

# **Hopkinsville Middle School CSIP**

## **2013-2014**

Hopkinsville Middle School  
Christian County School District

Mrs. Wendy Duvall, Administrator  
434 Koffman Drive  
Hopkinsville, KY 42240

# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: Increase the average combined reading and mathematics K-PREP scores middle school students from 45.3% to 73% by 2017.....	3
Goal 2: Increase the percentage of students who are college and career ready from 57.4% (as indicated on page 18 of KPREP who met benchmark scores) ) o 68% as measured by EXPLORE by 2015.....	5
Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2013 to 68% in 2017.....	7
Goal 4: Increase the number of students at HMS who will demonstrate proficiency in writing on-demand, extended/constructed responses, and writing for college and career readiness from 46.2% to 52% by May, 2014.....	8
Goal 5: Increased communication with teachers, parents, and students regarding school activities, and achievements. As indicated on Tell Survey, communication percentages will increase from 48% to 80%.....	9
Goal 6: All students will be taught by highly effective teachers in school led by highly effective leaders as measured by the Professional Growth and Effectiveness System.....	10
Activity Summary by Funding Source .....	11
Progress Notes .....	15

## Overview

### Plan Name

Hopkinsville Middle School CSIP 2013-2014

### Plan Description

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and mathematics K-PREP scores middle school students from 45.3% to 73% by 2017.	Objectives: 2 Strategies: 4 Activities: 9	Academic	\$3000
2	Increase the percentage of students who are college and career ready from 57.4% (as indicated on page 18 of KPREP who met benchmark scores) to 68% as measured by EXPLORE by 2015.	Objectives: 3 Strategies: 4 Activities: 5	Academic	\$0
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2013 to 68% in 2017.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0
4	Increase the number of students at HMS who will demonstrate proficiency in writing on-demand, extended/constructed responses, and writing for college and career readiness from 46.2% to 52% by May, 2014.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$0
5	Increased communication with teachers, parents, and students regarding school activities, and achievements. As indicated on Tell Survey, communication percentages will increase from 48% to 80%.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
6	All students will be taught by highly effective teachers in school led by highly effective leaders as measured by the Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$900

## Goal 1: Increase the average combined reading and mathematics K-PREP scores middle school students from 45.3% to 73% by 2017.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

55% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency score with collaboration and Rtl classes which will increase the overall Language Arts/Reading for Hopkinsville Middle School from 50.4 to 72.7 in English Language Arts by 05/31/2014 as measured by MAP data, and K-PREP scores.

### Strategy 1:

Rtl/KSI Reading Classes - The Master Schedule will be examined and Rtl/KSI classes in Reading will be created for students not scoring proficiency. Teachers will be trained on small group targeted instruction. The classes will be monitored for fidelity, and the classes will be fluid so students may move in and out of the Rtl process. Fluency, Comprehension, Vocabulary and Decoding will be the focus of these classes.

Research Cited: Specific skill direct instruction

Activity - Achieve 3000 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HMS teachers who are scheduled to teach the Rtl reading classes will have training by a representative from Achieve 3000 and/or training from the Reading Specialist at HMS in order to make specific interventions strategies.	Academic Support Program	08/14/2013	05/31/2014	\$3000	Title I Part A	Reading/Curriculum Specialist
Activity - Read 180 Reading Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based, independent, and small group instruction will be scheduled for students scoring below grade level lexiles.	Academic Support Program	12/10/2013	05/31/2014	\$0	Grant Funds	Julie Jones, Curriculum Specialist, IBC Coach, and Rtl teachers
Activity - System 44 Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Tier III intervention for student scoring below grade level in phonic/decoding instruction.	Academic Support Program	12/10/2013	05/31/2014	\$0	Grant Funds	Julie Jones, Curriculum Specialist, IBC Coach, and Rtl teachers

### Strategy 2:

Targeted Interventions Classroom - All content area teachers will pull non-fiction and content related articles which enhance their instruction and focus on main idea,

author's purpose, vocabulary, and skimming/scanning strategies related to their specific content area during the school year.

Research Cited: Reading in the Content area

Activity - Focused Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct reading instruction in all Content classes.	Direct Instruction	08/14/2013	05/30/2014	\$0	No Funding Required	Curriculum Specialist, Content Teachers and Related Arts Teachers

### Measurable Objective 2:

45% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency score with collaboration and Rtl process which will increase the overall Math for HMS from 39.7 to 72.7 by 2014. in Mathematics by 05/31/2013 as measured by KPREP, and MAP data.

