

Action Component: **Student Achievement**

District Name: **Glasgow Independent**

School Name: **Glasgow Middle School**

Component Manager: **Mike Vaught**

Date: **11/16/09**

PRIORITY NEED	GOAL
<ul style="list-style-type: none"> In order for Glasgow Middle School to continue to achieve at high levels, there is a need to provide more individualized instruction to meet the academic needs of our diverse student population. In addition, with our student body comprised of nearly 53% receiving free or reduced lunch, we need to better meet the needs of this socio-economic group to reduce barriers to learning. 	<ul style="list-style-type: none"> To provide all students of GMS with the best possible education, meeting the needs of both low and high achievers so that they are successful.

CAUSES AND CONTRIBUTING FACTORS	OBJECTIVES
<ul style="list-style-type: none"> 442 total enrollment (47% Female, 53% Male) 18% African American, 1% Asian, 77% Caucasian, 3% Hispanic 53% Free/Reduced Lunch 15% Gifted/Talented 16% Disability Disability population scores should reflect IEP accommodations. 	<ul style="list-style-type: none"> To improve our overall Transition Index from 98 to 100 To increase the percentage of students scoring Proficient & Distinguished by at least 2 points in every tested area To decrease our disabled population percent of novice from 14.71 to at least 10.0

Obj. Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Estimated Costs and Resources
SA.1	Vocabulary strategies at all grades and in all content areas	Student test results will improve due to the increased exposure to, and study of core content vocabulary.	All Teachers	Aug 09	May 10	
SA.2	Vertical and Horizontal alignment on revised Core Content	Staff knowledge in aligning curriculum will increase, with improved student learning as measured by formal and informal assessment results.	Teachers, Administrators	Aug 09	May 10	
SA.3	Analyze and review test data Gap analysis, based on the 2009 CATS scores, will be conducted.	Teachers will have a more accurate predictor of success for their students and will be able to adjust teaching strategies to better meet the needs of their students. Teachers will become more aware of significant gaps along with strategies to reduce these gaps.	Teachers, Administrators	Aug 09	May 10	
SA.4	Gifted and talented students provided appropriate individual instruction and enrichment opportunities that will address growth in their gifted area.	Students will receive targeted activities in all areas where giftedness is identified.	All teachers	Aug 09	May 10	
SA.5	At risk students will be identified and provided appropriate individual assistance to address their individual needs	Students will be receiving targeted assistance to enhance their skill development in all curriculum areas. Evidence will come from student work samples and teacher observations of students.	Teachers, Administrators	Aug 09	May 10	
SA.6	All teachers will use technology that improves student achievement This includes but is not limited to the use of Reading Plus, Lexia, ALEKS math, Accelerated math,	Students will be familiar with computers for purposes of word processing, internet research, etc...	All Teachers	Aug 09	May 10	

SA.7	All grade levels will continue the writing process, and the appropriate professional development will be provided to enhance portfolio development, answering open response questions and on-demand writing. GMS will continue to implement Top Dawg Tuesday	Students will have the opportunity to develop portfolio pieces from each genre. Evidence will be in traveling folders. IRP scores will increase. Top Dawg Tuesdays will provide students and teachers more exposure to answering open response questions.	All Teachers	Aug 09	May 10	
SA.8	School will continue to participate in administrator and teacher Learning Walks	Valuable input from impartial parties and accountability on teachers to improve.	Teachers, Administrators	Aug 09	May 10	
SA.9	Teachers will meet monthly in PLC's focusing on content alignment, interventions. PLC's will rotate between teams and departments	Teachers will collaborate in content areas and within teams to refine and remodel lessons to incorporate rigor and relevance in lessons. Staff will revisit curriculum plans, design common assessments and plan high level curricular activities to meet all students needs	Teachers, Administrators	Aug 09	May 10	

