive, proactive communication with all stakeholders through the increase use of all available resources. Team Leaders will report weekly the number of positive communications/contacts with home/community.	Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	I	See YSC reports. Teams have communicated via email and One Call Now systems.
4	Both	SMS staff will participate in the Kentucky Center for Instructional Discipline (KYCID). Information will be shared to the faculty members via KYCID team members at faculty meetings.	KYCID Team	08/04/2008	05/31/2010	\$ 0 No Funding	IP	
5	Both	Based on the Response to the Intervention Pyramid, teachers will refer struggling students to the RTI Team for additional support.	Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	IP	RTI monthly team meetings.

Priority Need:

Increase the celebration of student successes.

Goal:

Quarterly celebrations of student success will be conducted by the SMS staff.

Benchmark

Measure	Date	ProjectedData	ActualData
	03/07/2008		
	03/07/2008		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	SMS will promote positive, proactive communication with all stakeholders through the increased use of all available resources. Team Leaders will report weekly the number of positive communications/contacts with home/community.	Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	I	
2	NCLB	SMS will establish a student advisory council comprised of one or two faculty sponsors and one student representative from each academic team to meet on a monthly basis.	Teachers	09/01/2008	05/31/2010	\$ 0 No Funding	IP	Principal's Advisory Council.
3	Both	YSC, Media Speacilist, and Student Advisory Council will collaborate to implement quarterly celebrations of students.	Media Specialist	10/01/2008	05/31/2010	\$ 0 No Funding	IP	Academic Pep Rally. Proficient/Distinguished student recognition. Sixth Grade released to elementary schools for recognition. Gold and Silver Cards.

Component: Math

Component Manager: Tonya Lamar

Date: 01/20/2010

Name: SOUTHERN MIDDLE

Priority Need:

In May 2006, the percentage of (students with disability) scoring proficient or distinguished in Math was 14.68 as measured on the Kentucky Core Content Test.

In May 2006, the percentage of (students with disability) scoring proficient or distinguished in Math was 14.68 as measured on the Kentucky Core Content Test. In May 2009, our school's Math Index was 90.5 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring proficient or distinguished in Math was 66.53 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring Novice in Math was 10.63 as measured on the Kentucky Core Content Test. In May 2008, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Math was 57.19 as measured on the Kentucky Core Content Test. In May 2008, the percentage of With Disability students scoring proficient or distinguished in Math was 23.42 as measured on the Kentucky Core Content Test. In May 2009, 3 out of 4 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test. In May 2009, 3 out of 4 NCLB subgroups reached their NCLB Math proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2008, the percentage of (students with disability) scoring proficient or distinguished in Math will increase to 37.37 as measured on the Kentucky Core Content Test.

By May 2009, the percentage of (students with disability) scoring proficient or distinguished in Math will increase to 47.81 as measured on the Kentucky Core Content Test. By May 2010 our school's Math Index will increase by 3.17 for a total Math Index of 93.67 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 11.16 for a total percentage of all students scoring proficient or distinguished in Math of 77.69 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring Novice in Math will decrease by -1.88 for a total percentage of all students scoring novice in Math of 8.75 as measured on the Kentucky Core Content Test. By May 2010, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Math will increase to 58.25 as measured on the Kentucky Core Content Test. By May 2010, the percentage of With Disability students scoring proficient or distinguished in Math will increase to 58.25 as measured on the Kentucky Core Content Test. By May 2010, ALL NCLB subgroups will reach their NCLB Math proficiency target of 58.3 as measured on the Kentucky Core Content Test. By May 2010, ALL NCLB subgroups will reach their NCLB Math proficiency target of 58.3 as measured on the Kentucky Core Content Test.