### Strategy 1:

KMGSI - Math teachers will continue to receive professional development with the KMGSI cohort under Dr. Holiday.

Research Cited: High Schools and Middle Schools That Work

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing in mathematics; reading and analyzing math problems (word problems)	Academic Support Program	08/14/2013	05/31/2014	\$0	District Funding	Math Curriculum Specialist

Activity - MDC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued professional development on MDC prompts and writing for proficiency in mathematics.	Professional Learning	08/14/2013	05/31/2014	\$0	No Funding Required	Math Curriculum Specialist

Activity - LDC Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and Language Arts teachers will receive continued training in LDC prompts and rigorous reading and writing.	Professional Learning	08/14/2013	05/30/2014	\$0	No Funding Required	Curriculum Specialist

### Strategy 2:

Reading & Math Rtl Process - Students who are non-proficient on KPREP, MAP or other teacher formative assessments, will receive targeted instruction in reading and mathematics.

Research Cited: Rtl closing the gap

Activity - Math Rtl Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math intervention groups will be small and will be grouped by skill/content level.	Class Size Reduction	08/14/2013	05/31/2014	\$0	No Funding Required	Math Curriculum Specialist

Activity - Reading Rtl Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention groups will be small and will be grouped by skill/content level.	Academic Support Program	08/14/2013	05/31/2014	\$0	No Funding Required	Curriculum Specialist

## Goal 2: Increase the percentage of students who are college and career ready from 57.4% (as indicated on page 18 of KPREP who met benchmark scores) ) o 68% as measured by EXPLORE by 2015.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

77% of Eighth grade students will demonstrate a proficiency score in English Language Arts by 10/31/2014 as measured by the EXPLORE test.

### Strategy 1:

Academic and Career Advising - Counselors and representative teachers from each grade level will meet with groups of students after looking at career paths from the ILP to guide student toward career paths.

Research Cited: Kentucky Initiative

Activity - Operation Preparation for 8th Graders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation program for 8th grade students	Career Preparation/Orientation	08/14/2013	05/31/2014	\$0	No Funding Required	Counselors, 8th Grade Teachers, and CCPS Operation Preparation representative

Activity - Job Shadowing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 7 and 8 will participate in job shadowing activities through the AHOY center.	Community Engagement	08/14/2013	05/31/2014	\$0	No Funding Required	AHOY staff

**Strategy 2:**

Collection and Use of Data for Program Reviews/ Wellness Policy - Program reviews will be used to improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.

Activity - Student Evidence (Program Review)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School team meets to analyze the implementation processes in the Arts and Humanity, Practical Living and in the Writing Program Reviews. Implementation of writing policies and literacy plans, as well as wellness plan will be analyzed and reported to SBDM council to use in future planning of academic programs at HMS.	Academic Support Program	08/14/2013	05/31/2014	\$0	No Funding Required	A & H teacher, Practical Living teacher and Curriculum Specialist over their perspective sections.

**Measurable Objective 2:**

48% of Eighth grade students will demonstrate a proficiency score in EXPLORE in Mathematics by 10/31/2014 as measured by EXPLORE (CCR for middle school) and the unbridled learning formula.

**Strategy 1:**

Course and Assessment Alignment - In order to provide students with access and opportunity to become college/career ready with the KCAS, teachers need to address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student. This strategy utilizes the Leadership Networks to build capacity to implement the KCAS in each district, school and classroom.

Activity - KMGS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are trained using the KMGS model to increase rigor in literacy and mathematics instruction.	Professional Learning	08/14/2013	05/31/2014	\$0	District Funding	Math Department

**Measurable Objective 3:**

25% of Eighth grade students will demonstrate a proficiency score in Science by 10/31/2014 as measured by EXPLORE test.

**Strategy 1:**

Master Schedule - Master Schedule will be worked so that 7th grade students have 1.5 years of Science instruction.

Research Cited: Best Practice

Activity - Schedule Adjustments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scheduling of students in 7th Grade	Academic Support Program	08/14/2013	05/31/2014	\$0	No Funding Required	Principal/Guidance



## Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2013 to 68% in 2017.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

43% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase in the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in Mathematics and in English Language Arts by 05/31/2014 as measured by KPREP.