Action Component: **Student Achievement - Math**

District Name: **Glasgow Independent**

School Name: **Glasgow Middle School**

Component Manager: Leigh Anne **Gassaway**

Date: **11/16/09**

PRIORITY NEED			GOAL											
<ul style="list-style-type: none"> In order for Glasgow Middle School to continue to achieve at high levels, there is a need to provide more individualized instruction to meet the math academic needs of our diverse student population. In addition, with our student body comprised of nearly 53% receiving free or reduced lunch, we need to better meet the needs of this socio-economic group to reduce barriers to learning. 			<ul style="list-style-type: none"> To provide all students of GMS with the best possible education, meeting the needs of both low and high achievers so that they are successful. 											
CAUSES AND CONTRIBUTING FACTORS			OBJECTIVES											
<ul style="list-style-type: none"> 12% of GMS students have not reached proficiency in math on the KCCT State Assessment 52% of 8th grade students did not meet the benchmark in math on the EXPLORE assessment Free and Reduced % P & D <table border="0" style="display: inline-table; vertical-align: top;"> <tr> <td style="padding-right: 20px;">6th – 71%</td> <td>Disability</td> </tr> <tr> <td>7th – 53%</td> <td>6th – 58%</td> </tr> <tr> <td>8th – 61%</td> <td>7th – 55%</td> </tr> <tr> <td></td> <td>8th – 72%</td> </tr> </table> 			6 th – 71%	Disability	7 th – 53%	6 th – 58%	8 th – 61%	7 th – 55%		8 th – 72%	<ul style="list-style-type: none"> To increase the percentage of students scoring proficient in math by 3% To increase the percentage of 8th grade students meeting the benchmark in math on the EXPLORE by 5% 			
6 th – 71%	Disability													
7 th – 53%	6 th – 58%													
8 th – 61%	7 th – 55%													
	8 th – 72%													
Obj. Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Estimated Costs and Resources								
SA-M.1	All math and college readiness teachers will use bell ringers to focus on basic skills.	Student's basic math skills will improve. Reliance on calculators will be lessened.	All Math and CR teachers	Aug 09	May 10									
SA-M.2	Math and CR PD to focus on number sense, manipulatives, games and strategies	Elementary and Middle school teachers will use common language and strategies in teaching basic math skills	Gassaway Vonda Stamm	June 09	June 09									
SA-M.3	Struggling Math students will be identified and have an opportunity to participate in after school MARS program (ESS)	MARS is our revised Invitational ESS. Focusing on the most at-risk students as identified by AIMSWeb and progress monitoring will help close achievement gap for this population	ESS teachers, Math teachers	Aug 09	May 10									
SA-M.4	ALEKS math, Accelerated math and Bridge to Algebra will be used to address student learning based on current ability level	Ability based programs will be utilized to best target students identified needs and to address these in a timely manner. These programs will be in conjunction with regular math curriculum	Math teachers	Aug 09	May 10									
SA-M.5	College Readiness teachers will conduct AIMSWeb testing. Students identified as declining will be assigned to work with Intervention teacher during a related arts period	Testing results will be used to determine appropriate interventions in class, through Math electives and ESS. Results will be communicated to parents regularly	College Readiness teachers	Aug 09	May 10									
SA-M.6	College Readiness will be offered to all students. 1 st semester will focus on Number sense and basic math skills. 2 nd semester will focus on reading though core content subjects.	Students will gain greater basic skills knowledge and perform better on school and state assessments.	College Readiness teachers	Aug 09	May 10									