Benchmark			
Measure	Date	ProjectedData	ActualData
PAM	03/07/2008	70	
District Wide Learning Checks	03/07/2008	88	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1						\$		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2	NCLB	All 6th, 7th, and 8th grade students' math skills will be assessed using the Pulaski Assessment of Math at the beginning of the school year to determine instructional need and again at the end of the school year to measure academic progress.	SPED Teachers	08/04/2008	08/31/2008	\$ 0 No Funding	I	Testing completed.
3	NCLB	Students with disabilities will be placed in the SuccesMaker Math program for supplemental support. Students will use the program on a daily basis.	SPED Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	I	
4	NCLB	Math and Reading CBM Probes will be utilized as universal screens to help identify students for supplemental support.	Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	I	Math and Reading probes have been administered.

Component: Reading

Component Manager: Fran Troxtle

Date: 01/20/2010

Name: SOUTHERN MIDDLE

Priority Need:

In May 2007, the student group (With Disability) subgroup did not reach the NCLB reading proficiency target as measured on the Kentucky Core Content Test.

In May 2006, the percentage of With Disability students scoring proficient or distinguished in Reading was 17.43 as measured on the Kentucky Core Content Test.

In May 2006, the percentage of With Disability students scoring proficient or distinguished in Reading was 17.43 as measured on the Kentucky Core Content Test. In May 2009, our school's Reading Index was 95.22 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring proficient or distinguished in Reading was 71.94 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring Novice in Reading was 5.0 as measured on the Kentucky Core Content Test. In May 2009, our school's Reading Index was 95.22 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring proficient or distinguished in Reading was 71.94 as measured on the Kentucky Core Content Test. In May 2009, the percentage of students scoring Novice in Reading was 4.99 as measured on the Kentucky Core Content Test. In May 2008, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading was 64.38 as measured on the Kentucky Core Content Test. In May 2008, the percentage of With Disability students scoring proficient or distinguished in Reading was 25.23 as measured on the Kentucky Core Content Test. In May 2009, 3 out of 4 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test. In May 2009, 4 out of 4 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2008, the percentage of With Disability students scoring proficient or distinguished in Reading will increase to 59.20 as measured on the Kentucky Core Content Test.

By May 2009, the percentage of With Disability students scoring proficient or distinguished in Reading will increase to 66 as measured on the Kentucky Core Content Test. By May 2010 our school's Reading Index will increase by 1.59 for a total Reading Index of 96.81 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 9.490000000000001 for a total percentage of all students scoring proficient or distinguished in Reading of 81.01 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring Novice in Reading will decrease by Met Goal for a total percentage of all students scoring novice in Reading of 5.00 as measured on the Kentucky Core Content Test. By May 2010 our school's Reading Index will increase by 1.59 for a total Reading Index of 96.81 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring proficient or distinguished will increase by 9.350000000000001 for a total percentage of all students scoring proficient or distinguished in Reading of 81.29 as measured on the Kentucky Core Content Test. By May 2010, the percentage of students scoring Novice in Reading will decrease by Met Goal for a total percentage of all students scoring novice in Reading of 4.99 as measured on the Kentucky Core Content Test. By May 2010, the percentage of Free/Reduced Lunch students scoring proficient or distinguished in Reading will increase to 72.8 as measured on the Kentucky Core Content Test. By May 2010, the percentage of With Disability students scoring proficient or distinguished in Reading will increase to 72.8 as measured on the Kentucky Core Content Test. By May 2010, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 72.8 as measured on the Kentucky Core Content Test. By May 2010, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 72.8 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	ProjectedData	ActualData
District-wide learning checks	02/29/2008	94	

Cats test	03/07/2008	94	
-----------	------------	----	--

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	NCLB	Targeted students who read below grade level will participate daily in the Read 180 instructional program.	SPED/ Reg.Teachers	08/04/2008	08/31/2008	\$ 0 No Funding	I	Occuring during exploratory classes.
2	NCLB	Students progress will be monitored by Read 180 assessments and monitored by Read 180 Instructor.	Teachers	08/04/2008	05/31/2010	\$ 0 No Funding	I	Monitoring is ongoing by Read 180 Teacher.