### Strategy 1:

Targeted Interventions - Targeted intervention in the Rti Math and Reading classes will address gaps in instruction to move students toward proficiency.

Research Cited: Kentucky Initiative

Activity - Analyzing student gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze KPREP, EXPLORE, and MAP data to determine areas of need for interventions.	Academic Support Program	01/02/2013	05/31/2013	\$0	No Funding Required	Content teachers, Principal, Curriculum Specialist
Activity - System 44 Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be screened for phonic/decoding gaps to improve reading lexile levels. Students who need help in these areas will be scheduled for System 44 instruction.	Academic Support Program	11/22/2013	05/31/2014	\$0	Grant Funds	Julie Jones, IBC Coach, Rtl teachers
Activity - Read 180 Reading Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have lexile scores two or more grade levels below their current grade will be scheduled for Read 180 interventions.	Academic Support Program	11/22/2013	05/31/2014	\$0	Grant Funds	Julie Jones, IBC Coach, and Rtl teachers

### Strategy 2:

Accelerated Reading - Assigning students reading material on or above their lexile level to push their grade equivalency level, vocabulary, and comprehension in reading.

Activity - MAP Decartes review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers and students together will set reading goals and instructional strategies to increase vocabulary, and comprehension to establish individual levels with a focus on comprehension and vocabulary.	Professional Learning	01/02/2013	05/31/2013	\$0	No Funding Required	Curriculum Specialists, Principals
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**Strategy 3:**

System 44 Reading Intervention - Targeted students scoring below a 400 Lexile level will be assigned to the Scholastic System 44 program. Teachers will be trained throughout the year and monitoring will occur during each nine week starting with the third nine week period of the 2012-2013 school year.

Research Cited: National Data

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
System 44 training from representative will be scheduled and done from the district level.	Professional Learning	10/30/2013	12/19/2013	\$0	Grant Funds	District Level: Tonya Oakley School Level: Julie Jones and System 44 teachers

**Goal 4: Increase the number of students at HMS who will demonstrate proficiency in writing on-demand, extended/constructed responses, and writing for college and career readiness from 46.2% to 52% by May, 2014.**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in writing when completing formative and summative on demand writing prompts in English Language Arts by 05/31/2014 as measured by K-PREP.

**Strategy 1:**

Re-Writing for Proficiency - Students will rewrite formative and summative writing assessments to proficiency.

Activity - CUPS & ARMS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Revising (ARMS: Add, Remove, Move, Substitute) and Editing (CUPS: Capitalization, Usage, Punctuation, Spelling) methods to help them remember how to re-write and proof a piece of work. Teachers will teach these methods in class and use peer editing and counseling to create proficient pieces of work.	Academic Support Program	08/14/2013	05/31/2014	\$0	No Funding Required	Curriculum Specialist.

**Strategy 2:**

Writing Intervention - On-Demand bubble students scoring at apprentice high on formative and summative assessments will be scheduled in a writing intervention class.

Research Cited: Best Practice

Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special scheduling for student were are considered bubble students in writing.	Academic Support Program	10/21/2013	05/31/2014	\$0	No Funding Required	Principal, Guidance and Writing instructor

### Strategy 3:

Writing Program Review - The Program Review on Writing will provide evidence of school-wide writing implementation. Teachers turn in writing samples monthly for evidence on Program Review. A calendar is created for subject area teachers.

Activity - Monthly Writing Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collection of school-wide writing samples	Academic Support Program	08/14/2013	05/31/2014	\$0	No Funding Required	Julie Jones Curriculum Specialist

## Goal 5: Increased communication with teachers, parents, and students regarding school activities, and achievements. As indicated on Tell Survey, communication percentages will increase from 48% to 80%.

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to keep all stakeholder informed about academic, and non-academic activities occurring at Hopkinsville Middle School from 48% in Agree to Strongly Agree to 80% in the 2013-2014 school year by 09/30/2014 as measured by Tell Survey.

### Strategy 1:

Infinite Campus Messenger - Infinite Campus Messenger will be used to communicate with teachers and parents regarding issues at HMS.