Action Component: **Student Achievement – LA/Reading**

District Name: **Glasgow Independent**

School Name: **Glasgow Middle School**

Component Manager: **Heather Johnson**

Date: **11/16/09**

PRIORITY NEED			GOAL											
<ul style="list-style-type: none"> In order for Glasgow Middle School to continue to achieve at high levels, there is a need to provide more individualized instruction to meet the academic needs of our diverse student population. In addition, with our student body comprised of nearly 53% receiving free or reduced lunch, we need to better meet the needs of this socio-economic group to reduce barriers to learning. 			<ul style="list-style-type: none"> To provide all students of GMS with the best possible education, meeting the needs of both low and high achievers so that they are successful. 											
CAUSES AND CONTRIBUTING FACTORS			OBJECTIVES											
<ul style="list-style-type: none"> 25% of GMS students have not reached proficiency in Reading on the KCCT State Assessment 42% of 8th grade students did not meet the benchmark in Reading on the EXPLORE assessment Free and Reduced % P & D <table border="0" style="margin-left: 20px;"> <tr> <td>6th – 68%</td> <td>Disability</td> </tr> <tr> <td>7th – 55%</td> <td>6th – 52%</td> </tr> <tr> <td>8th – 69%</td> <td>7th – 51%</td> </tr> <tr> <td></td> <td>8th – 68%</td> </tr> </table> 			6 th – 68%	Disability	7 th – 55%	6 th – 52%	8 th – 69%	7 th – 51%		8 th – 68%	<ul style="list-style-type: none"> To increase the percentage of students scoring proficient in Reading by 5% To increase the percentage of 8th grade students meeting the benchmark in reading on the EXPLORE by 5% 			
6 th – 68%	Disability													
7 th – 55%	6 th – 52%													
8 th – 69%	7 th – 51%													
	8 th – 68%													
Obj. Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Estimated Costs and Resources								
SA-R.1	Bell ringers are used to address DEAR, Grammar, and on-demand tasks	Grammar skills will increase due to focus during bell ringers. Grammar use will be embedded in all reading and writing instruction.	LA teachers	Aug 09	May 10									
SA-R.2	Struggling Reading students will be identified and have an opportunity to participate in after school MARS program (ESS)	MARS is our revised Invitational ESS. Focusing on the most at-risk students as identified by AIMSWeb and progress monitoring will help close achievement gap for this population	ESS teachers, LA teachers	Aug 09	May 10									
SA-R.3	All grade levels will continue the writing process, and the appropriate professional development will be provided to enhance portfolio development, answering open response questions and on-demand writing.	Students will have the opportunity to develop portfolio pieces from each genre. Evidence will be in traveling folders. IRP scores will increase.	All Teachers	Aug 09	May 10									
SA-R.4	Reading Plus and Lexia will be used to address student learning based on current ability level	Ability based programs will be utilized to best target students identified needs and to address these in a timely manner. These programs will be in conjunction with regular LA curriculum	LA teachers	Aug 09	May 10									
SA-R.5	College Readiness will be offered to all students. 1 st semester will focus on Number sense and basic math skills. 2 nd semester will focus on reading though core content subjects.	Reading across various curriculums will be explored. 6 th grade reading through Character Education. 7 th grade reading through real world and current events instruction. 8 th grade reading through Social Studies and Arts & Humanities	College Readiness teachers	Aug 09	May 10									
SA-R.6	College Readiness teachers will conduct AIMSWeb testing. Students identified as declining will be assigned to work with Intervention teacher during a related arts period	Testing results will be used to determine appropriate interventions in class, through Math electives and ESS. Results will be communicated to parents regularly.	College Readiness teachers	Jan 09	May 10									

Action Component: **Student Achievement - Science**

District Name: **Glasgow Independent**

School Name: **Glasgow Middle School**

Component Manager: **Marsha Blevins**

Date: **11-16-09**

PRIORITY NEED			GOAL			
<ul style="list-style-type: none"> In order for Glasgow Middle School to continue to achieve at high levels, there is a need to provide more individualized instruction to meet the academic needs of our diverse student population. In addition, with our student body comprised of nearly 53% receiving free or reduced lunch, we need to better meet the needs of this socio-economic group to reduce barriers to learning. 			<ul style="list-style-type: none"> To provide all students of GMS with the best possible education, meeting the needs of both low and high achievers so that they are successful. 			
CAUSES AND CONTRIBUTING FACTORS			OBJECTIVES			
<ul style="list-style-type: none"> 20% of GMS 7th grade students have not reached proficiency in Science on the KCCT State Assessment 81% of 8th grade students did not meet the benchmark in Science on the EXPLORE assessment Free and Reduced % P & D 7th – 49% Disability 7th – 51% 			<ul style="list-style-type: none"> To increase the percentage of students scoring proficient in Science by 5% To increase the percentage of 8th grade students meeting the benchmark in science on the EXPLORE by 10% 			
Obj. Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Estimated Costs and Resources
SA-S.1	Vocabulary strategies at all grades and in all content areas. Current Science (weekly reader) will be used to address science vocabulary	Exposing students to science related literature will improve knowledge of specific vocabulary and help with test scores.	Science Teachers	Aug 09	May 10	
SA-S.2	Bell Ringers focus on either EXPLORE or formative assessment questions.	Intentionally focusing on EXPLORE type questions, particularly charts and graphs will help our students on school and state assessments	Science Teachers	Aug 09	May 10	
SA-S.3	Teachers will use Study Island KY as a science supplement to help students master content specified in the Ky Core Content.	Teachers will have an additional resource for preparing instruction and students can be assigned web based work as an intervention or enrichment strategy.	Science Teachers	Aug 09	May 10	
SA-S.4	Schedule will be revised to provide more instructional time for low performing students	Current schedule allows for Anatomy at 8 th grade and Astronomy at 6 th grade. Offering intentional science electives will allow GMS to further prepare students for state assessments and HS curriculum. Courses would include EXPLORE type questions.	Science Teachers, Administration	June 10	Aug 10	

Action Component: **Student Achievement – Social Studies**

District Name: **Glasgow Independent**

School Name: **Glasgow Middle School**

Component Manager: **John Johnson**

Date: **11/16/09**

PRIORITY NEED	GOAL
<ul style="list-style-type: none"> In order for Glasgow Middle School to continue to achieve at high levels, there is a need to provide more individualized instruction to meet the academic needs of our diverse student population. In addition, with our student body comprised of nearly 53% receiving free or reduced lunch, we need to better meet the needs of this socio-economic group to reduce barriers to learning. 	<ul style="list-style-type: none"> To provide all students of GMS with the best possible education, meeting the needs of both low and high achievers so that they are successful.