Activity - Notification Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Notices will be sent out regarding school functions, report card/progress report disbursement to students and other issues which need parental attention.	Parent Involvement	08/14/2013	05/31/2014	\$0	No Funding Required	AHOY, Principal, Guidance, Attendance Clerk

**Strategy 2:**

Teacher Communication - Tell Survey results will be shared with staff and discussed on how to make improvements during instruction meetings with Principal.

Activity - Communicating with Teachers/Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Emails, and instructional meetings will used to relay important information to teachers and staff.	Other	08/14/2013	05/31/2014	\$0	No Funding Required	Principal

## **Goal 6: All students will be taught by highly effective teachers in school led by highly effective leaders as measured by the Professional Growth and Effectiveness System.**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

collaborate to train our teachers to be highly effective as measured by the new State evaluation system and be effective leaders in the classroom environment by 05/30/2014 as measured by PGES.

**Strategy 1:**

PGES /PD 360 Training - Provided needed training for teachers to understand what highly effective instruction looks like, sounds like, feels like in the classroom environment.

Research Cited: PGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase teacher understanding of Charlotte Danielson through a book study	Professional Learning	01/06/2014	05/30/2014	\$900	Title I Schoolwide	Principal, Curriculum Specialist, IBC

Activity - Charlotte Danielson Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize resources in PD 360 to familiarize teachers with the components of Charlotte Danielson.	Professional Learning	01/06/2014	05/30/2014	\$0	No Funding Required	Principal, Curriculum Specialist, IBC

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Increase teacher understanding of Charlotte Danielson through a book study	Professional Learning	01/06/2014	05/30/2014	\$900	Principal, Curriculum Specialist, IBC
<b>Total</b>					\$900	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Writing in mathematics; reading and analyzing math problems (word problems)	Academic Support Program	08/14/2013	05/31/2014	\$0	Math Curriculum Specialist
KMGSI	Teachers are trained using the KMGSI model to increase rigor in literacy and mathematics instruction.	Professional Learning	08/14/2013	05/31/2014	\$0	Math Department
<b>Total</b>					\$0	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Read 180 Reading Intervention Program	Computer based, independent, and small group instruction will be scheduled for students scoring below grade level lexiles.	Academic Support Program	12/10/2013	05/31/2014	\$0	Julie Jones, Curriculum Specialist, IBC Coach, and Rtl teachers
Read 180 Reading Intervention Program	Students who have lexile scores two or more grade levels below their current grade will be scheduled for Read 180 interventions.	Academic Support Program	11/22/2013	05/31/2014	\$0	Julie Jones, IBC Coach, and Rtl teachers

**Hopkinsville Middle School CSIP 2013-2014**

Hopkinsville Middle School

Professional Development	System 44 training from representative will be scheduled and done from the district level.	Professional Learning	10/30/2013	12/19/2013	\$0	District Level: Tonya Oakley School Level: Julie Jones and System 44 teachers
System 44 Reading Intervention	Students will be screened for phonic/decoding gaps to improve reading lexile levels. Students who need help in these areas will be scheduled for System 44 instruction.	Academic Support Program	11/22/2013	05/31/2014	\$0	Julie Jones, IBC Coach, Rtl teachers
System 44 Reading Intervention	Reading Tier III intervention for student scoring below grade level in phonic/decoding instruction.	Academic Support Program	12/10/2013	05/31/2014	\$0	Julie Jones, Curriculum Specialist, IBC Coach, and Rtl teachers
<b>Total</b>					<b>\$0</b>	

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Achieve 3000 Training	HMS teachers who are scheduled to teach the Rtl reading classes will have training by a representative from Achieve 3000 and/or training from the Reading Specialist at HMS in order to make specific interventions strategies.	Academic Support Program	08/14/2013	05/31/2014	\$3000	Reading/Curriculum Specialist
<b>Total</b>					<b>\$3000</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CUPS & ARMS	Students will use Revising (ARMS: Add, Remove, Move, Substitute) and Editing (CUPS: Capitalization, Usage, Punctuation, Spelling) methods to help them remember how to re-write and proof a piece of work. Teachers will teach these methods in class and use peer editing and counseling to create proficient pieces of work.	Academic Support Program	08/14/2013	05/31/2014	\$0	Curriculum Specialist.
MDC Training	Continued professional development on MDC prompts and writing for proficiency in mathematics.	Professional Learning	08/14/2013	05/31/2014	\$0	Math Curriculum Specialist
Focused Reading	Direct reading instruction in all Content classes.	Direct Instruction	08/14/2013	05/30/2014	\$0	Curriculum Specialist, Content Teachers and Related Arts Teachers