CAUSES AND CONTRIBUTING FACTORS	OBJECTIVES
<ul style="list-style-type: none"> 22% of GMS 8th grade students have not reached proficiency in Social Studies on the KCCT State Assessment Free and Reduced % P & D 8th – 51% Disability 8th – 52% 	<ul style="list-style-type: none"> To increase the percentage of students scoring proficient in Social Studies by 5%

Obj. Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Estimated Costs and Resources
SA-SS.1	Bell Ringers to focus on Map Skills, and Formative assessment questions.	Intentionally focusing on Geography/Map skills will help our students on school and state assessments	Social Studies Teachers	Aug 09	May 10	
SA-SS.2	8 th grade teachers will use Study Island KY as a Social Studies supplement to help students' master content specified in the Ky Core Content.	Teachers will have an additional resource for preparing instruction and students can be assigned web based work as an intervention or enrichment strategy.	8 th Social Studies Teachers	Aug 09	May 10	
SA-SS.3	Address alignment issues in our schedule. This will become clearer as the state confirms revised Core Content.	Our success on the social studies portion of the CATS test has been in part to an intentional alignment of the curriculum between the 3 grades. When the revised Core Content is completed GMS should be able to address issues with looking at how instruction is distributed/reviewed and making adjustments	Social Studies Teachers, Administration	June 10	August 10	
SA-SS.4	8 th grade College Readiness will include Art history/Reading as the 2 nd semester class	Students will gain greater SS and A/H knowledge and perform better on school and state assessments.	8 th grade College Readiness teachers	Aug 09	May 10	

Action Component: **Student Achievement – Related Arts**

District Name: **Glasgow Independent**

School Name: **Glasgow Middle School**

Component Manager: **Jennifer Fritsch**

Date: **11/16/09**

PRIORITY NEED	GOAL
<ul style="list-style-type: none"> In order for Glasgow Middle School to continue to achieve at high levels, there is a need to provide more individualized instruction to meet the academic needs of our diverse student population. In addition, with our student body comprised of nearly 53% receiving free or reduced lunch, we need to better meet the needs of this socio-economic group to reduce barriers to learning. 	<ul style="list-style-type: none"> To provide all students of GMS with the best possible education, meeting the needs of both low and high achievers so that they are successful.

CAUSES AND CONTRIBUTING FACTORS	OBJECTIVES
<ul style="list-style-type: none"> 442 total enrollment (47% Female, 53% Male) 18% African American, 1% Asian, 77% Caucasian, 3% Hispanic 53% Free/Reduced Lunch 15% Gifted/Talented 16% Disability 	<ul style="list-style-type: none"> To improve our overall Transition Index from 98 to 100 To increase the percentage of students scoring Proficient & Distinguished by at least 2 points in every tested area To decrease our disabled population percent of novice from 14.71 to at least 10.0

Obj. Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Estimated Costs and Resources
SA-RA.1	Address special population grouping issues in our schedule.	Because of a limited number of Related Arts courses, special populations (special ed) are often distributed in classes that make it difficult to provide a teaching assistant or in poor ability mixes. By better coordinating the schedules of these unique students GMS can make classes more rigorous and relevant for the entire class.	Related Arts Teachers, Administration	June 10	May 10	
SA-RA.2	Gifted and talented students provided appropriate individual instruction and enrichment opportunities that will address growth in their gifted area.	Students will receive targeted activities in all areas where giftedness is identified.	All teachers	Aug 09	May 10	
SA-RA.3	Enhanced Extra-curricular opportunities connected to either the related arts class content or teacher	Related Arts teachers have identified extra curricular opportunities that they are willing to sponsor. Students benefit by having both fun and academic after school activities. If GMS is awarded the 21 st Century grant these clubs will be offered through this program as well.	All staff	Aug 09	May 10	
SA-RA.4	Teachers in related arts classes will coordinate and host a culture night to include Music, Cooking, Dance, and Art	Teachers will benefit by collaborating with each other and Social Studies teachers. Students will appreciate the various cultures of other countries	Related Arts Teachers, Social Studies Teachers, Administration	Aug 09	Feb 10	

Action Component: **Learning Environment**

District Name: **Glasgow Independent**

School Name: **Glasgow Middle School**

Component Manager: **Allen Jones**

Date: **11/16/09**

PRIORITY NEED			GOAL			
<ul style="list-style-type: none"> With our student body comprised of nearly 53% receiving free or reduced lunch, Glasgow Middle School needs to better meet the needs of this socio-economic group to reduce barriers to learning. 			<ul style="list-style-type: none"> To Increase student positive behavior in and out of the classroom, to provide meaningful growth experiences and opportunities for all students to excel at something. 			
CAUSES AND CONTRIBUTING FACTORS			OBJECTIVES			
<ul style="list-style-type: none"> 442 total enrollment (47% Female, 53% Male) 18% African American, 1% Asian, 77% Caucasian, 3% Hispanic 53% Free/Reduced Lunch 15% Gifted/Talented 16% Disability Disability population scores should reflect IEP accommodations.			<ul style="list-style-type: none"> To improve our overall Transition Index from 98 to 100 To increase the percentage of students scoring Proficient & Distinguished by at least 2 points in every tested area To decrease our disabled population percent of novice from 14.71 to at least 10.0 			
Obj. Label	Strategy/Activity	Expected Impact in Terms of Student Performance & Classroom Practice	Responsible Person	Start Date	End Date	Estimated Costs and Resources
SC.1	The Youth Service Center will address the needs of children by developing partnerships with school, family & community in order to support all students as they reach academic Success	More YSC sponsored events and activities throughout the year reduce barriers to learning and YSC Director becomes more familiar with at-risk student's families.	Laura Cotton	Aug 09	May 10	
SC.2	GMS Youth Service Center will communicate directly with district elementary schools to identify families who have been served through FRYSC	Immediate identification of at-risk students before the student attends GMS	Laura Cotton	Aug 09	May 10	
SC.3	Instructions and programs will be provided for 6 th grade students concerning timely topics such as healthy lifestyles, wellness, life skills, character education and bullying	Elementary to Middle School transition will benefit. Focus on Bullying will result in fewer discipline referrals and improved class participation	Napier, Bartrug Moore, Cotton, Page	Aug 09	May 10	
SC.4	Back to School open house, GMS alive, parent conferences, parent involvement night, student performances and recognition programs. Examples include Literacy night, Science fair, Veterans day and Constitution day programs.	A more positive relationship among all stake holders will develop. Student work will be showcased.	All Staff	2009	2010	
SC.5	Student recognitions – announcements, newsletters and board meetings, Wall of Fame and explore an awards night.	Students will benefit from celebrations of accomplishments. School will benefit from positive PR. Students will have an incentive to give best effort.	Teachers, Administrators	2009	2010	
SC.6	GMS will continue to support and encourage student participation in extracurricular clubs. (Culture Club, NJAHS, Choir, Intramurals, etc.)	Students will benefit academically by positive connections made and relationships developed with peers and GMS staff.	Teachers, Administrators	2009	2010	
SC.7	GMS will utilize home visits to make personal connections with targeted at-risk students. GMS Delivers	Home-School relationships will strengthen resulting in a positive learning environment and increased student performance.	All Staff	2009	2010	

SC.8	GMS teachers and staff will be assigned students identified as at-risk. Name and Claim	Mentoring relationships with students who are struggling will help staff understand struggles students are facing. Students will benefit by having a person holding them accountable, checking on needs.	All Staff	Jan 10	May 10	
SC.10	GMS will utilize One Call Now, student planners, weekly schedule email	GMS will use all available means to communicate accurately and timely. Various media will provide quick access to the greatest majority of stakeholders when info needs to be delivered.	Administration	2009	2010	
SC.11	GMS will utilize parents and staff to develop a volunteer parent pool.	Staff will have access to volunteers when they are needed in the school and parents will be involved in events and activities.	FRYSC, Administration, teachers	2009	2010	
SC.12	An upcoming calendar will be developed prior to school identifying activities and the months occurring for Parent Involvement nights. Examples are open house, GMS alive, title I parent involvement meeting, Student showcases, etc...	Improved planning opportunities. Improved communication among all stakeholders. Increased opportunity for a variety of stakeholders to be involved.	All Staff	2009	2010	