**Hopkinsville Middle School CSIP 2013-2014**

Hopkinsville Middle School

Student Evidence (Program Review)	School team meets to analyze the implementation processes in the Arts and Humanity, Practical Living and in the Writing Program Reviews. Implementation of writing policies and literacy plans, as well as wellness plan will be analyzed and reported to SBDM council to use in future planning of academic programs at HMS.	Academic Support Program	08/14/2013	05/31/2014	\$0	A & H teacher, Practical Living teacher and Curriculum Specialist over their perspective sections.
Master Schedule	Special scheduling for student were are considered bubble students in writing.	Academic Support Program	10/21/2013	05/31/2014	\$0	Principal, Guidance and Writing instructor
Schedule Adjustments	Scheduling of students in 7th Grade	Academic Support Program	08/14/2013	05/31/2014	\$0	Principal/Guidance
MAP Decartes review	Teachers and students together will set reading goals and instructional strategies to increase vocabulary, and comprehension to establish individual levels with a focus on comprehension and vocabulary.	Professional Learning	01/02/2013	05/31/2013	\$0	Curriculum Specialists, Principals
Monthly Writing Samples	Collection of school-wide writing samples	Academic Support Program	08/14/2013	05/31/2014	\$0	Julie Jones Curriculum Specialist
Analyzing student gaps	Teachers will analyze KPREP, EXPLORE, and MAP data to determine areas of need for interventions.	Academic Support Program	01/02/2013	05/31/2013	\$0	Content teachers, Principal, Curriculum Specialist
Notification Communication	Notices will be sent out regarding school functions, report card/progress report disbursement to students and other issues which need parental attention.	Parent Involvement	08/14/2013	05/31/2014	\$0	AHOY, Principal, Guidance, Attendance Clerk
Job Shadowing	Students in grades 7 and 8 will participate in job shadowing activities through the AHOY center.	Community Engagement	08/14/2013	05/31/2014	\$0	AHOY staff
Operation Preparation for 8th Graders	Develop, promote, and implement Operation Preparation program for 8th grade students	Career Preparation/Orientation	08/14/2013	05/31/2014	\$0	Counselors, 8th Grade Teachers, and CCPS Operation Preparation representative
LDC Training	Reading and Language Arts teachers will receive continued training in LDC prompts and rigorous reading and writing.	Professional Learning	08/14/2013	05/30/2014	\$0	Curriculum Specialist

**Hopkinsville Middle School CSIP 2013-2014**

Hopkinsville Middle School

Charlotte Danielson Training	Utilize resources in PD 360 to familiarize teachers with the components of Charlotte Danielson.	Professional Learning	01/06/2014	05/30/2014	\$0	Principal, Curriculum Specialist, IBC
Math Rtl Process	Math intervention groups will be small and will be grouped by skill/content level.	Class Size Reduction	08/14/2013	05/31/2014	\$0	Math Curriculum Specialist
Reading Rtl Process	Intervention groups will be small and will be grouped by skill/content level.	Academic Support Program	08/14/2013	05/31/2014	\$0	Curriculum Specialist
Communicating with Teachers/Staff	Emails, and instructional meetings will used to relay important information to teachers and staff.	Other	08/14/2013	05/31/2014	\$0	Principal
<b>Total</b>					\$0	



## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Strategy	Reading & Math Rtl Process		Students are scheduled into these classes based on non-proficiency in the areas of Reading and Math. Students are given goals, and targets to reach daily in class.	September 30, 2013	Wendy Duvall
Activity	Reading Rtl Process	In Progress	Students are identified based upon MAP benchmark testing and teacher referral in order to determine placement. Tier II labs utilize Achieve 3000 and teacher instruction based on reading needs for students who have less than a two grade level gap. Tier III labs are for student who have a larger gap and receive an intensive instruction based upon benchmark and informal assessment of skills. Tier III labs are progress monitored bi-weekly for student growth. Both reading labs are fluid so that students may move as needed based upon assessment and monitoring results.	June 07, 2013	Wendy Duvall
Activity	Math Rtl Process	In Progress	Students were identified for intervention based upon MAP benchmark testing and placed together in labs based upon Descartes instructional strand needs. Students are grouped in order to receive instruction in like areas of skill gaps. Students are monitored by the teachers for progress using informal assessments based upon the skills taught. Labs change quarterly to give students the optimal instruction.	November 20, 2013	Wendy Duvall
Activity	LDC Training	In Progress	All teachers have been trained by the LDC team on how to teach the prompts and how to design prompts. Incorporating prompts into lesson design seamlessly is still a struggle. LDC has been incorporated into the school's writing plan and program and is accountable through the program review. Language Arts teachers monitor student writing folders as well as offer resources to content area teachers. LDC prompts are taught and turned in to the Curriculum Specialist according to a predetermined schedule and checklist for documentation of progress.	November 20, 2013	Wendy Duvall
Strategy	Academic and Career Advising		An ILP advising plan was written and will be presented to the council for approval at the November, 2014 meeting.	November 22, 2013	Wendy Duvall
Activity	KMGSI	In Progress	Teachers use LDC and MDC strategies in order to increase instructional rigor in the classroom. Teachers design lessons to meet the needs of EXPLORER skills and ACT skills as determined by the Common Core State Standards.	November 22, 2013	Wendy Duvall
Activity	Operation Preparation for 8th Graders	Completed	Operation Preparation was implemented for 8th grade students during the 2013-2014 year. This program will be adjusted based upon analysis of effectiveness and staff reflection.	November 22, 2013	Wendy Duvall
Activity	Job Shadowing	In Progress	Students are surveyed through ILPs on career interests and matched with a community member in that area to speak to the students about the career. Students have face to face question/answer time as well as on site shadow time with selected community members.	June 07, 2013	Wendy Duvall

**Hopkinsville Middle School CSIP 2013-2014**

Hopkinsville Middle School

Activity	Student Evidence (Program Review)	In Progress	Program Review evidence is collected to analyze instructional needs and adjustments to curriculum design in order to strengthen the instructional program. Evidence is collected throughout the year to determine program strengths and weaknesses.	June 07, 2013	Wendy Duvall
Goal	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% in 2013 to 68% in 2017.		The Gap Delivery Target from 2013 was 35.6% and our new goal will be 48.6%.	September 30, 2013	Wendy Duvall
Objective	43% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency increase in the average combined reading and math proficiency ratings for all students in the non-duplicated gap group in Mathematics and in English Language Arts by 05/31/2014 as measured by KPREP.	Not Met	HMS fell short of meeting its 48% goal. Our score was 35.6%. The SBDM council and the Leadership Team will discuss strategies to increase the goal to our new target of 48.6% for the 13-14 School year.	September 30, 2013	Wendy Duvall
Strategy	Accelerated Reading		Accelerated Reading is still used to push all students toward master in reading. Leadership team confirmed that 20 points for regular students and 30 for Cluster classes was adequate and still needed to be a part of the curriculum.	September 30, 2013	Wendy Duvall
Strategy	Targeted Interventions		Students were assigned to RtI classes for the 13-14 school year based on MAP and newly acquired KPREP results.	September 30, 2013	Wendy Duvall
Activity	MAP Decartes review	In Progress	Students have been conferenced after MAP testing to determine goals and plans for instruction based upon DesCartes band instruction. Teachers will be creating RIT band instructional folders to use with students to individualize instruction.	November 22, 2013	Wendy Duvall
Activity	MAP Decartes review	In Progress	Teachers are analyzing Fall 2013 MAP scores to determine areas of growth for students.	September 30, 2013	Wendy Duvall
Activity	Analyzing student gaps	Completed	Student gaps are identified based upon KPREP, EXPLORE, and MAP results and interventions at the Tier I level are put in place in core instructional areas as well as related arts areas. All teachers have recieved training in Thoughtful Classroom with questioning being a focus of the training. All teachers have received training to implement reading and writing instruction strategies in the core content classroom.	November 22, 2013	Wendy Duvall
Activity	CUPS & ARMS	In Progress	Students have been taught instructional strategies to assist with rewriting to proficiency. Language Arts teachers haved recieved On Demand Professional Development offered by the regional centers. Language Arts teachers will continue to work with the school's Curriculum Specialist to improve the approach to teaching On Demand and Constructed Response writing.	June 07, 2013	Wendy Duvall